



Mitchell State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## From the Principal

### School overview

Located 587 kilometres west of Brisbane, Mitchell State School is situated in the town of Mitchell which marks the gateway to Queensland's Outback. This co-educational Preparatory to Year 10 School provides access to students from Mitchell, Mungallala, Amby and surrounding properties. The school aims to provide a quality education by maximising access, participation and outcomes for the full range of students through the use of effective teaching practices and provision of an inclusive curriculum within a supportive school environment. Our school community believes that all people should be treated with respect, we are responsible for our own behaviour, we are all active participants in learning; and all people are unique and our differences should be accepted and valued.

### School progress towards its goals in 2018

- Improve student Academic results
- Closing the Gap between attendance and outcomes of indigenous and non-indigenous students.
- Attainment
- Learning and Wellbeing.

### Future outlook

- Increase in whole school A – E English.
- Increase whole reading data from 60% of students reaching benchmarks to 65% of student reaching or above regional benchmarks.
- Literacy Continuum – 65% of students at or above age appropriate Reading Text Cluster.
- 100% of teachers engaging in the Coaching and Feedback process to include ESCM's and pedagogical practice.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 10

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	141	130	137
Girls	66	62	62
Boys	75	68	75
Indigenous	39	40	36
Enrolment continuity (Feb. – Nov.)	91%	87%	84%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Within our school community, there is a diverse range of families whose needs vary greatly with high level requirements for student and family support and services. Students' families are representative of both indigenous and non-indigenous cultural backgrounds

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	17	21
Year 4 – Year 6	25	17	24
Year 7 – Year 10	19	12	12
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

The school uses the Australian Curriculum for all key learning areas from Prep – Year10. C2C is a resource favored by the majority of teachers. There is a strong focus on Kindy-Prep Transitions with the school working closely with the Mitchell Early Childhood Centre which is on the school site but which operates as an independent facility.

### Co-curricular activities

Mitchell State School offered students the opportunity to participate in a variety of extra-curricular pursuits at various times during the school year to extend and enrich their interests at school or in the community.

**Cultural** – Instrumental Music program, QLD School Performance Tours, Day for Daniel, CWA competitions, ANZAC Day commemorations, Mitchell Show Display

**Leadership**- Student Leadership Program, Columboola Outdoor Education 5

**Academic-** Share Market competition, Book Fairs, Health Careers in the Bush, Under 8's Day, Paint thy Town REaD, Walk Safely to School and World of Maths

**Sporting-** Interschool carnivals and organised lunchtime sports, South West School Sports, Jump Rope for Heart, TRY-athlon, Rugby League and Netball

## How information and communication technologies are used to assist learning

Provide a descriptive account of your school's strategies, such as digital pedagogies, used to assist learning.

## Social climate

### Overview

Mitchell State School has a number of devices which are used to assist learning. Lower Primary, Middle Primary and Junior Secondary blocks all have computers or laptops to enable student access to online programs such as: Speech Sounds Pics & Manghigh Learning Place and a variety of specialised programs for different categories of students (Indigenous). Lower Primary classes also have sets of iPads for student use where students engage in a variety of academic games which can be used in rotational activities in the fields of literacy, numeracy and technologies.

The junior secondary block also has a computer laboratory where 21 computers are housed. Our Resource Room (Library) also has eight computers which are used by small groups in rotations or small group learning.

The majority of classrooms have either an interactive whiteboard or an electronic white board to be used with the teacher laptops to enhance learning opportunities catering for all learning styles.

Opportunities are given to students through the beginning phase of implementation of the Digital Technologies Curriculum to engage with a range of robotic devices – these include Bee Bots for the younger students. These were obtained on a loan from a library. This process will enable the school, at this point in time, to experiment with a different device on a termly basis before purchases of devices are made. The school does have a kit of 8 Mindstorms EV3 robots which were used by the Year 9/10 group in 2017 and currently a group of primary students are participating in a lunch time Robotics Club using these devices.

Secondary students have engaged in programs through access to Code.org where they can learn coding in a fun and interactive manner. Year 7/8 students will also have free access GROK learning to gain knowledge of coding through participation in online, interactive tutorials. Middle primary students have used Code.org to facilitate development of knowledge of computational thinking (algorithms) leading to the creation of game using Scratch – games will be related to other curriculum areas.

