


QUEENSLAND STATE SCHOOL REPORTING - 2010

Spinifex State College - Mount Isa

a Queensland Minerals and Energy Academy School

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| SENIOR CAMPUS | JUNIOR CAMPUS | RESIDENTIAL CAMPUS |
|---|--|---|
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Principal's foreword

Introduction

Spinifex State College – Mount Isa opened in 2003. It is a three-campus co-educational school, with a Junior, Senior and Residential campus. Spinifex State College offers an educational program for years 8-12.

The Junior Campus provides education for students in years 8-10. The school is based on a 'school within a school' concept with a Deputy and Head of Department assigned to, and managing each year level. In addition to this there is also a Pathways Program that caters for students who are not achieving success in the mainstream program. Some of the Pathway students attend at the junior campus, some attend a class at senior campus and others attend a class based at Mount Isa Special School.

The senior campus provides for years 11 and 12. Students select a course of study from a wide variety of offerings including Queensland Studies Authority subjects, Authority Registered subjects and also TAFE courses.

Spinifex College has a Special Education Unit at the junior campus and a Special Education Class at the senior campus.

The Residential campus is the first state-run boarding facility for students attending a state school. This campus has the capacity to board and provide educational support to 57 students.

This report will provide: an overview of activities of 2010 and data on a range of topics such as student accomplishments in National Testing, Year 12 Data and Staff Profiles.

School progress towards its goals in 2010

In 2009 the school had a focus on improving results for all students. This was done by:

- Employment of Literacy Coach on Junior Campus to provide focus on delivery of quality literacy programs across all KLAs.
- All Junior Campus staff participated in Professional Development focussed on improving literacy instruction across all KLAs.
- Improved use of Technology – improvement in the ratio of Computers:Students; Stage 2 of the Xstrata Technology project on Junior Campus; all teachers using their Computers for Teachers and the school accessed facilities provided by OneSchool;
- Increasing awareness/skilling related to indigenous education – running Cultural Awareness for Staff; Embedding Indigenous Perspectives into the curriculum; established the Indigenous Advisory Committee;
- Celebration of National Sorry Day, Reconciliation Week and NAIDOC week on both Junior and Senior campuses;
- Providing Intentionally Inviting Classrooms – key building projects included the Trade Training Centre on Senior Campus and refurbishment of Junior Campus Library and Science blocks;
- Celebrating Special Events – Cultural, Performing Arts and Academic activities.

Future outlook

Some of the key areas identified for improvement in the school's 2011 :

LEARNING:

Quality Programs

- Prepare for implementation of National Curriculum for Yr 8-10 in 2012 for English, Maths and Science
- Develop implementation plan to re-introduce LOTE into Year 8 program from 2012.
- Review/Develop programs that offer multiple pathways and diverse learning experiences including new programs for Trade Training Centre.
- Seek Industry/Community input into program development including in the TTC.
- Use PST to continue to embed Indigenous Perspectives across all KLAs.

Quality Teaching

- Focus on quality curriculum delivery as core business – as per Department Action Plans.
- Focus on the teaching of reading across KLAs.
- Embed data analysis to inform planning, target setting and program delivery--as per Data-Driven Achievement Planning Map (DDAP).
- Focus planning/delivery on rich, relevant learning experiences.

- Deliver programs with an understanding of ESL needs of students.
- Develop high quality assessment items focussed on Higher Order Thinking skills.
- Embed Target setting and reviewing processes as per DDAP.
- Increase and embed cross-curricular sharing of expertise.

Literacy and Numeracy

- Review/Refine the Literacy Plan and embed processes into programs – begin developing a whole school plan which reflects ACARA curriculum.
- Embed the Literacy Strategies across all KLA areas.
- Establish a Whole School Numeracy Plan based on ACARA guidelines.

SCHOOLS:

Supportive School Environment

- Recognise and celebrate student/staff success to promote a culture of pride in achievement including year level awards, attendance awards, staff recognitions etc.
- Implement focused strategies to support positive behaviour, counter bullying and teach social and emotional literacy.
- Develop programs/processes to improve attendance at school.
- Encourage continuation of student involvement to promote positive school culture eg leadership activities, student council activities and lunchtime activities.

Closing the Gap

- Review programs that encourage improved engagement of Indigenous students in learning.
- Deliver Cultural Awareness training for all staff which includes a 'local' perspective.
- Develop programs/processes to improve attendance at school.
- Encourage Community and Parent Involvement.

Transition Programs

- Review/refine transition programs for students moving from Yr 7 to 8 and Yr 10-11, and Yr 12 to authentic post-school options.

