Principal’s foreword

Introduction

The 2011 Annual Report for Ipswich East State School, outlines the achievements of the past year and the future directions that Ipswich East State School is moving towards. Established in 1958, Ipswich East State School provides modern education in a traditional setting and instils the values of community and learning as a partnership amongst its families.

2011 moving into 2012 has seen us focussing on school data to improve literacy and numeracy. We continue to focus on our vision of “We can Achieve” through Quality Teaching with a Quality Curriculum in a Quality Learning Environment. Through these three pillars we will address the issues that impact our student’s success as well as focus on building expertise within our staff. We differentiate our practice to cater for the needs of all. We hope to build a culture of support within our school which values contributions from students, staff, parents and community.

Decision making at Ipswich East is based on evidence from data which provides us with the direction about priorities for resourcing, staffing and skilling. The following report will provide the reader with the critical data on which we base our decisions and the planning that sits around that for school improvement policies which will be implemented over the next twelve months.

School progress towards its goals in 2011

In 2011 our focus points towards what “We can achieve”. Our planning focuses on three areas: Quality Teaching a Quality Curriculum in a Quality Learning Environment. Quality Teaching in 2011 focuses on the explicit teaching of reading, data driven decision making for the teaching of literacy and differentiated practices tailored to the individual needs of students. Our Quality Curriculum focus for 2011 has been to review our literacy practices and revise our literacy strategy in line with the implementation of the Australian Curriculum and Assessment and Reporting, participate in a Cluster based program in consultation with the University of Queensland on Proportional Reasoning which emphasises the use of reasoning in mathematics and implement a P-7 Science program. Our Quality Learning Environment is being enhanced by our development of School-wide Positive Behaviour Support.

Future outlook

2012 will see us building consistent programs throughout the school. By setting clear expectations regarding ‘the what’ and ‘the how’ we teach, and monitoring consistency across the school we can ensure the delivery
of **Quality Teaching**. Teachers will identify and implement the differentiated practices required to enhance student engagement in learning across a range of levels and needs. Teachers will compile action plans which identify students by strengths and weaknesses and tailor learning to support these. Our **Quality Curriculum** will be further enhanced by focussing on the explicit teaching of reading. Our further development of the School-wide Positive Behaviour program will ensure that our expectations are clearly defined, consistently implemented and that **student recognition is paramount in developing a Quality Learning Environment**.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>471</td>
<td>219</td>
<td>252</td>
<td>88%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Ipswich East State School is a co-educational school catering for 475 students from Prep to Year 7. The school is located on Jacaranda Street at East Ipswich, in an area that has experienced growth up until the floods in January 2011. In 2011, we saw a significant decline in our enrolment as a result of the January 2011 floods. In 2012 we have seen some recovery of our enrolment numbers. We have experience growth in the number of students whose heritage is from the Pacifica area. This has seen a growth in the number of students who can be classified as ESL.

Ipswich East falls into the lowest 15% of the state according to Socio-economic status.

Index of Community Socio-Educational Advantage (ICSEA)
School ICSEA Value = 924
Average ICSEA value = 1000

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.1</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.7</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>22.8</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>51</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings
At Ipswich East State School our curriculum framework provides a snapshot of the processes for quality teaching and quality learning in our school.

Our curriculum:
• Is focused on improving academic achievement for all students
• Has a strong focus on literacy and numeracy through core learning blocks
• Includes Specialist Science Lessons
• Promotes science through the Science Days of Excellence
• Holds an annual School Speech Competition (years 4-7)
• Incorporates Music & PE Specialist Lessons (including swimming lessons)
• Is linked to real world experiences through excursions and camps (year 7 camps include Outdoor Education experiences, Cultural Experiences)
• Celebrates significant educational achievements (Book Week, Days of Excellence, behavioural milestones)

Extra curricula activities
Student Council
  o School Leaders Program
  o Chess Competition
  o Library Based Literacy Workshops (visiting authors and illustrators)
  o Lunchtime activities
  o Reader’s Cup – Interschool Reading Competition that promotes a love of reading across the school
  o Premier’s Reading Challenge
  o School Instrumental Program (tuition in drums and percussion, woodwind and brass)

How Information and Communication Technologies are used to assist learning
At Ipswich East State School, computers and other forms of technology are integral tools in the Learning Process. Students have access to computers in classes, in small groups and as individuals. Planned lessons range from discrete skills activities to fully integrated activities to support units. Students can access websites through the school Intranet and produce a range of items including brochures, reports, Power Point slide shows, movies and digital portfolios. The introduction of electronic whiteboards to classrooms to enhance engagement has been successful. Staff have been trained in the use of Interactive Whiteboards and use this to engage students and enhance teaching and learning.

