Mount Isa Special School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

Contact information

Postal address	PO Box 1701 Mount Isa 4825
Phone	(07) 4745 0888
Fax	(07) 4745 0800
Email	principal@mtisaspecs.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Geoff Miller Prinicpal Mount Isa Special School

School overview

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 in a personalised learning program drawn from areas of the school curriculum. Our school delivers personalised curriculum and support for Prep – Year 12 students with an Intellectual Disability as well as other secondary disabilities (aligned to the EAP). Our students in Prep to Year 10 students access the Australian Curriculum at a different year level partial, or a highly individualised curriculum with support of the General Capabilities to access the curriculum. For our Year 11 and 12 students, they access learning via our Senior Schooling program that draws from the Queensland Certificate of Individual Achievement.

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

Our Mission
To prepare our students for positive and productive futures. Through strong connections with families and a safe supportive learning environment

Our School Rules

BE A LEARNER   BE RESPECTFUL   BE SAFE

School progress towards its goals in 2018

2018 School Goals	Actions	Progress
Functional Communication for all. Develop and enhance a school wide approach to promote functional communication for all students.	- I4S funding to purchase SLP support - Develop communication resources (PODD / PECS) - Build staff capabilities implementing AAC into school community	- SLP support has been used effectively to build staff confidence and knowledge around AAC - PECs / PODDs have been made for all classrooms - Staff continue to access support and training to build capabilities using AAC effectively in classrooms
Curriculum – Highly Individualised Learners	- Staff participate in instructional coaching cycle - Build staff capabilities writing smart goals - Collect & analyse student data	- More opportunities to participate in ICC is required - Staff PD writing smart goals Term 1 2018, reviewed terms 2,3 & 4 95% of students achieved a C or above DYLP and moved within HIC level
Balanced Literacy – 4 Blocks	- Implement MISS approach to 4 blocks - Build staff capabilities to engage students in balanced literacy	100% of teachers have timetabled Balanced Literacy into their class program – work now will focus on rigor and consistency across the school

Future outlook

Our school has continued to grow in size, and this trend looks to be continuing into 2019. We are going in the earlier year levels with consistent enrolments coming in the Prep years.

We continue to work with our school community to improve student attendance. Our 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 2018, the school community collaboratively agreed on the following four Key Priorities for 2019:

Functional communication for all: Develop and enhance a schoolwide approach to promote functional communication for all students.

Curriculum – Highly Indvidualised Learners: Develop staff capacity to analyse student data, plan and design individual curriculum plans with relevant challenging smart goals for all students.

Balanced Literacy – 4 Blocks: Develop and implement Balanced Literacy based on the "Four Blocks Literacy Model" to improve literacy outcomes for all students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 12
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	26	27	33
Girls	10	9	10
Boys	16	18	23
Indigenous	17	16	17
Enrolment continuity (Feb. – Nov.)	92%	75%	90%

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

Mount Isa Special School is a co-educational school which caters for the needs of students from Prep Year to Year 12. Located in the Mount Isa (a well- established major mining city in rural remote North West Queensland), our school is the only special school located in this area. 51% or enrolled students are of Aboriginal and or Torres Strait culture. 18% of our student population are in Out of Home Care department and family arrangements. Our classes across the school are as follows: Prep, Year 1, Primary, Secondary and Senior.

Average class sizes

Phase of schooling	2016	2017	2018
Prep – Year 3	6	6	6
Year 4 – Year 6	6	6	6
Year 7 – Year 10	6	6	6
Year 11 – Year 12	6	6	6

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

Our school adopts a school wide approach to design, implement and monitor learning programs that are aimed to provide personalized learning opportunities for all of our students that are rich, rigorous, relevant and challenging that provide high educational outcomes for all.

During 2018 Mount Isa Special School delivered the Australian Curriculum to all of our P – 10 students. 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. Students in P – 10 accessed:

- English
- Math
- Science
- History / Geography
- Health & Physical Learning
- Arts

Our year 11 – 12 students accessed QCIA:

- Communication & Technologies
- Community Citizenship & the Environment
- Leisure and Recreation
- Personal & Living Dimension
- Vocational & Transitional Activities / Areas of Studying & Learning

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.

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.

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.