Personalised Learning

- Embed whole school focus on delivering programs to students based on their individual needs.
- Utilise Support/Specialist Staff to assist students to manage social/emotional issues that are preventing them from engaging in the school programs.

WORKFORCE/COMMUNITY:

Professional and Skilled Workforce

- Enhance and embed a coaching/mentoring culture in the school focussed on continual pedagogical improvement.
- Share key learnings from Literacy Training across the whole school.
- Provide Professional Development to support the implementations of curriculum initiatives in National Curriculum roll-out.
- Provide support for staff development in the areas of:
 - Pedagogical development – especially in the teaching of reading
 - Differentiated Learning
 - Leadership Development
 - Cultural Awareness
 - Effective use of IT including OneSchool
- Collaboratively develop Personal Performance Process for all school staff.

Parent/School Partnerships

- Support parents and carers to become involved in their children's learning.

Industry/Community Partnerships

- Enhance industry engagement to ensure that school programs are relevant and authentic.

Develop processes to manage closure of MIYPP

Our school at a glance

School Profile

Coeducational or single sex: Co-educational

Year levels offered: Years 8-12

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2010 – Nov 2010) |
|-----------------|-------|------|--|
| 903 | 418 | 485 | 76% |

Characteristics of the student body:

Spinifex State College – Mount Isa is built on Kalkadoon land and provides education to a student body from a wide variety of cultural and socio-economic backgrounds. While the Kalkadoon are the local indigenous group we have students from as many as 16 different cultural groups from around Queensland and the Northern Territory. Approximately 25% of the student population identify as being indigenous.

Each year approximately 25% of the senior graduates transition to tertiary education with the remainder seeking employment locally. Our programs cater to all post-year 12 pathways.

Class sizes – Proportion of school classes achieving class size targets in 2010

| Phase | Average Class Size | Percentage of classes in the school | | | |
|-------------------|--------------------|-------------------------------------|--------------|-----------|-------------|
| | | On or under target | Under Target | On Target | Over Target |
| Prep – Year 3 | | | | | |
| Year 4 – Year 10 | 20 | 100% | 100% | 0% | 0% |
| Year 11 – Year 12 | 15 | 98% | 97% | 1% | 2% |
| All Classes | 18 | 99% | 99% | 1% | 1% |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 363 |
| Long Suspensions - 6 to 20 days | 30 |
| Exclusions | 3 |
| Cancellations of Enrolment | 0 |

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Since opening in 2003 we have worked closely with local industry partners. In 2004, in partnership with Xstrata, Mount Isa Mines we introduced a Bursary program for year 11 students. Selected students attend Xstrata one day a week in year 11 and during their holidays. This is then progressed into a School-Based Apprenticeship or Traineeship (SAT) once students have identified their area of preference. In 2007 a new "Skills for the Future" program was offered for year 9 students to give them an opportunity to attend the Xstrata Skills Centre and experience trade skills one afternoon a week for a term.

In 2009 Cert I Engineering was offered by both Xstrata and TAFE.

Current TAFE programs include: General Apprenticeship Skills; Engineering; Business; Automotive and Hospitality.

Extra curricula activities

- Gifted and Talented Programs – including a program for year 7 students in the areas of Maths, Science, The Arts and English
- Magnetic Island Leadership and Personal Development Camp – year 11
- Year 12 Leadership Camp – Captains and School Council Members – years 9-12
- Senior Tutorial Classes – yrs 11-12
- School-Based Apprenticeships/Traineeships yrs 10-12
- Structured Industry Placements – yrs 10-12 – over 300 placements
- Instrumental Music Program – yrs 8-12
- Fanfare Competition - Townsville
- North West Sports – yrs 8-12
- James Cook University Trip – year 12
- Yr 7-8 Transition Days
- Tools4Change – community sponsored transition program – year 7
- Xstrata Bursaries – yr 11-12
- Siemens Science Summer School – yrs 10-12
- QMEA – Outback @ Isa excursions, Senior Engineering Camp

How Information and Communication Technologies are used to assist learning

This is one of the focus areas identified in our new Strategic Plan. Information Communication Technologies are embedded in the school program in areas such as:

- Technology is embedded into year 9 subjects particularly in the business programs of Enterprise

Our school at a glance

Education;

- Year 10 students study Cert I in Information Technology and use the skills in other curriculum areas;
- Year 11/12 ITS and ITC has a Certificate II embedded into the subject;
- Many other senior subjects have technology components embedded into the work program.

