Mount Isa Special School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Queensland Government

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School Overview

Our Vision
To prepare our students for positive, productive and rewarding futures – 'Moving beyond expectations'

Our Purpose
Respect, support and care for our school community underpins our pursuit to provide exceptional opportunities for our students to develop educationally, emotionally, physically and socially.

The staff at Mount Isa Special School is committed to ensuring our students have the opportunity to learn and achieve the highest outcomes they can via an individualised curriulume plan drawn from areas of the Australian Curriculum and under the umbrella of Positive Behavioural Supports. There is a focus on 'well-being' for all. Our students are increasingly diverse in their learning needs. Our school community focuses on developing and improving our curricular options to reflect the needs and outcome requirements of our students. The school's curriculum, incorporates interactive whiteboards and programs such as intensive interaction, conductive education, active learning, smartmoves, and augmentative communication. Senior Education Transition plans link in with Certificate 1 Work Readiness. Focus is on supporting students in gaining their Queensland Certificate of Individual Achievement. In keeping with our beliefs about learning and behaviour we believe that our students respond best to positive reinforcement as part of PBS.

Our Beliefs & Values
Inclusion: All students can learn & all teachers can teach
Challenging: High expectations for all
Respect: Cultural, Diversity & Uniqueness
Honesty: Equitable & Ethical
Positive learning environment: Safe & Supportive
Positive community partnerships: Connected and engaged
Celebrate: As a whole school community
You may choose to include additional information on school history, school vision or school values.

Our School Rules
Be safe
Be a learner
Be respectful

Principal's Foreword

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Introduction

Mount Isa State Special School is a small, remote special school located in North-West Queensland. The school motto ' Moving Beyond Expectations' articulates our aims to provide high quality education that makes a positive difference for our students and their families. Our strong focus on developing students' literacy, numeracy and independent life skills underpins our belief that all students can learn, all students can excel and all students can achieve great results. In addition to these beliefs is the understanding that our school is a community school meeting the educational needs of students in Mount Isa and surrounding areas. We strive to develop partnerships with parents/carers, businesses, government and non-government service providers in achieving the best student outcomes.

School Progress towards its goals in 2016

Key Priority	Actions	Progress
Increasing attendance rates for all students to 89% or higher.	Identify students not achieving target. Implement phone/contact home plan through indigenous liaison officer to develop communication between school and home. Raise community knowledge of school through School Newsletter, website and Facebook page. School road public notice board. Implement family reward scheme for 100% weekly attendance	School wide attendance policy incorporated into school practice. Students receive weekly rewards and acknowledgment for 100% attendance. Families have chance for rewards for 100% attendance with monthly parent draw. Overall improvement for attendance: 2015 79.4% 2016 83.3%
Revise school reading program based on current research to provide clarity, consistency and improved student functional reading outcomes.	Review whole school reading plan to target functional reading skills of all students. Collect student data on PM levels and skills such as phonics, concepts of print.	School's Pedagogical Framework underpins how the reading skill development is planned, delivered, monitored, evaluated and reported. Curriculum team comprising of key teachers led development of targeting of resources towards this goal. Significant feature is the student data wall focusing on individual students' reading skills. Staff participated in professional learning group to focus on data. Significant progress of School Reading Plan realised for school. Daily program reflects sharp focus on building students' reading skills.
Embed collaborative planning of the Australian Curriculum that is focused on engaging all students	Develop and implement whole school curriculum plans inline with ACARA. Develop and embed all aspects of School's Pedagogical Framework throughout school operations. Develop and implement ASDAN principles for senior students. Teachers utilise their curriculum folders to cooperatively plan, deliver and measure student achievement. School funded HOC and 0.25 FTE Master Teacher employed.	Whole school curriculum plan for 2015-2016 across all subjects. School's Pedagogical Framework underpins how the curriculum is planned, delivered, monitored, evaluated and reported. Post- school pathway plans developed and drive strategies of students' QCIA plans. Further development of ASDAN principles to occur.
Collect, analyse and utilise student data to improve school performance.	Data cycle as planned is implemented One School planning tools utilised Moderation process with TCLC, Burdekin School ensures high degree of consistency across students' levels of achievement	School data captured on data walls for Reading and Math; Staff are trialing uploading school wide data onto OneSchool; Moderation occurs every term with TCLC and Burdekin;

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	Student Case management Process	Monthly staff meetings to undertake a student case management process.

Future Outlook

Our school population continues to grow, especially across our early year cohorts. Overall student attendance is improving. The school continues on a trajectory of continual improvement of its curriculum, pedagogy, analysing and utilising data, building its professional capital, partnerships and facilities.