Co-curricular activities

Mount Isa Special School strives to provide opportunities throughout the school year for our students to be successful learners. We support our students and families with a school culture that promotes and fosters a sense of belonging,

being valued and being seen as successful individuals. As a Positive Behaviour for Learning School, we have begun a process of reforming / redesigning and reinventing our school identify within our community and with the wider community. We have begun the process of introducing a new school mascot "Miner Mick" – who will be used to promote our 3 school rules of: Being a learner / Be safe / Be respectful. Our school endeavours to portray these values within our community during extra co-curricular activities such as:

- Street parade

- Mount Isa Show display

- Annual challenge games carnival in Townsville

- Senior school captains

- Term disco at local club – open to all students with a disability

- DET therapists – SLP purchased for 0.2FTE / OT & Physio via referral

- Off campus work experience at Best & Less / Coles / Bunnings / Council

- On campus work experience program

- Post school participation with post school provider (Cootharinga)

How information and communication technologies are used to assist learning

Technology plays and important part of Mount Isa Special School's programming. Staff use and access ICT devices to meet the individual needs of students – this may include adaptive technology to support students with additional needs.

The scope of our ICT use includes:

- Interactive white boards (5 classrooms / 1 Library / 1 MSE room / 1 Staff learning room)

- 6 class LED Touch screen TVs

- AAC devices – voice output systems such as Big MACs

- Class PCs (1 or 2 per classroom)

- CFT program for teacher laptops

- 1 x Principal 3G laptop

- 1 X School iPhone – admin and staff absence

- 15 iPads for class access

Social climate

Overview

We are proud of our strong relationships we have developed and fostered with our school and wider community. We share our mission with all that we are striving to prepare our students for positive and productive futures. Through strong connections with families and a safe supportive learning environment.
We have implemented positive behaviour for learning into our school environment to ensure we provide a positive safe and secure learning environment that promotes positive student outcomes.
Our school prides itself on providing an educational program that strives for independence and confidence for all of our students. We support this by providing quality access to the Australian Curriculum, as well as identifying individual support goals to assist with independent living skills – through support provisions.
We have adopted social media as a platform to share our success with our school and wider community. This has allowed families and friends the opportunity to see what we are doing at our school. We can celebrate student and staff and school success with the local Mount Isa Community. We also make a consistent effort to ensure we share with our families successes via communication books, newsletters and whole school functions – such as concerts / family BBQs etc.

Our PBL Committee is working towards building our PBL practices across the whole school by developing explicit weekly instruction into our curriculum planning delivered weekly to students.

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)	100%	100%	67%
• this is a good school (S2035)	100%	100%	67%
• their child likes being at this school* (S2001)	100%	100%	67%
• their child feels safe at this school* (S2002)	100%	100%	67%
• their child's learning needs are being met at this school* (S2003)	100%	100%	67%
• their child is making good progress at this school* (S2004)	100%	100%	67%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	67%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	67%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	67%
• teachers at this school treat students fairly* (S2008)	100%	100%	67%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	67%
• this school works with them to support their child's learning* (S2010)	100%	100%	67%
• this school takes parents' opinions seriously* (S2011)	100%	100%	67%
• student behaviour is well managed at this school* (S2012)	100%	100%	67%
• this school looks for ways to improve* (S2013)	100%	100%	67%
• this school is well maintained* (S2014)	100%	100%	67%

* 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)			
• 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)			

Percentage of students who agree# that:	2016	2017	2018

* 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)	94%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	94%	95%	93%
• they receive useful feedback about their work at their school (S2071)	83%	89%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	100%
• students are encouraged to do their best at their school (S2072)	94%	89%	100%
• students are treated fairly at their school (S2073)	94%	95%	93%
• student behaviour is well managed at their school (S2074)	94%	95%	93%
• staff are well supported at their school (S2075)	94%	89%	93%
• their school takes staff opinions seriously (S2076)	83%	89%	93%
• their school looks for ways to improve (S2077)	94%	89%	100%
• their school is well maintained (S2078)	94%	95%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	95%	93%

* 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

Positive engagement with our families and wider community is important as it helps support our school with continual school improvement.
We support and welcome all parents and carers into the school and celebrate each term a range of whole school or team events to encourage parental/ carer involvement.
We have established and continue to support a district wide disco every term for all families with a child with a disability within Mount Isa region.
We have established and continue to grow community relationships with local businesses to support our increasing work experience program.
We have begun a partnership with a local provider to build connections for our school leavers post school life – to ensure the transition from school to life after school id supported.
We report twice a year via school reports (Prep to Year 9 ICP – Individual Curriculum Plan/ Year 10 – 12 Senior School Program) - School Reports are forwarded in June and December of each year at the completion of each semester. Interviews are offered to all families.
Communication is encouraged on a daily basis through a Communication Book, telephone call, School Facebook page or an email to increase home school relations.
We have a small but committed P&C Committee that endeavours to support our school throughout the year.