Students have also been given the opportunity to engage in specialised short courses through the QUT program

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	88%	92%	90%
• this is a good school (S2035)	85%	92%	88%
• their child likes being at this school* (S2001)	85%	94%	84%
• their child feels safe at this school* (S2002)	88%	96%	84%
• their child's learning needs are being met at this school* (S2003)	87%	93%	91%
• their child is making good progress at this school* (S2004)	85%	92%	90%
• teachers at this school expect their child to do his or her best* (S2005)	94%	96%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	94%	88%
• teachers at this school motivate their child to learn* (S2007)	92%	93%	91%
• teachers at this school treat students fairly* (S2008)	69%	87%	91%
• they can talk to their child's teachers about their concerns* (S2009)	87%	94%	94%
• this school works with them to support their child's learning* (S2010)	89%	94%	91%
• this school takes parents' opinions seriously* (S2011)	76%	89%	88%
• student behaviour is well managed at this school* (S2012)	63%	83%	56%
• this school looks for ways to improve* (S2013)	85%	91%	94%
• this school is well maintained* (S2014)	94%	96%	94%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	82%	71%
• they like being at their school* (S2036)	78%	65%	55%
• they feel safe at their school* (S2037)	90%	83%	80%
• their teachers motivate them to learn* (S2038)	93%	80%	91%
• their teachers expect them to do their best* (S2039)	99%	88%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	78%	80%
• teachers treat students fairly at their school* (S2041)	77%	69%	62%
• they can talk to their teachers about their concerns* (S2042)	78%	68%	69%
• their school takes students' opinions seriously* (S2043)	80%	69%	67%
• student behaviour is well managed at their school* (S2044)	63%	59%	41%
• their school looks for ways to improve* (S2045)	89%	79%	74%
• their school is well maintained* (S2046)	88%	81%	76%
• their school gives them opportunities to do interesting things* (S2047)	81%	69%	76%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	90%	96%	90%
• they feel that their school is a safe place in which to work (S2070)	90%	92%	95%
• they receive useful feedback about their work at their school (S2071)	80%	79%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	92%	91%
• students are encouraged to do their best at their school (S2072)	90%	91%	95%
• students are treated fairly at their school (S2073)	90%	79%	81%
• student behaviour is well managed at their school (S2074)	70%	83%	57%
• staff are well supported at their school (S2075)	70%	83%	86%
• their school takes staff opinions seriously (S2076)	84%	79%	90%
• their school looks for ways to improve (S2077)	100%	96%	90%
• their school is well maintained (S2078)	100%	100%	95%
• their school gives them opportunities to do interesting things (S2079)	90%	79%	95%

Percentage of school staff who agree# that:	2016	2017	2018
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\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

At Mitchell State School, we believe that a student's education is much more effective when students, parents and teachers all work collaboratively. Learning is a collaborative process. Parents are invited to be involved in their child's education at this school a number of different ways., the most notable and on-going being Personalised Learning Plans for Students from Prep- Year 10. Other examples of parent involvement included: Early Morning Reading program; State Education Week Open day; Mother's/Father's Day; Outdoor Education; Weekly parades; Fire Safety; National literacy/Numeracy Week – Paint the Town REaD; Cross Country; Track and Field events; Swimming; Celebration Evening; Grandparent's Day; Parents and Citizens Association; Indigenous and culturally appropriate learning events.;

Consultation occurs with parents and external agencies to assist students with diverse needs to access and fully participate in programs of instruction. In 2017, a Speech Language Pathologist was employed to assist with individual child support, building staff capacity and program implementation. Students who require adjustments to curriculum provision because of diagnosed disability may be placed on either an Individual Curriculum Plan (ICP). Some students may also benefit from having their individual personal circumstances accommodated by an Individual Support Plan (eg an Education Support Plan for Out-of-Home Care students). Within a classroom setting, teachers seek to differentiate the contextual features eg environment, process, and content

## Respectful relationships education programs

The respectful relationships program is embedded into the Health and Physical Education curriculum across the school in cooperation with the school based nurse sessions.

