

Our school at a glance



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Principal's foreword

Introduction

Mount Isa State School's 2011 Annual Report outlines key information to our parents/carers and community on the outcomes of the school year. The report highlights some of the outcomes achieved in 2011, which includes achievements in student's outcomes and facilities improvements. These revolve around the refurbishment of the Administration block which includes classrooms through the SSOT funding along with the successful completion of the Multi-Sensory Environment Building.

The staff at Mount Isa State Special School are committed to providing a caring environment that provides quality, high expectations and differentiated curriculum in an alternative setting for students P-12, where each student is developed to their full potential. We aim for high educational outcomes, which will enable students to access the skills and knowledge necessary to be active citizens in their local community. ,

School progress towards its goals in 2011

Following our first Teaching and Learning Audit in 2010, all curriculum is now aligned with Queensland Studies Authority and the Early Years Curriculum. All senior students have a SET plan and goals towards achieving their Queensland Certificate of Individual Achievement (QCIA). A whole school Curriculum Plan was developed by staff in 2011 and teachers participated in providing feedback to ACARA on the development of the National Curriculum in English, Mathematics and Science. We were able to meet our goals around literacy and numeracy with 85% of students achieving their ISP goals. All EAP profiles up for review have been reviewed. Staff began to set the groundwork for State-wide Positive Behaviour Support in Semester 2, 2011 for implementation in 2012.

Future outlook

Our students are diverse in their learning and health needs. Our school community focuses on developing and improving our curricular options to reflect the needs and outcome requirements of our students. Curriculum renewal incorporates Intensive Interaction, Makaton, Multi-Sensory Environment, PODDS and PECS. Partnerships with Mount Isa TAFE and Isa Skills will ensure that our senior students have access to post school options and training. We will also continue our partnership with Mount Isa Hospital and provide an Outreach Clinic at our school one day a month in 2012.

The Senior Phase of Schooling is aligned with QSA requirements and all students over 16 years of age have a learning agreement. Senior Education Transition (SET) plans will link with Mount Isa TAFE and Isa Skills to provide opportunities for all students to exit school with a Queensland Individual Achievement Certificate (QCIA).

School-Wide Positive Behaviour Support systems were implemented in 2011 and the school will continue to embrace this system in the classroom. In keeping with our beliefs about learning and behavior we believe that our students respond best to positive reinforcement. Positive behaviours are taught and reinforced in class.

Intensive interactions are the system that is used for working with our Pre-intentional students – these students also have daily classes in the Multi-Sensory Environment. Ipads are being used as a means of communication across the school and this will continue in 2012.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: P-12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
22	8	14	95%

Characteristics of the student body:

- 82% are Indigenous
- 22 families of which 18 are Indigenous
- 27% are in care, have guardianship orders and have a current ESP
- 90% are on quartile 4 (EAP Profile) requiring significant adjustments in order to access and participate in programs
- 100% have an Intellectual Impairment
- 13% are students with Autism
- 18% have a Hearing Impairment
- 31% have a Physical impairment
- 13% have Vision Impairment
- 25% of students have Multiple Impairments
- 25% of students have Epilepsy
- 25% require medical procedures as trained by EQ school nurse
- 31% uses medical aides to assist with mobility

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	8
Year 4 – Year 10	8
Year 11 – Year 12	6
All Classes	6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	9
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Mount Isa State Special School continues to offer a varied and comprehensive developmental curriculum with a functional focus supports student's independent living skills. The intended curriculum spans the phases of learning as captured in the learning process. All students participate in ACARA English, Mathematics and Science curriculum and the Pre-intentional Learners participate in the VELS curriculum for English, Mathematics and Science. Our Senior Students participate in QCIA and Work Readiness programs.

All students participate in Smart Moves and programs provided by the Physiotherapist, Occupational Therapist, Vision Australia, Autism Queensland and others are incorporated into the daily activities of individual students. These allied health professionals also provide valuable input into the best ways of the students accessing the curriculum.

- Extra curricula activities
- ANZAC Day Parade and Ceremony
- Mayor's Morning Tea
- Eisteddfod; and
- Senior students attended the Townsville Community Games

How Information and Communication Technologies are used to assist learning:

A range of ICT devices are used in the classroom. It is the aim of these devices to access the individual student to access the curriculum and to reduce the barriers that may prohibit success. The ranges of assistive technologies that are used at Mount Isa State Special School include:

AAC (Augmentative and alternative communication) strategies are divided into low technology systems – communication boards, books and object boards; High technology systems use computers and specialised software. They may have the capacity to provide printed output as well as voice output

Access equipment; switch devices, touch screens, adapted mouse, eye gaze technology, on-screen keyboards, enlarged keyboards, tablet keyboards, ergonomic keyboards and key guards; also environmental access equipment such as remote door openers and ramps

Environmental Control Units to control infrared receivers

Assistive listening devices

Interactive Whiteboards

Visual aids

Mobility in positioning aids such as wheelchairs, adapted classroom chairs, slant boards and wedges that support students in a good position for learning to occur effectively.

Social climate

There is a strong sense of community amongst the students, parents/carers and staff at the Mount Isa State Special School. Our focus is on building positive relationships. This is brought about by showing respect for each other and establishing learning experiences geared towards success. A strong relationship between home and school is consciously developed through a variety of avenues such as communication books, and "over the Garden Gate" conversations. Staff visit our families fortnightly with our Indigenous Support Worker delivering the school newsletter and discussing student progress/issues. This supports an environment that is intentionally inviting and forms the basis for good relationships. This year (2012) our relationship between home and school will be enhanced by having an Outreach Clinic (staffed by the hospital Paediatrician) at the school once a month.

Our school at a glance

Parent, student and teacher satisfaction with the school

Mount Isa State Special School is supported and held in high regard by its school community. A small minority of our students are able to complete the survey and thus this is reflected in the score obtained. The range of professional development opportunities available for our school staff is increasing, particularly with the National Curriculum, and staff in 2011 continued to access professional development opportunities relating to school and systemic priorities. There was a high percentage of staff turnover in 2011 and this had an impact on school morale.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	67%
Percentage of students satisfied that they are getting a good education at school	100%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	67%
Percentage of staff members satisfied with morale in the school	45%

DW – Data withheld

Involving parents in their child's education

Mount Isa State Special School maintains an open door policy whereby parents/carers are encouraged to communicate with staff. Parents/Carers are welcome into their child's classroom. The school will actively create an atmosphere where parents/carers opinions are valued and appreciated.

We have a small but active P&C Association that focuses on contributing to the well-being of students and families. Parents/Carers give advice freely to assist with many "disability specific" issues. Parents/Carers are invited to volunteer in a number of programs such as community based activities, bowling and also offering assistance in the classroom. Central to the involvement of parents/carers in our school is the valued contribution they give to developing meaningful outcomes for their child in the ISP/EAP and curriculum plan process.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

All air conditions in the school are on a two hour automatic shut off cycle and are set at 24°C. Energy efficient lighting has been installed throughout the school and teachers, students are mindful of waste and have put measures in place to reduce consumption.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	0	10,741
2010	51,464	31,827
% change 10 - 11	-100%	-66%

Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	6	12	<5
Full-time equivalents	6	9	<5

The Principal, Mrs Mary Heneghan, has a Master of Education (Guidance & Counseling), a Graduate Diploma in Psychology and a Bachelor of Education.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$15,308.

The major professional development initiatives are as follows:

- ASEAQ Conference
- QSA Conference
- Makaton Training
- QCIA Training
- SWPBS Training
- First Aide Training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 69% of staff was retained by the school for the entire 2011 school year.

Our staff profile

School income broken down by funding source

School income 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.

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 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 given access to the school's My School entry web page.

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

Key student outcomes

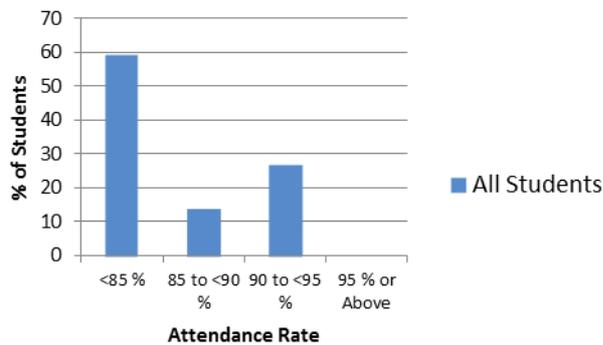
Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 76%.

The overall attendance rate for all Queensland state Special schools over the same period was 89%.

Student Attendance Distribution

The proportions of students by attendance range.



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.

Mount Isa State Special School has a significant focus on “attendance” through a whole school approach within our “Closing the Gap” strategy. Our procedures include:

- Student rolls are marked twice a day by classroom teachers (once in the morning session and once after second break)
- Rolls are sent to the office and data is entered into OneSchool
- Teachers and office staff notify the Principal if students are away for more than one day without parent/carer explanation
- The Principal follows up with attendance daily – including telephone calls and home visits. The Indigenous Support Worker accompanies the Principal to some families where absenteeism is problematic
- Teachers follow up and reinforce the importance of students attending every day during fortnightly home visits.

Performance of our students

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 100%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	0
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	0
Number of students awarded one or more Vocational Educational Training qualifications.	0
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	0
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
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	0

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
0	0	0

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

There were no early leavers in 2011.