Following review of school performance and student achievements of 2016, the school community collaboratively agreed on the following four Key Priorities for 2017:

85% of students accessing different year level partial curriculum are achieving a C standard or higher.

85% of students accessing Highly Individualised curriculum are succeeding within / across general capabilities literacy levels.

100% of graduating students are achieving a QCIA or VET equivalent.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	18	7	11	14	88%
2015*	27	11	16	20	92%
2016	26	10	16	17	92%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

Mount Isa State Special School is a co-educational school which caters for the needs of students from preparatory year to Year 12. Located in the city of a well- established major mining city, Mount Isa, the school is the only special school in this city. The majority of students (61%) are of Aboriginal culture with some students of non-Aboriginal culture. Of these students, some are of Out of Home Care family arrangements. The students are grouped into five class levels: Junior, Primary, Intermediate, Secondary and Senior.

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Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	6	6	5
Year 4 – Year 7	6	6	6
Year 8 – Year 10	6	6	6
Year 11 – Year 12	6	6	7

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our school implements the Australian Curriculum (English, Maths, Science, History, Geography, Health and Physical Education and the Arts). 100% of our students are currently accessing the Australian curriculum via a highly individualized curriculum plan. Each student is taught, assessed and reported at their current academic functioning level.

Each student has a collaboratively planned and agreed set of goals and strategies targeting specific areas of improvement documented in Individual Student Provision Plans which consider students' needs and parent/carer aspirations.

Each student has a PATH (Promoting Achievements for Tomorrow with Hope) document that captures a collaborative understanding of schooling and long term aspirations of the family.

Intensive interaction is a key strategy with students with significant high needs.

Daily living skills including food preparation, cooking, self-care and gardening are offered towards encouraging independent living skills.

Stephanie Alexander Kitchen and Garden Program assists students to better understand the reason for growing good food and preparation of this food.

Multi-Sensory Environment Program is delivered in a purpose built classroom that enables students with sensory needs to be engaged and participants in a range of stimulatory activities.

Therapy programs (physiotherapy, occupational and speech language) assist in the accessing of the curriculum for students with physical, sensory and speech needs.

Swimming and water safety skills program is delivered in Terms One and Four of each school year. The school engages a qualified swimming instructor accessing the Mount Isa Aquatic Centre and the disability hoist chair for some of our students.

Extra curricula activities

- The school is equipped with a 15 seater bus that allows Community Based Instruction Programs to transport students to various venues and sites.

- Bike riding and road safety skills are taught with the school equipped with a variety of bikes and a bike path set within the school grounds.

- Horticulture and Sensory Garden are a key feature of our school and despite lack of water being a challenge, we were able to engage students in this program with great results.

- Drumbeat is offered every Tuesday lunch break and is very popular with the students.

- NAIDOC Week Activities were conducted in July by joining up with another local primary school.

- Mining Expo visitation occurs in May each year and provides opportunities for our students to see machinery used in the mines.

- Variety Club of NT and their 'Bash' team were provided a BBQ lunch as they journeyed through Mount Isa. Our students, staff and P and C members provided the 'Bash' teams with their meals.

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How Information and Communication Technologies are used to improve learning

Access to the Curriculum:

Mount Isa State Special School offers access to learning using a range of information and communication technologies. Each classroom is equipped with an electronic whiteboard offering highly visual learning opportunities and every student has been provided with an iPad device for focused learning through a range of appropriately selected apps. Software such as Boardmaker, Proloquo2Go, Writing with Symbols, Communicate with Print and Clicker 6 enhance student access to the curriculum.

Cerebral Palsy League from Townsville liaise with this school regularly on enhancing its ICT capability. Audit from Jeff Souter from Education Queensland conducted in late 2013 provided direction for this school around 'Cause and Effect' devices.

Student Ability Levels:

The program, Communication Matrix has been deployed in mapping student communication skills for students with severe communication needs. The data is utilised in mapping specific goals for these students.

Building School Capacity:

Each teacher is equipped with a laptop computer and desktop computers are positioned in the staffroom for access by teacher aides. Each classroom has desktop computers for student access and switch devices enable identified students to interact with specific software.

The strong emphasis to use digital material such as video and photos continues to enhance student learning and for assessment procedures. Staff members are able to access ICT training, such as One School, as required.