The Respectful relationships education program is teaching students about healthy, respectful relationships. The program focuses on developing a culture that emphasises developing and maintaining respectful relationships, respecting self and gender equality as well as influences behaviour change to prevent undesirable social consequences such as domestic and family violence. The contexts contained in the materials engage students and support their learning about: respectful relationships, inclusivity, power and relationships (gender inequality), seeking help and proposing and practising realistic responses (reporting fears and concerns, responding safely to violence and abuse).

The program is adapted to address problems troubling families in the local community. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	29	23	41
Long suspensions – 11 to 20 days	5	3	0
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Our school closely monitors water and electricity usage and has implemented measures to reduce the school's environmental footprint: water usage monitoring is in place and continual review of water usage undertaken; the use of rain water tanks are assisting in reducing water consumption; monitoring electricity use in installing timers on split systems, and an electronic automatic watering system installed in Kitchen Garden. Water consumption is dependent upon seasonal conditions eg hot and dry

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			86,466
Water (kL)	8,063		8,793

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile



## Workforce composition

### Staff composition, including Indigenous staff

Includes Indigenous and Non-Indigenous staff.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	16	14	<5
Full-time equivalents	14	10	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	1	
Graduate Diploma etc.*		
Bachelor degree	15	
Diploma	1	
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$58,000.

The major professional development initiatives are as follows:

- Mandated training eg Asbestos, Student Protection Training and Code of Conduct
- High Performing Teams
- Empowered for Life Training and Be the Change by Jocelyn Chirside
- SSBM Human Resource/ Finance training
- Teach Like a Champion
- Digital Technologies
- Athletics Training and Bronze medallion
- One School Timetable training
- VET and Senior Education SATE training
- The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	89%	88%
Attendance rate for Indigenous** students at this school	87%	86%	83%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	90%	93%	90%
Year 1	94%	89%	95%
Year 2	91%	94%	87%
Year 3	94%	90%	92%
Year 4	94%	90%	88%
Year 5	92%	92%	92%
Year 6	90%	90%	91%

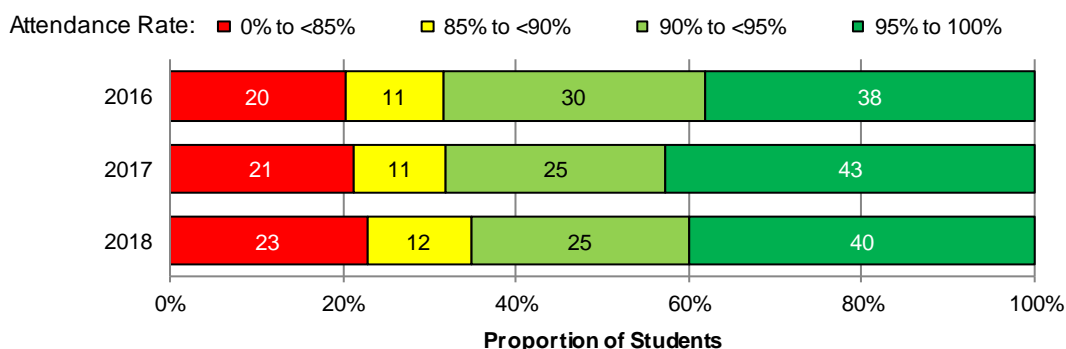
Year level	2016	2017	2018
Year 7	85%	84%	78%
Year 8	79%	82%	82%
Year 9	87%	78%	76%
Year 10	82%	82%	77%
Year 11		100%	
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DoE procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* (Implementation Date 1/9/17) as well as *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Students are encouraged to regularly attend school as per the Every Day Counts approach to ensuring students are attending all day and every school day. It is the responsibility of all staff to build positive relationships with students and to maintain intentionally inviting classrooms. Rolls are marked twice daily at our school, in the morning and afternoon. For those students not 11 in attendance at the time of roll marking, the class teacher marks them "absent". Students who arrive at school after roll marking are required to go directly to the office for a late slip. The SSBM then contacts all parents of absent students at 9.30am via MSM messaging to make contact and determine reason for absence.

Student awards are issued in recognition of those students attending 92% and above for each semester of schooling. Each week, a class with weekly attendance or greater receives an "attendance trophy". For those students who have absences of more than 3 consecutive days, parents are informed of their legal obligations in relation to attendance. The school has in place guidelines to address chronic absenteeism, school refusal and truancy. Student with 85% attendance are invited to participate in school representative events.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.