

Ipswich East State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Ipswich East State School is located in the Ipswich Region of South East Queensland. Currently the school has a student population of approximately 410 students from Prep to Year 6. The school draws the majority of its students from East Ipswich, North Booval and Basin Pocket. The full range of curriculum areas are well catered for with a special education program also being offered.

The school offers a range of specialist lessons. Children access specialist lessons in Physical Education, Music, Library, ICT, and for students in year 5 and 6, German. An Instrumental Program is continually developing within the school with Woodwind, Brass and Percussion being offered.

School progress towards its goals in 2015

The major priorities in 2015 saw English as a focus with the continuation of the Reading 2 Learn Methodology within the school. Spelling Mastery was introduced into the classrooms to support Literacy development. Coaching practices were developed to support these initiatives and ensure consistent pedagogical practices and collaborative planning had commenced.

"School Wide Positive Behaviour Support" (SWPBS) Program has been renamed 'Positive Behaviour for Learning' (PBL) and continues to be embedded and adjusted to meet the needs of the school. As part of this initiative attendance, continues to be addressed and remains an ongoing issue within the school. There is still a wide gap between attendance of Indigenous and Non-Indigenous students at our school.

Prep Oracy program has been implemented in the school, and the review of our data collection systems has also begun.

Future outlook

During 2016, Ipswich East State School will be undergoing a review and renewal of the curriculum delivery approach in English. This will have a specific focus on improving the reading outcome for all students in Prep to Year 6. This project will ensure that all English Units align directly to the Australian Curriculum and consistent pedagogical practices to support English and in particular reading are embedded within the school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	452	211	241	64	87%
2014	444	211	233	74	90%
2015	394	191	203	69	89%

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 2015, 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:

Ipswich East State School is a co-education school catering for just over 400 students from Prep to Year 6. The school is located on Jacaranda Street at East Ipswich, in an area that has experienced growth up until the floods in January 2011. The school has a close proximity to central Ipswich and as such most enrollments are from urban residents with a mix of single and co-parenting backgrounds. The cultural heritage of students enrolled includes a diverse range of ethnic backgrounds including Pacifica students. The school has an approximate enrollment of 7% SEP students and 9% Indigenous students.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	20	20
Year 4 – Year 7 Primary	26	27	28
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	138	99	115
Long Suspensions - 6 to 20 days	7	0	2

Exclusions	0	2	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.

Curriculum delivery

Our approach to curriculum delivery

Ipswich East State School delivers the Australian Curriculum to all student from Prep to Year 6. The school in 2015, used a mix of C2C Units of work and Reading 2 Learn Units aligned to the Australian Curriculum. The offerings have also included specialist Music and Physical Education lessons.

Extra curricula activities

- Bi-annual performing arts performance
- Student Council
- School Leaders Program
- Lunchtime activities
- Premier's Reading Challenge
- School Instrumental Program

How Information and Communication Technologies are used to improve learning

Ipswich East has a range of technology devices for use at the school including, interactive whiteboards, iPad, computers, cameras and supported programs. The school has engaged with online resources to support literacy and numeracy development across all year levels. The students have regular access to ICT devices and the school plans to integrate them further in 2017 with an increase in resources in this area planned.

Social Climate

The social climate at Ipswich East State School is continually evolving. Ipswich East State School is a PBL school and has successfully implemented Tier 1 and Tier 2 stages of the program. This has seen the school establish S.O.A.R. – Safety, Organisation, Achievement and Respect as the basic school expectations/rules.

The school believes that a safe and supportive environment is developed through a consistent and collaborative approach to behavior and learning attitudes within the school and values the partnerships with the community to support this. The school engages with the P&C, Red Cross, Chaplaincy services and the Breakfast Club to support students to engage in a supportive learning environment.

Ipswich East State School is committed to further developing these relationships and our PBL processes to increase student success and safety.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	86%	100%	93%
this is a good school (S2035)	90%	100%	97%
their child likes being at this school (S2001)	90%	100%	100%
their child feels safe at this school (S2002)	90%	100%	97%
their child's learning needs are being met at this school (S2003)	86%	100%	93%
their child is making good progress at this school (S2004)	90%	100%	93%
teachers at this school expect their child to do his or her best (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	100%	86%
teachers at this school motivate their child to learn (S2007)	95%	100%	90%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
teachers at this school treat students fairly (S2008)	90%	100%	93%
they can talk to their child's teachers about their concerns (S2009)	90%	100%	93%
this school works with them to support their child's learning (S2010)	90%	100%	90%
this school takes parents' opinions seriously (S2011)	86%	100%	86%
student behaviour is well managed at this school (S2012)	71%	100%	79%
this school looks for ways to improve (S2013)	86%	100%	93%
this school is well maintained (S2014)	90%	100%	97%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	89%	91%	92%
they like being at their school (S2036)	93%	84%	92%
they feel safe at their school (S2037)	94%	84%	89%
their teachers motivate them to learn (S2038)	95%	97%	98%
their teachers expect them to do their best (S2039)	99%	99%	97%
their teachers provide them with useful feedback about their school work (S2040)	96%	94%	90%
teachers treat students fairly at their school (S2041)	89%	78%	87%
they can talk to their teachers about their concerns (S2042)	87%	88%	85%
their school takes students' opinions seriously (S2043)	87%	84%	84%
student behaviour is well managed at their school (S2044)	83%	60%	64%
their school looks for ways to improve (S2045)	96%	89%	95%
their school is well maintained (S2046)	94%	85%	85%
their school gives them opportunities to do interesting things (S2047)	94%	85%	86%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	90%	93%	97%
they feel that their school is a safe place in which to work (S2070)	83%	96%	97%
they receive useful feedback about their work at their school (S2071)	83%	96%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	94%	86%
students are encouraged to do their best at their school (S2072)	93%	96%	97%
students are treated fairly at their school (S2073)	93%	96%	90%
student behaviour is well managed at their school (S2074)	77%	100%	77%
staff are well supported at their school (S2075)	80%	93%	93%
their school takes staff opinions seriously (S2076)	79%	96%	83%
their school looks for ways to improve (S2077)	93%	96%	97%