Since the beginning of 2010 all teachers have their Computers for Teachers laptops and are using them to access technology across the curriculum.

In 2010 the roll-out of the National Computers for Schools program saw Spinifex purchase 45 desktop and 28 laptop computers to the value of \$63 000. A further 33 desktop and 16 laptops will be purchased in 2011 as part of round 2 with approx. 368 computers part of the round three rollout..

It is planned that in 2011 80 rooms will be funded for wireless connection. On junior campus 22 Data projectors will also be installed in the classrooms as the last part of the Xstrata Technology program.

Social climate

Spinifex is committed to providing an intentionally inviting environment for students. Our school's Responsible Behaviour Plan for Students is focussed on shared responsibility for education with students, parents and the school working together. Our Student Support Program consists of a number of staff who work together to ensure that students are encouraged to engage fully in our education program.

Specialist staff who work with teachers and administration include:

- Guidance Officers
- School Based Youth Health Nurse
- School Based Police Officer
- School Chaplain
- Community Education Counsellors

Our behaviour level system aims at recognising students whose behaviour provides a role model for others, while clarifying for students who do not exhibit appropriate behaviour what they will need to work on to improve. Students who exhibit positive behaviour are rewarded with Level 5 status in the school. These students are then entitled to discounts sponsored by local community businesses and a term reward function.

The Residential Campus also works on a Level System for behaviour management to encourage and reward appropriate behaviours. It is used to recognise the appropriate living skills that are required to flourish in a boarding facility. All students are also in small pastoral care groups where more intensive support can be provided

Our school at a glance

Parent, student and teacher satisfaction with the school

Survey data indicated that our parents are happy with the quality of teaching, the learning climate, the school climate and resourcing of our school. In 2011 the school will focus on professional development for staff and improving the school climate for students

| Performance measure | Result 2010 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school | 77% |
| Percentage of students satisfied that they are getting a good education at school | 67% |
| Percentage of parents/caregivers satisfied with their child's school | 77% |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 43% |
| Percentage of staff members satisfied with morale in the school | 59% |

Involving parents in their child's education.

Our school encourages parents to participate in the education of their students. We offer both formal and informal opportunities to do this. Some examples include:

- Meet the Teacher/Parent function in February of each year.
- Leadership Investiture/Awards Night/Yr 12 Graduation
- Fortnightly newsletters – sent home with students and also available via email and on the school website
- Monthly P&C Meetings
- Parent/Teacher interviews – held twice per year
- SET Planning Interviews – all year 10 students and parents meet with school staff to develop individual Senior Education and Training Plans
- Regular teacher/parent contact – to celebrate success or to discuss issues of concern
- Assessment Centre open evenings/Awards night
- Year 8 Culminating Events
- MAD About the Arts – Art Exhibition Evenings
- Spinifex Has Talent – performance evening
- Creative Arts Evening – Junior Campus
- School Events such as Sporting Carnivals, Musicals, Public Speaking, Debating
- Hospitality Restaurants

Our school at a glance

- Subject Selection Evenings
- Parent Meetings as part of the Case Management process, particularly for students involved in alternative programs
- Residential community visits – Head of Campus regularly visits communities with house parents and teachers.
- Open Days/weekends were held at the Residential Campus where community members stayed at the residential campus with their children.

Reducing the school's environmental footprint

With both the senior and junior campus air-conditioning fully operational the school is working on ensuring that the system is operating effectively and efficiently. Where possible classes recycle paper etc to reduce waste. Sprinkler systems have been installed to maximize the effect of watering out of the hot parts of the day.

| Year | Total | Electricity | Sewerage | Waste | Water | Gas | Other | Electricity KwH | WaterKL | GasMJ |
|----------------------------|-----------|-------------|----------|----------|----------|-------|----------|--------------------|---------|-------|
| 2010 | \$262,860 | \$190,340 | \$29,263 | \$18,172 | \$25,085 | \$0 | \$0 | 937,187 | 5,723 | 0 |
| 2009 | \$220,728 | \$154,935 | \$0 | \$0 | \$28,449 | \$182 | \$37,162 | 933,939 | 63,934 | 0 |
| % change 2009 - 2010 | 19% | 23% | N/A | N/A | -12% | -100% | -100% | 0% | -91% | N/A |