Social Climate

Overview
The school's three rules are-'Be Safe, Be a Learner' and 'Be Respectful'. Our School has a current Responsible Behaviour Plan. Through a School Wide Positive Behaviour Support process developed a Behaviour Matrix that guides how the school manages behaviour. Specific behaviours are taught for a fortnight period by the teachers and students are recognised at school assemblies. In an endeavour to evaluate effectiveness of our SWPBS, data is collected from One School and used to determine individual, student and school performance. Whilst parent and student survey data this year was not available, indications from P and C meetings, face to face contact and phone contacts, lead to the belief that parents believe that their children are getting a good education and are safe whilst at this school.

The School Chaplain has been instrumental in building a positive and supportive environment with students, staff and parents/carers. This was most evident with weekly activities in building of social skills during recesses.

Staff members enjoy coming to work at this school (100%) and agree that the school encourages the students to do their best (100%). There was high agreement by staff (92%) that their school is a safe place to work and that they receive useful feedback about their work (92%).

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	100%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	100%	100%
their child is making good progress at this school* (S2004)	DW	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
this school works with them to support their child's learning* (S2010)	DW	100%	100%
this school takes parents' opinions seriously* (S2011)	DW	100%	100%
student behaviour is well managed at this school* (S2012)	DW	100%	100%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)			
they like being at their school* (S2036)			
they feel safe at their school* (S2037)			
their teachers motivate them to learn* (S2038)			
their teachers expect them to do their best* (S2039)			
their teachers provide them with useful feedback about their school work* (S2040)			
teachers treat students fairly at their school* (S2041)			
they can talk to their teachers about their concerns* (S2042)			
their school takes students' opinions seriously* (S2043)			
student behaviour is well managed at their school* (S2044)			
their school looks for ways to improve* (S2045)			
their school is well maintained* (S2046)			
their school gives them opportunities to do interesting things* (S2047)			

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	100%	100%	94%
they feel that their school is a safe place in which to work (S2070)	92%	100%	94%
they receive useful feedback about their work at their school (S2071)	92%	100%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	71%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	94%
students are treated fairly at their school (S2073)	83%	100%	94%
student behaviour is well managed at their school (S2074)	67%	85%	94%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
staff are well supported at their school (S2075)	75%	100%	94%
their school takes staff opinions seriously (S2076)	83%	85%	83%
their school looks for ways to improve (S2077)	100%	100%	94%
their school is well maintained (S2078)	92%	100%	94%
their school gives them opportunities to do interesting things (S2079)	92%	100%	100%

* 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

Parent/carer involvement is central to the development of students' Individual Learning Plans and the Promoting Alternatives for Tomorrows with Hope (PATH) plans. Meetings are arranged just prior to the Easter recess with documents formalised soon after. Where parents/carers have been unable to attend the meetings face to face, phone meetings have allowed participation and input. The school's Parents and Citizen's Association is another vital link between home and school and is made up of a number of devoted parents keen to advance the educational and social outcomes of students of the school. These parents are supporters of fundraising activities and key parents involved in day to day conduct of the school and in their child's education. For students who are in a care arrangement, carers are involved in the development of the Education Support Plan with the school guidance officer, the Principal and officers of the Department of Child Safety.

The school newsletter is a vital link between home and school offering information and news of events from the two week period of schooling. The school website also offers opportunities for parents/carers to know what is happening with the school.

Each student has a communication book that provides opportunities for parents/carers to maintain communication with the class teacher. For some students, parents and staff meet on a daily basis during drop off and pick up times and these occasions offer opportunities for discussions.

Parents are invited to our weekly assemblies where student acknowledgement is the focus. Formal ceremonies such as Presentation of School Leaders' Badges, NAIDOC and special events provide opportunities for parents to feel welcomed and be part of our school community.

Respectful relationships programs
The school has developed and implemented a "So Safe" program that focus on appropriate, respectful and healthy relationships. This is conducted in small groups across a weekly program with all age groups.
Individual classes also design and implement daily social programs to develop independence and confidence participating as social members of our school community.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.
**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint
Significant efforts are made by all staff and students to reduce electricity and water usage where possible. Due to the climate in Mount Isa which predominately hot most of the year, air conditioners are a necessity of life to maintain good learning conditions. For our some of our students with severe and profound disabilities, it is essential that air conditioner are in good working order.

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ensure that their wellbeing is maintained. In spite of increase student enrolments from 2013 to 2014, electricity usage decreased significantly. Water leaks detected on school oval and continued poor wet season contributed to higher than expected water usage. Also unexpected higher temperatures across the entire school year also resulted in higher energy usage. Expected usage costs have continued to rise over the 2015 – 2016 due to continual increase in school numbers.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	49,715	15
2014-2015	66,730	7,226
2015-2016	68,135	9,726

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

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 http://www.myschool.edu.au/.