Performance measure

Percentage of school staff who agree [#] that:	2013	2014	2015
their school is well maintained (S2078)	80%	89%	97%
their school gives them opportunities to do interesting things (S2079)	90%	96%	93%

'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

At Ipswich East State School, we believe that education is a partnership. To this end, we offer parents and community members a range of opportunities to participate in and inform about their child's education including;

- Parents and Citizens Association
- Volunteers in class and on excursions
- Parades
- Parent teacher interviews
- Newsletters
- Parent support through Red Cross (access at school)
- Playgroup (Pre-preps)

Reducing the school's environmental footprint

The school endeavours to minimize its environmental footprint through the installation of water tanks, solar panels. The school has been part of the HAST Program encouraging students to reduce their environmental footprint on the way to school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	226,761	1,390
2013-2014	242,195	1,288
2014-2015	224,573	1,072

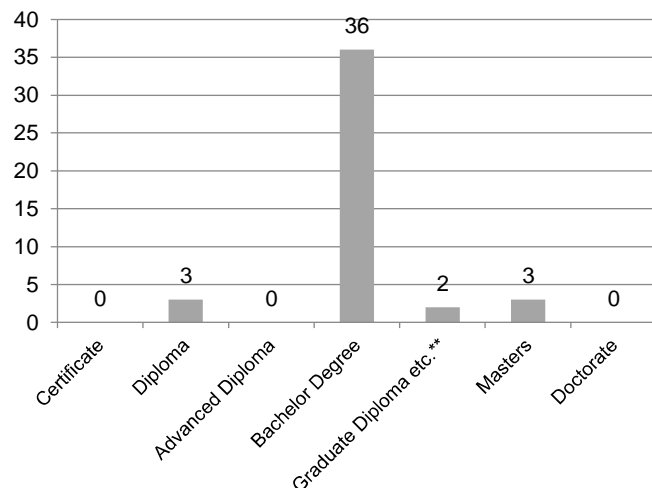
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile**Staff composition, including Indigenous staff**

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	44	29	<5
Full-time equivalents	38	19	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	36
Graduate Diploma etc.**	2
Masters	3
Doctorate	0
Total	44



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$48 460

The major professional development initiatives are as follows:

- Reading 2 Learn
- Fountas and Pinnell
- Code of Conduct
- Student Protection

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	86%	90%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

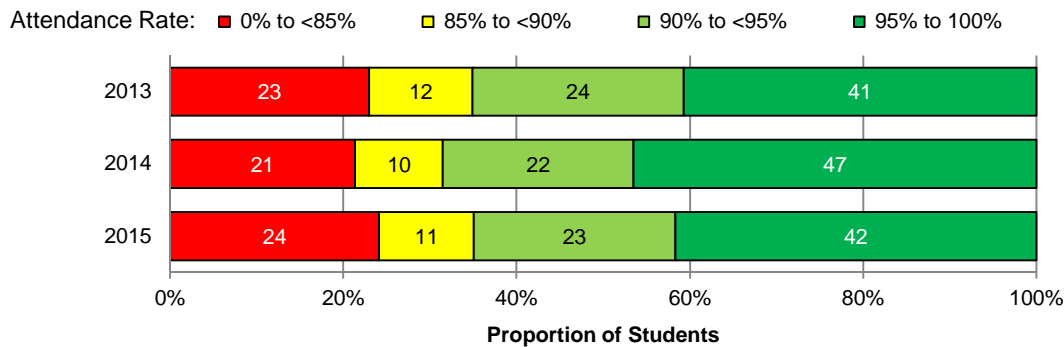
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	91%	91%	91%	91%	88%	92%	88%					
2014	93%	89%	90%	90%	92%	90%	92%	89%					
2015	91%	90%	91%	92%	91%	91%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.



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.

Parents and Carers are required to contact the school prior to an absence, late arrival or early departure. If a student is away for three consecutive days or absences with regularity, the school will contact the parent/ caregiver. Where compulsory participation is not met the school follows SMS-PR-029: Managing Student Absences in accordance with policy.

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/>.

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

GO

Sector:

Government

Non-government

SEARCH

Where it says '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.