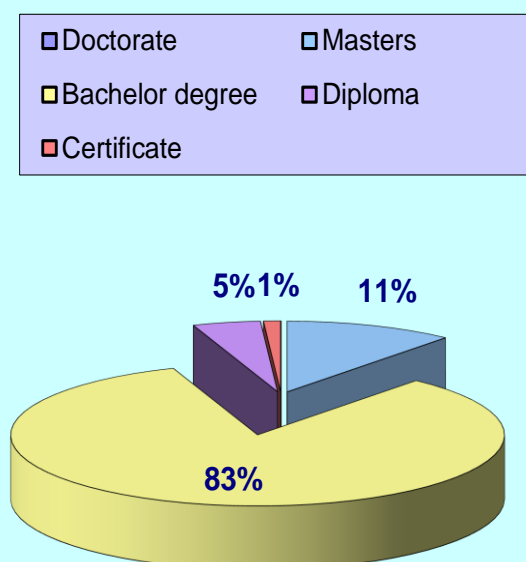
Our staff profile

Staff composition, including Indigenous Staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 85 | 69 | 7 |
| Full-time equivalents | 82 | 57 | 7 |

Qualifications of all teachers.

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 10 |
| Bachelor degree | 75 |
| Diploma | 4 |
| Certificate | 1 |



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was over \$45 000

The major professional development initiatives are as follows:

Literacy development – all junior campus staff participated in the EQ Literacy Training

Staff Leadership Development –, District Curriculum Leaders

Understanding and Embedding Indigenous Perspectives in the Classroom

Curriculum Development in specialist areas

Improving use of ICTs in the classroom – OneSchool Training; SFD Program, Computers for Teachers Training

Other: Non-Violent Crisis Intervention; First Aid Courses; and Note-taking for Hearing Impaired

The involvement of the teaching staff in professional development activities during 2010 was 90%. All teaching staff participated in professional development, most non-teaching staff had access to PD.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 80% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 85%.

Student attendance for each year level

| Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--------|--------|---------|---------|---------|
| 87% | 83% | 81% | 86% | 87% |

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

- The school operates a text-messaging system to give parents early notification if a child is not at school and asks for parents to contact the office to discuss reasons for absences;
- Rolls are marked each morning on both Junior and Senior Campus. Students who are flexed off at senior report to the office on arrival.
- Students late to school report to the office and are counseled by the Principal or Deputy Principal. Regular late arrivers are given consequences for this.
- School staff contact home for students who are regularly absent from school to discuss issues with intent to encourage attendance.
- Community Education Counselors and Indigenous Case Managers visited home of students with poor attendance records to encourage re-entry to schooling.
- Junior Campus awarded students with 100% attendance on weekly parades.

Performance of our students

Achievement – Year 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

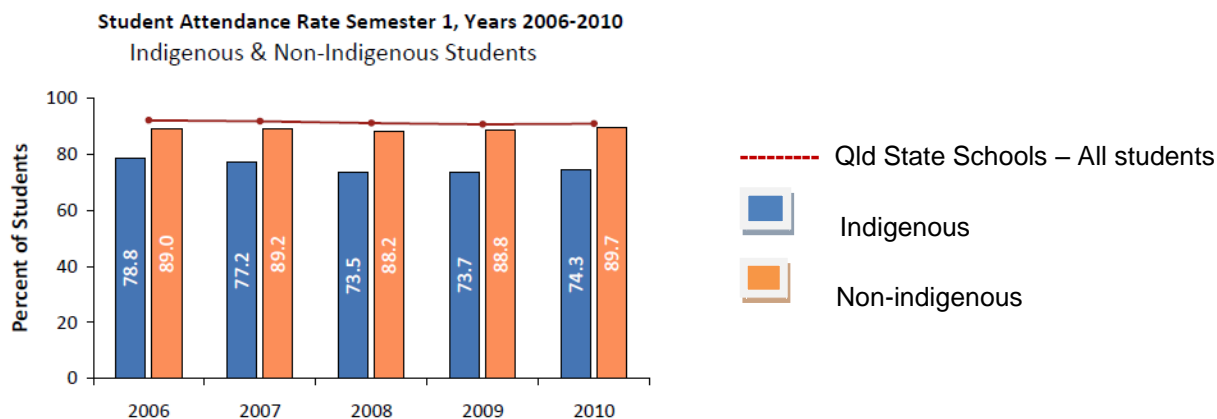
If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