Social climate
At Ipswich East State School we are in Phase 1 of implementation of School-wide Positive Behaviour Support. We S.O.A.R. through the expectations that we are Safe, Organised, high Achievers and Respectful. We utilise the High Five strategy to build competence in dealing with others. All bullying which is reported is acted upon and investigated. Where substantiated bullying is not tolerated at Ipswich East State school. 68.4% of parents are either satisfied or very satisfied with their child’s safety at this school. 67% of students are either very satisfied or satisfied that they are safe at this school. 77.8% are either satisfied or very satisfied that their child is treated fairly at this school. 59.4% of student had the same opinion. 47.3% of parents are satisfied or very satisfied with the behaviour at this school and 66.7% are satisfied or very satisfied with student discipline at this school. Students who were satisfied or very satisfied with behaviour amounted to 20.5%. 47.3% of students were happy to attend this school. 68.5% of parents agree that their child is happy to go to this school.
Our school community recognises the importance of the child-teacher relationship and every effort is made
to strengthen that relationship. The Ipswich East State School community work hard to provide a positive and supportive community for the children, staff and visitors. The staff at Ipswich East recognises children have responsibilities to make positives choices for themselves and for other members of the school community. There is an extensive effort to be proactive to support children to willingly participate in the life of the school through the learning programs and the many activities. Parents play an important role within the school. The active P&C Association provides support to the school’s team, organise functions for children and raises funds to support the school. All parents are encouraged to be participants in their child’s learning. Parent meetings, parent/teacher interviews and regular one to one conversations as well as opportunities to assist with classroom activities foster a close relationship between teachers and parents promoting a supportive environment to maximizing leaning for children. The school has a support school climate that includes an active student council comprising students from Year 4 – 7. These student councillors are responsible for a number of projects that exist within the school.

Parent, student and teacher satisfaction with the school

There has been an increase in the rate of satisfaction in all aspects of the School Opinion Survey. This directly correlates to the strong programs embedded by the school around changes to the curriculum, ongoing and prolonged classroom and school renewal. We anticipate these rates will improve further with the implementation of the National Curriculum.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>74%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>68%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

2011 saw us actioning our ‘We can achieve” action plan. In this we identify four areas for development

- Improved understanding of the links between home and school
- Awareness of the strategies which support student learning
- Understanding of student learning needs
- Positive relationships with school personnel

We have used our three Pillars to develop this in 2011

Under **Quality Teaching** we will provide;

- Explicit feedback on student achievement
- Opportunities to engage in dialogue around student performance

2011 School Annual Report

Queensland Government
Our school at a glance

• Opportunities to engage in adult learning around school based activities
• Opportunities to participate in classrooms

Under **Quality Curriculum** we will provide
• Information sessions around curriculum and school priorities
• Liaison and input into student programs

Under **Quality Learning Environment** we will provide
• Training for support in classrooms and teaching programs

Parents are able to be involved in their child’s education at Ipswich East State School in many ways:
Parades - The school holds a weekly parade/assembly each week for both Junior (Prep – Year 3) and Senior (Year 4 – 7) school. On Wednesday afternoon the school gathers together where learning achievements of individuals and groups are recognised. Parents are welcome to attend these gatherings.
Parent/Teacher Evenings - At the commencement of the year each year level conducts a parent/teacher evening to explain the overview for the year and to provide parents the opportunity to ask questions.
Parents and Citizens Association (P&C) - The school’s P&C meets once a month on the 3rd Monday of the month. All parents are welcome to attend.
Newsletter - Each fortnight the school newsletter, *Ipswich East State School Bulletin* is distributed to each family. This bulletin contains an update of current school activities in addition to community announcements.
Volunteers - Parents volunteer to help in classrooms with reading, swimming lessons, sporting teams and school excursions. Parents who assist at school are invited to a “Volunteers Function” at the end of the year, where their contribution to the school is recognised.
Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school endeavours to minimise its environmental footprint by the installation of water tanks, solar panels and a school wide awareness program which educates students around practices for water conservation and electricity usage minimisation. We have established a SEMP (Sustainability and Environment Program) which is developing momentum and has been recognised within the Region.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>181,573</td>
<td>946</td>
</tr>
<tr>
<td>2010</td>
<td>190,875</td>
<td>1,048</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-5%</td>
<td>-10%</td>
</tr>
</tbody>
</table>
## Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>42</td>
<td>20</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>33</td>
<td>12</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

## Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>40</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $51 108.
The major professional development initiatives are as follows:

• First Aid Training
• School Wide Positive Behaviour Support
• Comprehension in Reading
• Spelling

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 93% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff was retained by the school for the entire 2011 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]

SEARCH

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 - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>92%</td>
<td>90%</td>
<td>92%</td>
<td>91%</td>
<td>93%</td>
<td>93%</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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/late arrivals/early departures are becoming regular, the school will contact the parent/carer. Students who arrive late are to be brought to the office by their parent/carer and a late slip is issued. Students who leave early are required to be collected from the office after the parent/carer signs the Early Departure Register and provides the appropriate reason.

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
Performance of our students

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.

Where it says "Search by school name", type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

Our school ensures that appropriate support is provided to our Indigenous students to help them achieve their full potential. Two indigenous teacher aides are employed to work with our Indigenous students throughout the year and their results are monitored very closely by the school administration. Our focus is on improving learning outcomes and attendance rates.

Improving Indigenous student outcomes is a key priority for our school. Our targeted Yr. 3 NAPLAN results revealed a negative gap in the domain of Numeracy. This means that our Indigenous students outperformed Non Indigenous students. For Reading and Writing, the “Gap” was minimal compared to our state and our region score. Our aim is to have no gap in student learning outcomes between that of Indigenous and Non Indigenous students. Our focus is on tracking individual improvement from Yr. 3 to Yr. 5 and Yr. 5 to Yr. 7.

Our Indigenous student attendance rate is slightly lower than our Non Indigenous rate. The average attendance rate for our Indigenous students as a percentage in 2011 was 86%. Non Indigenous student attendance was 91%.