



## Ipswich East State 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



## Contact Information

Postal address:	Jacaranda Street East Ipswich 4305
Phone:	(07) 3432 6333
Fax:	(07) 3432 6300
Email:	principal@ipsweastss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Naomi Meerwald

## School Overview

At Ipswich East State School we believe a balanced approach to teaching and learning involves students engaging in meaningful, contextual activities. We believe in providing an environment for students to realise and strive to achieve their full potential. We believe in providing a balanced curriculum program designed to enhance students' capacity to act as responsible citizens. We maximise student outcomes in Literacy and Numeracy, including appropriate assessment and reporting strategies that enhance existing structure to track and monitor student progress. We increase intellectual engagement through the continued development and refinement of pedagogy and focus on student learning and engagement. We integrate information and communication technology into regular classroom practice to enhance student learning. Professional development for staff supports Literacy and Numeracy outcomes and enhanced workforce capability and performance in priority areas.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

The priority areas in 2016 were developed directly as a result of our Priority School Review with the School Improvement Team. This led to two priority areas being Reading and Culture (including behaviour and attendance).

During 2016, Ipswich East State School underwent a renewal of the curriculum delivery approach for English, with the cancellation of the "Reading to Learn" methodology.

This had a specific focus on improving the reading outcomes for all students in Prep to Year 6. This project has ensured that all English Units are aligned directly to the Australian Curriculum and include consistent pedagogical practices to support English and in particular reading within the school.

There is a direct link between attendance and performance. The school has begun to target regular and high absenteeism to ensure all students have access and opportunity to gain a quality education. Work on the PBL program has also continued with staff looking for new ways to support and reward good attendance and behaviour.

#### Future Outlook

2017 will continue the journey started in 2016. We will further develop teacher data literacy to analyse, interpret and utilise data to inform adjustments to teaching, monitor learning growth and reflect on the effectiveness of their teaching with a particular focus in reading. The School will continue to explore strategies to enhance collaboration and sharing of teaching, learning and assessment to inspire and engage all students in their learning journeys. A larger focus will be placed on reviewing and redeveloping the current processes and protocols around the recording, communication and follow up on student absences and behaviour.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	444	211	233	74	90%
<b>2015*</b>	394	191	203	69	89%
<b>2016</b>	414	201	213	77	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

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 enrolments 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 enrolment of 9.6% SEP students and 19% Indigenous students.

### 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	20	23	22
Year 4 – Year 7	27	28	28
Year 8 – 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.

## 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 2016, used a mix of C2C Units of work and School developed Units aligned to the Australian Curriculum. The offerings have also included specialist Music, German and Physical Education lessons.

## Co-curricular Activities

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

## How Information and Communication Technologies are used to Assist Learning

Ipswich East has a range of technology devices for use at the school including, interactive whiteboards, iPads, laptops, 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 2018 with an increase in resources in this area planned.

## Social Climate

### Overview

The social climate at Ipswich East State School is continually evolving. Ipswich East State School is a PBL school and currently revisiting both 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 behaviour and learning attitudes within the school and values the partnerships with the community to support this. The school engages with the P&C, 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

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	93%	84%
this is a good school (S2035)	100%	97%	96%
their child likes being at this school* (S2001)	100%	100%	96%
their child feels safe at this school* (S2002)	100%	97%	88%
their child's learning needs are being met at this school* (S2003)	100%	93%	80%
their child is making good progress at this school* (S2004)	100%	93%	84%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%	100%
teachers at this school motivate their child to learn* (S2007)	100%	90%	96%
teachers at this school treat students fairly* (S2008)	100%	93%	83%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	100%
this school works with them to support their child's learning* (S2010)	100%	90%	92%
this school takes parents' opinions seriously* (S2011)	100%	86%	87%
student behaviour is well managed at this school* (S2012)	100%	79%	80%
this school looks for ways to improve* (S2013)	100%	93%	92%
this school is well maintained* (S2014)	100%	97%	96%

