



Ipswich East State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Making a difference through positive relationships in a nurturing and supportive learning environment.

Positivity Respect Trust Support

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 Foreword

Introduction

School Progress towards its goals in 2017

2017 continued the journey started in 2016.

We have further developed teacher's knowledge and understanding of data literacy to analyse, interpret and utilise this data to inform adjustments to teaching, monitor learning growth and reflect on the effectiveness of their teaching. Teachers have built their skills with a particular focus in reading and using this knowledge to inform the planning for individual students.

The school has continued to engage in strategies to enhance collaboration and share skills of teaching, learning and assessment to inspire and engage all students in their learning journeys. A larger focus was placed on reviewing and redeveloping the current processes and protocols around the recording, communication and follow up on student absences and behaviour. This has been a major focus for 2016.

PBL and raising the standards of acceptable behaviour within the school has been focussed work throughout 2016. The school has seen a significant improvement in student behaviour and engagement.

Future Outlook

2016 and 2017 saw the school develop, implement and adjust the school based reading program. 2018 will see the continued embedding of this program and to further develop the literacy skills of our teachers to support this implementation. Individual student reading goals should be established and aligned to the school's Pedagogical Framework. Reading will continue to be a major focus.

Behaviour and Attendance will also remain the focus of the school's improvement agenda as we continue to "raise the bar" on social and academic achievement. A bigger focus of linking community to this agenda will also be a large proportion of the work for 2018.

Student engagement in technology will evolve during 2018 with the introduction of our STEM project. This will see students engaging with a range of coding, robotic, research and engineering based projects to foster and inspire creative thinking.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	394	191	203	69	89%
2016	414	201	213	77	92%
2017	371	178	193	68	88%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 7.2%% 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	2015	2016	2017
Prep – Year 3	23	22	23
Year 4 – Year 6	28	28	26
Year 7 – Year 10			
Year 11 – Year 12			

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 2017, 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

Co-curricular Activities

- End of year performance
- Student Council
- Premier's Reading Challenge
- School Leaders Program
- Lunchtime activities
- School Instrumental Program

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	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	93%	84%	88%
this is a good school (S2035)	97%	96%	69%
their child likes being at this school* (S2001)	100%	96%	75%
their child feels safe at this school* (S2002)	97%	88%	81%
their child's learning needs are being met at this school* (S2003)	93%	80%	88%
their child is making good progress at this school* (S2004)	93%	84%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	87%
teachers at this school motivate their child to learn* (S2007)	90%	96%	88%
teachers at this school treat students fairly* (S2008)	93%	83%	81%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	94%
this school works with them to support their child's learning* (S2010)	90%	92%	88%
this school takes parents' opinions seriously* (S2011)	86%	87%	67%
student behaviour is well managed at this school* (S2012)	79%	80%	50%
this school looks for ways to improve* (S2013)	93%	92%	81%
this school is well maintained* (S2014)	97%	96%	88%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	93%	86%
they like being at their school* (S2036)	92%	93%	89%
they feel safe at their school* (S2037)	89%	87%	86%
their teachers motivate them to learn* (S2038)	98%	92%	95%
their teachers expect them to do their best* (S2039)	97%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	90%	91%	93%
teachers treat students fairly at their school* (S2041)	87%	91%	80%
they can talk to their teachers about their concerns* (S2042)	85%	88%	85%
their school takes students' opinions seriously* (S2043)	84%	90%	91%
student behaviour is well managed at their school* (S2044)	64%	72%	88%
their school looks for ways to improve* (S2045)	95%	91%	95%
their school is well maintained* (S2046)	85%	91%	93%
their school gives them opportunities to do interesting things* (S2047)	86%	87%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	94%	89%
they feel that their school is a safe place in which to work (S2070)	97%	97%	75%
they receive useful feedback about their work at their school (S2071)	97%	91%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	91%	85%
students are encouraged to do their best at their school (S2072)	97%	94%	93%
students are treated fairly at their school (S2073)	90%	91%	93%
student behaviour is well managed at their school (S2074)	77%	88%	61%
staff are well supported at their school (S2075)	93%	94%	79%
their school takes staff opinions seriously (S2076)	83%	91%	85%
their school looks for ways to improve (S2077)	97%	97%	96%
their school is well maintained (S2078)	97%	94%	79%
their school gives them opportunities to do interesting things (S2079)	93%	91%	75%

* 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 behaviour 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	2015	2016	2017
Short Suspensions – 1 to 10 days	115	190	316
Long Suspensions – 11 to 20 days	2	1	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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
2014-2015	224,573	1,072
2015-2016	237,335	1,364
2016-2017	216,138	419

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	43	29	<5
Full-time Equivalent	36	17	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	4
Bachelor degree	35
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 2017 were \$75314.37

The major professional development initiatives are as follows:

- Reading and Comprehension
- Data analysis
- PBL and behaviour management
- Leadership
- Trauma
- Social/ emotional
- WOW Time (internal and external to site)
- PLT's and Case Management cycles

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
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).	90%	87%	88%

*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 2017 for all Queensland Primary schools was 93%.

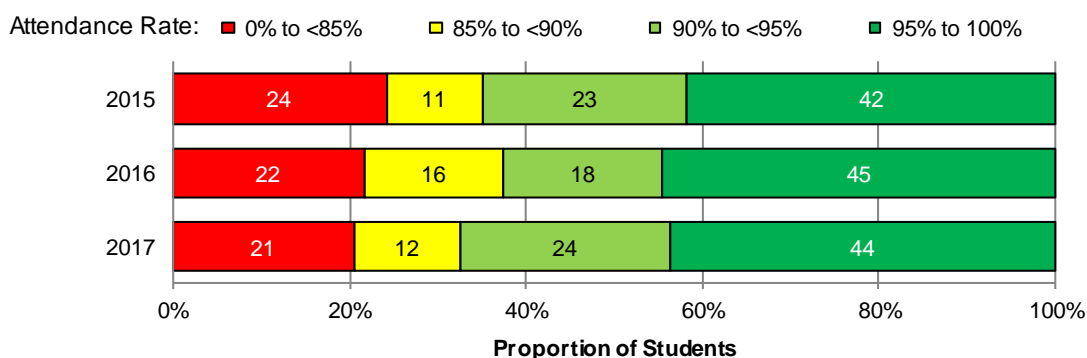
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	90%	91%	92%	91%	91%	92%						
2016	92%	90%	92%	88%	91%	92%	92%						
2017	87%	92%	92%	94%	91%	91%	90%						

*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 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.

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.

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Government

Non-government

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