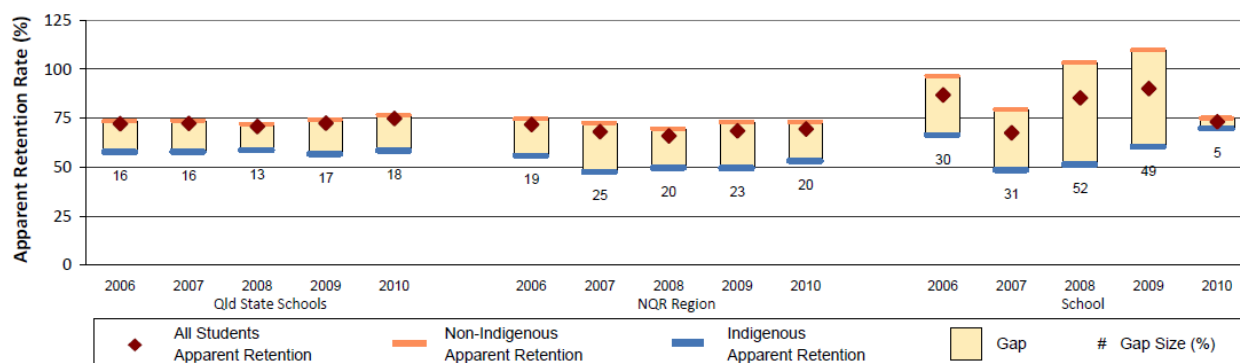
Achievement – Closing the Gap

In 2010, 300 of total enrolment of 904 identified as Indigenous.

Student Attendance



Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap



JUNIOR CAMPUS RESULTS

Semester 1

Semester 2

Number of students: **229**

Number of students: **208**

Achievement Breakdown

Achievement Breakdown

| Rating | A | B | C | D | E | N | Rating | A | B | C | D | E | N |
|------------|------|------|-------|-------|-------|-----|------------|------|------|-------|-------|-------|-------|
| Percentage | 0.8% | 9.9% | 24.7% | 27.1% | 12.6% | 25% | Percentage | 0.7% | 9.6% | 25.1% | 25.1% | 12.2% | 27.3% |

Performance of our students

| Semester 1 | | | | | | | Semester 2 | | | | | | |
|-------------------------------|----------|----------|----------|----------|----------|----------|-------------------------------|----------|----------|----------|----------|----------|----------|
| Number of students: 83 | | | | | | | Number of students: 69 | | | | | | |
| Achievement Breakdown | | | | | | | Achievement Breakdown | | | | | | |
| Rating | A | B | C | D | E | N | Rating | A | B | C | D | E | N |
| Percentage | 3.3% | 20.4% | 46.5% | 22.8% | 3.5% | 3.5% | Percentage | 7.8% | 23% | 46% | 20.6% | 2.4% | 0.3% |

Attainment and Achievement – Year 12

| Apparent retention rates Year 10 to Year 12. | |
|--|-----|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 76% |

| Outcomes for our Year 12 cohort of 2010 | |
|---|-----|
| Number of students receiving a Senior Statement. | 117 |
| Number of students awarded a Queensland Certificate of Individual Achievement (QCIA). | 0 |
| Number of students receiving an Overall Position (OP). | 42 |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 24 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications. | 105 |
| Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above. | 73 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 93 |
| Number of students awarded an International Baccalaureate Diploma (IBD). | 0 |
| Percentage of OP/ IBD eligible students with OP 1-15 or an IBD. | 76% |
| Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification. | 96% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 94% |

Performance of our students

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

| OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
|--------|---------|----------|----------|----------|
| 8 | 14 | 10 | 9 | 1 |

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

| Certificate I | Certificate II | Certificate III or above |
|---------------|----------------|--------------------------|
| 85 | 66 | 9 |

Certificate that are offered at our school include:

| | |
|----------|---|
| BSB20107 | CERTIFICATE II IN BUSINESS |
| ICA10105 | CERTIFICATE I IN INFORMATION TECHNOLOGY |
| ICA20105 | CERTIFICATE II IN INFORMATION TECHNOLOGY |
| MEM10105 | CERTIFICATE I IN ENGINEERING |
| SIT10307 | CERTIFICATE I IN HOSPITALITY (KITCHEN OPERATIONS) |
| 30625QLD | CERTIFICATE I IN WORK READINESS |
| 30626QLD | CERTIFICATE I IN WORK EDUCATION |
| 30627QLD | CERTIFICATE II IN WORKPLACE PRACTICES |

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

Mount Isa has a highly transient population with a significant proportion of early school leavers moving to other schools within our state. Of those students that stay in town students would be transitioning to full-time Traineeships or Apprenticeships, or work. Students at risk of not completing Year 12 receive support to transition to other Vocational and Employment programs supported by non-EQ Government initiatives. Due to the cultural influences some of our students will travel between communities.