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	92%	93%
they like being at their school* (S2036)	84%	92%	93%
they feel safe at their school* (S2037)	84%	89%	87%
their teachers motivate them to learn* (S2038)	97%	98%	92%
their teachers expect them to do their best* (S2039)	99%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	90%	91%
teachers treat students fairly at their school* (S2041)	78%	87%	91%
they can talk to their teachers about their concerns* (S2042)	88%	85%	88%
their school takes students' opinions seriously* (S2043)	84%	84%	90%
student behaviour is well managed at their school* (S2044)	60%	64%	72%
their school looks for ways to improve* (S2045)	89%	95%	91%
their school is well maintained* (S2046)	85%	85%	91%
their school gives them opportunities to do interesting things* (S2047)	85%	86%	87%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	97%	94%
they feel that their school is a safe place in which to work (S2070)	96%	97%	97%
they receive useful feedback about their work at their school (S2071)	96%	97%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	86%	91%
students are encouraged to do their best at their school (S2072)	96%	97%	94%
students are treated fairly at their school (S2073)	96%	90%	91%
student behaviour is well managed at their school (S2074)	100%	77%	88%
staff are well supported at their school (S2075)	93%	93%	94%
their school takes staff opinions seriously (S2076)	96%	83%	91%
their school looks for ways to improve (S2077)	96%	97%	97%
their school is well maintained (S2078)	89%	97%	94%
their school gives them opportunities to do interesting things (S2079)	96%	93%	91%

\* 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

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
- Playgroup (Pre-preps)

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. PBL forms the basis of our respectful relationships program. Students are explicitly taught alternative strategies to violence and the use of the HI-5 is the foundation of this program. Students with additional needs are offered support through social skilling, anti-anxiety and individualize behavior programs adjusted to student need. This program is always evolving and adapting to new situations in direct response to community needs.

## 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	99	115	190
Long Suspensions – 6 to 20 days	0	2	1
Exclusions	2	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

The school endeavours to minimize its environmental footprint through the installation of water tanks and solar panels. The school is looking for more energy efficient products and options where available.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	242,195	1,288
2014-2015	224,573	1,072
2015-2016	237,335	1,364

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.

## Find a school

GO

Sector:

Government

Non-government

SEARCH

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	42	32	<5
Full-time Equivalent	36	18	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	2
Bachelor degree	37
Diploma	0
Certificate	0

\*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 \$94566.20

The major professional development initiatives are as follows:

- Australian Curriculum Development
- Sheena Cameron Comprehension strategies
- Watching others Work opportunities
- Reading groups – establishment and implementation
- Compulsory/ mandatory training sessions
- Leadership development

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	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 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).	91%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	90%	87%

\*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 Primary schools was 93%.

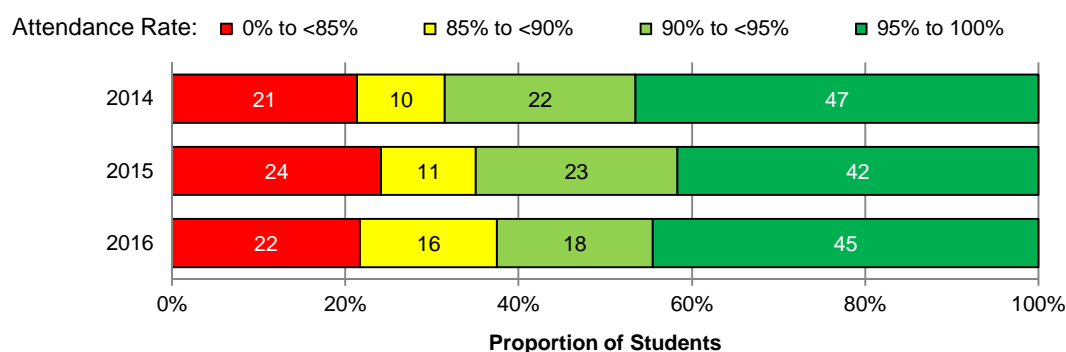
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	89%	90%	90%	92%	90%	92%	89%					
2015	91%	90%	91%	92%	91%	91%	92%						
2016	92%	90%	92%	88%	91%	92%	92%						

\*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:



### 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. Parents and Carers are required to contact the school prior to an absence, late arrival or early departure. This can be done via email, phone or SMS text message. 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.

The school encourages attendance by acknowledging 100% attendance, prize draws for 90% and above attendance, weekly classroom rewards for attendance and the PBL Program.

## 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

---

Sector:

Government

Non-government

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.