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

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	10	9	<5
Full-time Equivalents	8	7	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	8
Diploma	0
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $38 600.

The major professional development initiatives are as follows:

Australian Curriculum

Quality Teaching & Learning Framework

SECC – P – 10 & Senior Schooling

Mentoring Beginner Teachers

QCIA & Senior Schooling

Communication – PODD / PECS

4 Blocks for Literacy

One School: ICPs, Recording incidents/contacts/attendance, Student Support Plans, Complex Case Support, Personalised Learning Goals, Student Health Plan, Data capture, Reports.

Coaching / Essential Skills for Classroom Management / Peer Observation & Feedback

Mandatory training: Code of Conduct, Student Protection, Internal Controls, Health Safety and Wellbeing, Curriculum Activity Risk Assessment, Asbestos Training

School Wide Positive Behaviour Support

Health Training – Epilepsy, Midazolam, Epipen, First Aid, Gastro feeding, Asthma

Annual Performance Plans

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

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AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	72%	79%	83%
The attendance rate for Indigenous students at this school (shown as a percentage).	67%	74%	78%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

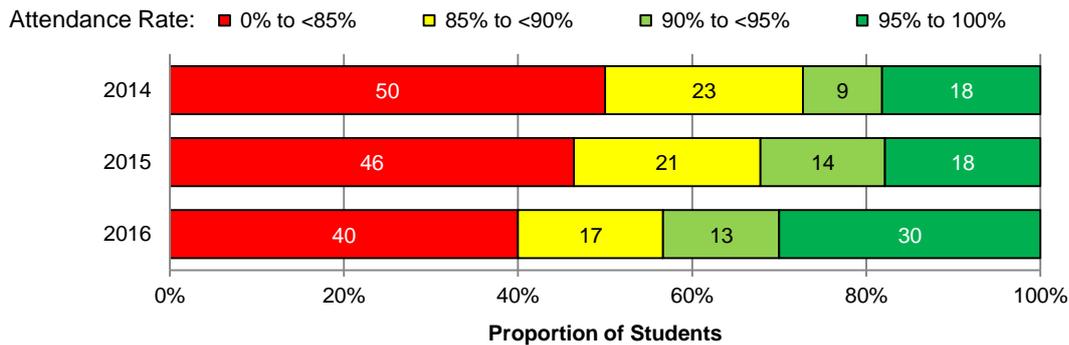The overall student attendance rate in 2016 for all Queensland Special schools was 89%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014													
2015	89%	DW	DW		57%	DW	91%	DW	90%	87%	71%	85%	57%
2016	95%	90%	DW	DW		80%	DW	77%	DW	84%	88%	75%	82%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

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Attendance Rate: ■ 0% to <85% □ 85% to <90% □ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	50	23	9	18
2015	46	21	14	18
2016	40	17	13	30

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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 DET 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.

Teachers mark the attendance roll twice per day on One School. In addition, our school maintains a daily record of student arrivals and departures by either parents/carers or through taxis. Parents/carers are encouraged via the school newsletter to notify the school directly when their child is absent from school. When three unexplained absences occur, the principal or class teachers made contact with the family for reasons for absence and record the contact on One School. Our school Indigenous Liaison Officer conducts home visitations in an attempt to encourage attendance. In addition and if required, the Police Liaison Officer will visit families to encourage attendance. Student attendance is encouraged through a positive incentive scheme. When a student attends school for the whole week, the student is acknowledged at school assembly with a certificate and opportunity to select a prize from the Prize Box. In addition, the name of parent/carer of that child is placed in end of the month competition for a prize. School fortnightly newsletter acknowledges students and their families who attend school on a regular basis. The school maintains student attendance chart which is updated at mid and end of each term in identifying trends in non-attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

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

Find a school

| School name | | GO |

Suburb, town or postcode

Sector:

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☑ Non-government

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Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	**2014**	**2015**	**2016**
Number of students receiving a Senior Statement		3	2
Number of students awarded a Queensland Certificate of Individual Achievement.		3	1
Number of students receiving an Overall Position (OP)		0	0
Percentage of Indigenous students receiving an Overall Position (OP)		0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).		0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).		0	0
Number of students awarded an Australian Qualification Framework Certificate II or above.		0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		0	0
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		0%	0%
Number of students awarded an International Baccalaureate Diploma (IBD).		0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
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.		0%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014					
2015	0	0	0	0	0
2016	0	0	0	0	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2014			
2015	0	0	0
2016	0	0	0

As at 3rd February 2017. The above values exclude VISA students.

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Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.			
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.mtisaspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Conclusion

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