Ipswich East State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

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.

School progress towards its goals in 2018

2018 continued the journey started in 2017.

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 2018.

PBL and raising the standards of acceptable behaviour within the school has been focussed work throughout 2018.

Future outlook

In 2019 the school will look to develop a community culture which ensures all stakeholders feel welcome and valued. Our inclusive school culture will lead to improved attendance and behaviour outcomes.

We will advance the implementation of a connected Australian Curriculum which prioritises reading improvement and student engagement. Applying high standards to this curriculum will ensure an improvement in student achievement, particularly the percentage of students achieving a C or higher.

Finally, as a school we will build the collaborative capacity of all stakeholders. Through a collective efficacy we will develop an expert teaching team.

More specifically, 2019 will see the continued embedding of our reading program. Individual student reading goals should be established and aligned to the school's Pedagogical Framework. Reading will continue to be a major focus.

Student engagement in technology will evolve during 2019 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 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	414	371	350
Girls	201	178	178
Boys	213	193	172
Indigenous	77	68	64
Enrolment continuity (Feb. – Nov.)	92%	88%	91%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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% SEP students and 19% Indigenous students.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	25
Year 4 – Year 6	28	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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

- 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 2019 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	84%	88%	84%
• this is a good school (S2035)	96%	69%	71%
• their child likes being at this school* (S2001)	96%	75%	81%
• their child feels safe at this school* (S2002)	88%	81%	68%
• their child's learning needs are being met at this school* (S2003)	80%	88%	77%
• their child is making good progress at this school* (S2004)	84%	88%	81%
• teachers at this school expect their child to do his or her best* (S2005)	96%	94%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	87%	81%
• teachers at this school motivate their child to learn* (S2007)	96%	88%	87%
• teachers at this school treat students fairly* (S2008)	83%	81%	71%
• they can talk to their child's teachers about their concerns* (S2009)	100%	94%	90%
• this school works with them to support their child's learning* (S2010)	92%	88%	90%
• this school takes parents' opinions seriously* (S2011)	87%	67%	69%
• student behaviour is well managed at this school* (S2012)	80%	50%	55%
• this school looks for ways to improve* (S2013)	92%	81%	83%
• this school is well maintained* (S2014)	96%	88%	65%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	86%	94%
• they like being at their school* (S2036)	93%	89%	86%
• they feel safe at their school* (S2037)	87%	86%	81%
• their teachers motivate them to learn* (S2038)	92%	95%	96%
• their teachers expect them to do their best* (S2039)	99%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	93%	95%
• teachers treat students fairly at their school* (S2041)	91%	80%	90%
• they can talk to their teachers about their concerns* (S2042)	88%	85%	89%
• their school takes students' opinions seriously* (S2043)	90%	91%	87%
• student behaviour is well managed at their school* (S2044)	72%	88%	75%
• their school looks for ways to improve* (S2045)	91%	95%	94%
• their school is well maintained* (S2046)	91%	93%	85%
• their school gives them opportunities to do interesting things* (S2047)	87%	84%	92%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	89%	87%
• they feel that their school is a safe place in which to work (S2070)	97%	75%	61%
• they receive useful feedback about their work at their school (S2071)	91%	89%	76%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	85%	100%
• students are encouraged to do their best at their school (S2072)	94%	93%	84%
• students are treated fairly at their school (S2073)	91%	93%	74%
• student behaviour is well managed at their school (S2074)	88%	61%	55%
• staff are well supported at their school (S2075)	94%	79%	58%
• their school takes staff opinions seriously (S2076)	91%	85%	66%
• their school looks for ways to improve (S2077)	97%	96%	89%
• their school is well maintained (S2078)	94%	79%	84%
• their school gives them opportunities to do interesting things (S2079)	91%	75%	86%

* 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	190	316	270
Long suspensions – 11 to 20 days	1	2	3
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	237,335	216,138	198,250
Water (kL)	1,364	419	891

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	44	29	<5
Full-time equivalents	39	18	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	5
Bachelor degree	37
Diploma	
Certificate	

*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 2018 were $41, 351.

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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	91%
Attendance rate for Indigenous** students at this school	87%	88%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	87%	89%
Year 1	90%	92%	90%
Year 2	92%	92%	94%
Year 3	88%	94%	91%
Year 4	91%	91%	91%
Year 5	92%	91%	89%
Year 6	92%	90%	91%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	22	16	18	45
2017	21	12	24	44
2018	19	15	21	44

Proportion of Students
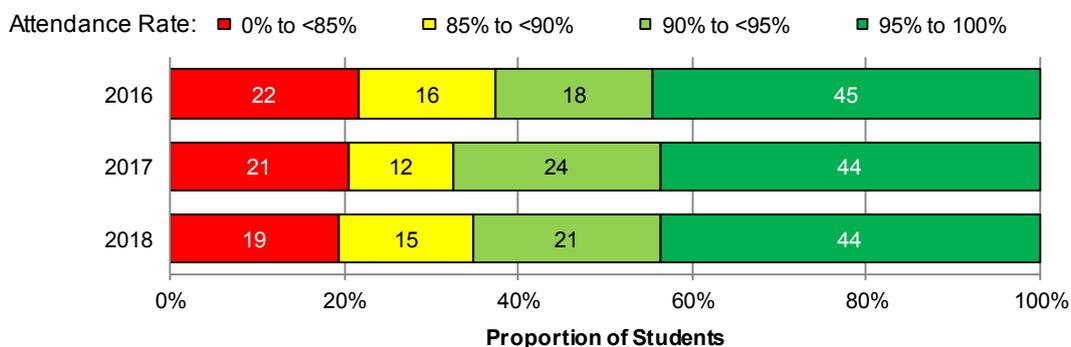
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.