Respectful relationships education programs

Our school has developed and fostered a relationship with Gidgee Healing. With their support, we have be able to deliver a program to support our student's health and safety needs in a rural setting.

Our Indigenous Support Office, works closely with families and local agencies to support imbedding cultural diversity into and across our whole school.

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	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	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

We have implemented a printing allowance across all staff in order to reduce wasted paper and printing toner. We have seen a dramatic decrease in printing volumes since 2017.
Our school's officer supports the school grounds to keep them well maintained and water – to assist with keeping dust settled (as per Lead Smart policy).
Our students actively engage in recycling program – collecting cans/bottles, paper shredding/ recycling program.
All air conditioners are on timers to ensure they do not get left on and continue to work whilst no staff or students are in the rooms.

Senior and secondary students engage in a basic horticulture program aimed at beautifying the school grounds and growing sustainable produce for school café.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	68,135	82,070	74,148
Water (kL)	9,726		

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.
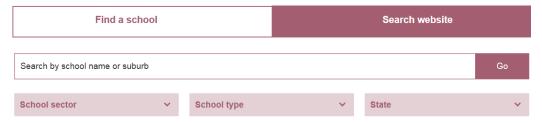
School funding

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.

| Search by school name or suburb | 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 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	9	11	<5
Full-time equivalents	8	8	<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	0
Masters	1
Graduate Diploma etc.*	0
Bachelor degree	9
Diploma	0
Certificate	4

*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 2018 were $ 20, 941.

The major professional development initiatives are as follows:

- Balanced literacy
- Curriculum
- Communication
- PBL
- PECS / PODD

The proportion of the teaching staff involved in professional development activities during 2018 was 100% of teaching staff.

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.	99%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% 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 Special schools was 87%.

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	83%	81%	82%
Attendance rate for Indigenous** students at this school	78%	73%	74%

* 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	95%	81%	82%
Year 1	90%	64%	76%
Year 2	DW	86%	38%
Year 3	DW	95%	DW
Year 4		DW	9%
Year 5	80%		DW
Year 6	DW	45%	100%

Year level	2016	2017	2018
Year 7	77%	99%	88%
Year 8	DW	94%	98%
Year 9	84%	DW	93%
Year 10	88%	72%	DW
Year 11	75%	93%	85%
Year 12	82%	90%	89%

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.
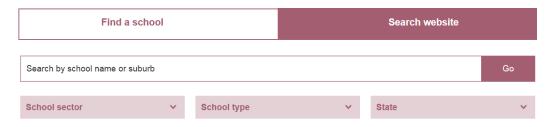
To support non-attendance, Mount Isa Special School:

- Provides support to families who have difficulty with transport – taxi support (via the department) / bus pick ups and drop offs (whilst transport arrangements are in place)
- Parent contacts for absences – contacts recorded on OneSchool
- Indigenous support officer working directly with families at risk of disengagement
- Funding via centre link deductions – to support school needs –food, excursions etc.

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.

Search by school name or suburb	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.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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.

Year 12 Outcomes

Tables 13–15 show for this school:

*   a summary of Year 12 outcomes

*   the number of Year 12 students in each OP band

*   the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	2	2	1
Number of students awarded a QCIA	1	2	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	0	0	0
Percentage of Indigenous students awarded a QCE at the end of Year 12	0%		0%
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0%		0%
Number of students awarded one or more VET qualifications (including SAT)	0	1	0
Number of students awarded a VET Certificate II or above	0	1	0
Number of students who were completing/continuing a SAT	0	0	0
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	0%	50%	0%
Percentage of QTAC applicants who received a tertiary offer.			

Description	2016	2017	2018

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	0	0
Certificate II	0	1	0
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		150%	100%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		150%	

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Mount Isa Special School, does not have historical data that shows a pattern of early leavers.

All students attending will leave school at completion of year 12. Only leavers we have recorded are for families that relocate from Mount Isa to alternative geographical locations.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.mtisaspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx