

Our school at a glance



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Principal's foreword

Introduction

Mount Isa State School's 2012 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 2012, which includes achievements in student's outcomes and facilities improvements. These revolve around fencing the entire school to ensure the safety of all students.

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 required to be active valued citizens within their local community.

School progress towards its goals in 2012

2012 was a trial year for the National Curriculum in English and Mathematics – our school participated in the trial and provided feedback to ACARA specifically around catering for students with disabilities. With the advent of the curriculum intent units all students are now accessing the National Curriculum in English and Mathematics and will continue to access all subject areas as they continue to be rolled out in 2013 and beyond. All senior students have a SET plan and goals towards achieving their Queensland Certificate of Individual Achievement (QCIA). In 2013 all students will be participating in Planning Alternative Tomorrows with Hope (PATH) which looks at long term dreams and goals – this information then is used to backward into the students curriculum needs to acquire their goals. In 2012 85% of students continued to meet their ISP goals and all EAP profiles up for review have been reviewed. Staff continued to embrace and build on School Wide Positive Behaviour Support which resulted in zero suspensions during 2012.

Completion of the renovated kitchen for the Stephanie Alexander Kitchen Garden in 2012 has allowed classes to commence cooking and planting vegetables to use in their cooking from the start of the 2013 school year. Links have continued to be forged with the Director Pediatrics at Mount Isa Hospital and the addition of a Chaplain to the school for two days per week has been invaluable in achieving these goals.

Future outlook

Goals for 2013 include:

- establishing a new curriculum overview for all years which aligns with the National Curriculum in English, Mathematics, Science and History
- development of a Pedagogical framework to ensure students are continuing to meet high expectations and consistency in teaching across all year levels
- embarking on online moderation with other special schools in the region to allow our teachers to have valuable professional dialogue with their professional peers and ensure that our marking is consistent across the region
- continue to forge links with TAFE and Isa Skills to ensure that all students have an opportunity to pursue post school options whilst still at school

Our school at a glance

- incorporating Kids Matter framework into the School Wide Positive Behaviour Support framework to advance to tier 2 in 2013
- development and expansion of the Stephanie Alexander Kitchen Garden to allow students to embrace healthy eating options and for senior students to complete components of Certificate 1 in both Hospitality and Horticulture.

School Profile

- **Coeducational or single sex:** Coeducational
- **Year levels offered in 2012:** P-12
- **Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	19	5	14	77%
2011	22	8	14	95%
2012	17	6	11	75%

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

Characteristics of the student body:

- 82% are Indigenous
- 17 families of which 15 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

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	6	8	3
Year 4 – Year 10	5	8	9
Year 11 – Year 12	8	6	5

Our school at a glance

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA.

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	1	9	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Mount Isa State Special School continues to offer a varied and comprehensive developmental curriculum with a functional focus supporting 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. 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 student accessing the curriculum.

Extra curricula activities

ANZAC Day Parade and Ceremony

Eisteddfod

School excursion to Townsville for Townsville Community Games

Xstrata Mining Expo

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

IPads – all students have the use of an iPad at school – this has proven invaluable for students to use a learning tool that is fun but educational.

Our school at a glance

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 regularly visit our families with our Chaplain and/or Indigenous Support Worker delivering the school newsletter and discussing student progress. This supports an environment that is intentionally inviting and forms the basis for good relationships. 2012 has been enhanced by the addition of the School Chaplain to the school and has proved to be an invaluable resource for parents/carers.

Parent, student and staff satisfaction with the school

Mount Isa State Special School is well supported and held in high regard by its school community. A small minority of our students are able to complete the survey and this is reflected in the score obtained. The range of professional development opportunities available for our school staff is increasing, and staff continue to access professional development opportunities relating to school and systemic priorities. There was a high percentage of staff turnover in 2012 and this had an impact on school morale.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	DW
this is a good school	DW
their child likes being at this school*	DW
their child feels safe at this school*	DW
their child's learning needs are being met at this school*	DW
their child is making good progress at this school*	DW
teachers at this school expect their child to do his or her best*	DW
teachers at this school provide their child with useful feedback about his or her school work*	DW
teachers at this school motivate their child to learn*	DW
teachers at this school treat students fairly*	DW
they can talk to their child's teachers about their concerns*	DW
this school works with them to support their child's learning*	DW
this school takes parents' opinions seriously*	DW
student behaviour is well managed at this school*	DW
this school looks for ways to improve*	DW
this school is well maintained*	DW

Our school at a glance

Performance measure (<i>Nationally agreed items shown*</i>)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	66.7%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	66.7%
student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	33.3%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	66.7%

Performance measure (<i>Nationally agreed items shown*</i>)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	80.0%
with the individual staff morale items	82.5%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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 via prior arrangement. 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 or in the garden. 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 planning 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 conditioners in the school are on a two hour automatic shut off cycle and are set at 24^oc. 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	
	Electricity kWh	Water kL
2009-2010	51,464	31,827
2010-2011	0	10,741
2011-2012	60,373	23,111

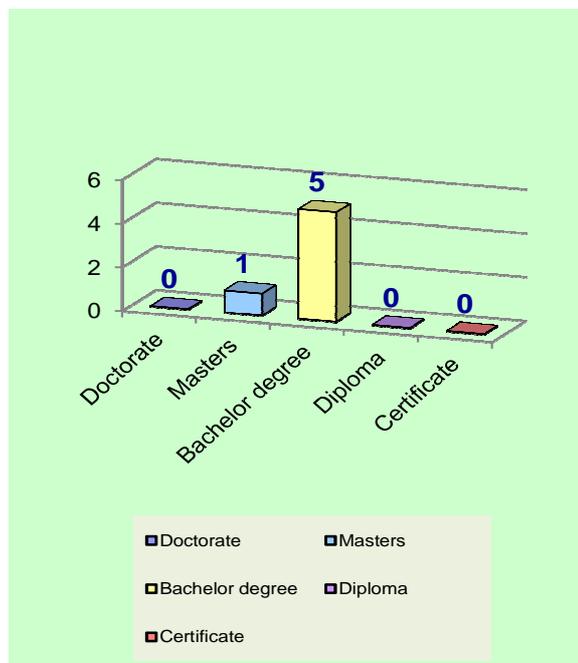
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	6	13	<5
Full-time equivalents	5.7	10.1	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	5
Diploma	0
Certificate	0



The Principal, Mrs. Mary Heneghan, has a Master of Education (Guidance & Counselling), 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 2012 were \$14888.63.

The major professional development initiatives are as follows:

Qasel Conference

SWPBS Conference

Makaton Training

QCIA Training

First Aide Training

Our staff profile

Makaton Training

Secc Training

Reading Training Bundaberg

Stephanie Alexander Kitchen Garden Training

National Curriculum Training

Principal meetings Townsville

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.3%	98.2%	99.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 47.1% of staff was retained by the school for the entire 2012 school year.

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.

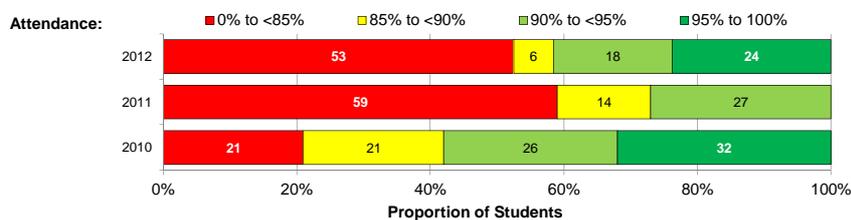
Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	89%	76%	77%
The overall attendance rate in 2012 for all Queensland state Special schools was 90%.			

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 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 and/or Chaplain 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

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/>.

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Find a school

Search by school name

GO

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Sector Government Non-government

SEARCH

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

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Achievement – Closing the Gap

Non-Indigenous attendance was 74.7% in 2012.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%	100%	100%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	1	1	2
Number of students awarded a Queensland Certificate Individual Achievement.	1	1	2
Number of students receiving an Overall Position (OP).	0	0	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0

Performance of our students

Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	0
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	0%	0%	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%	0%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	0%	0%	0%

As at 2 May 2013. The above values exclude VISA 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
2010	0	0	0	0	0
2011	0	0	0	0	0
2012	0	0	0	0	0

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2010	0	0	0
2011	0	0	0
2012	0	0	0

As at 2 May 2013. The above values exclude VISA students.

One student participated in a Certificate 1 in Construction.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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.

Performance of our students

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.