



Ipswich North State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

State Schools Strategy  
Department of Education



Queensland  
Government

## Contact information

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<b>Contact person</b>	Sharyn Brown - Principal



# From the Principal

## School overview

Ipswich North State School has been proudly serving the community of Ipswich since 1867. We currently have 238 students enrolled from Prep to Year 6.

We are focused on providing an inclusive, caring, safe, creative, challenging, and fun environment where our students can grow and learn. Our school motto of learn, believe and succeed reflects our commitment to ensure all students are provided with a quality education. Our teachers and staff are experienced and dedicated professionals who are committed to helping every child reach their full potential.

Ipswich North State School is very proud of its traditions, positive reputation in the wider community and the outstanding achievements of our students.

We continue to excel in providing a personalized approach to the needs of our students and their families. Genuine and respectful relationships are at the core of building those strong partnerships with our parents and carers.

Our school mission is: every child, every day, exceptional learning.

## School progress towards its goals in 2018

- The school priorities in 2018 were to improve Reading, Writing and behaviour.
- A clear writing framework was developed and implemented.
- Reading – Consistent approach for modelled, shared and guided reading introduced to staff to be fully implemented in 2019.
- Consistent approach to goal setting introduced with further work around co constructing goals with students to be completed by the end of 2019.
- Spelling Mastery introduced to staff.
- Introduction of the school mascot and ROCKS signage around the school to align with new mascot to improve behaviour. Clear lessons of the week taught to students.
- Next priority is to move to Tier 2 intervention with Positive Behaviour for Learning,
- Two staff members were nominated for Teacher of the Year on the local radio.

## Future outlook

### Improvement Plan 1 – Expert Teaching Team

### Improvement Plan 2 – A culture that promotes learning

### Improvement Plan 3 – Curriculum Excellence and Innovation

Strategy: Reading – Explicitly taught, monitored and data collected to inform practise throughout the school.

- Consistency of goals, student co-constructing their goals and communicated to parents by end of Term 3.

Strategy: Writing – Embedding a writing framework which is explicitly taught and aligns with Australian Curriculum.

- Students co-constructing writing goals, using Bump It Up walls, formative assessment and feedback to improve their writing.

Strategy – Embed a clear line of sight between the Schools Improvement Plan and the consistent implementation of high yield strategies.

- Developing collaboratively a pedagogical framework – by the end of Term 2.



Strategy – Engagement and collaboration between the school leadership team and teachers to improve their teaching practise, including modelling, evaluating and providing feedback on classroom learning.

- Implement instructional coaching where a formal process is developed and teachers are provided with feedback on lessons to improve pedagogy.
- Teachers given a day off line for planning sessions with the Head of Curriculum using explicit planning guidelines using the Australian Curriculum.

Strategy – Inclusion – Ensure all students have equal access to learning opportunities

- Continue PBL practises, explicit teaching of weekly lessons in classrooms by teachers.
- Use of differentiation placemat in planning cycles with teachers.
- Intervention programs for students identified as not meeting targets.
- Absenteeism flowchart developed and parents contacted for students under 85%, letters sent home to all families at the end of each term notifying them of their child's attendance percentage.

## 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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	233	267	257
Girls	108	130	129
Boys	125	137	128
Indigenous	57	58	56
Enrolment continuity (Feb. – Nov.)	89%	89%	93%

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 North State School is located near the centre of Ipswich. Our students come from a variety of both working families and non-working families from both middle and lower socio-economic diverse families. . Students with various cultural and religious backgrounds represent us with a proud Indigenous population of 11%.



Our P & C Association work very closely with the school to offer their support with financial assistance through fundraising efforts such as BBQ's and Mothers' Day stalls and also by volunteering and running the school tuckshop.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	21
Year 4 – Year 6	22	25	27
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

At Ipswich North State School the curriculum is based on eight learning areas that have been mandated by the Department of Education.

Queensland State Schools currently draw curriculum from:

1. [ACARA \(Australian Curriculum, Assessment and Reporting Authority\)](#) - national subject areas include English, Mathematics, Science, History and Geography.
2. [QSA \(Queensland Studies Authority\)](#) - subject areas include The Arts, Health and Physical Education, Technology and Languages Other Than English (LOTE).

Our signature pedagogical approach is explicit instruction

### Co-curricular activities

During 2018, students were able to take part in a wide range of extra-curricular activities. The major events and activities available to our students during the period included:

#### Music

Instrumental program for Year 4-6. Choir for Year 5-6 to perform at special occasions eg Anzac day, Awards Ceremony

#### Dance

Recreational Dance offered to all students in Prep to Year 6 resulting in a show case for Parents and Community.

#### Sport

Inter-school sport competition including soccer, AFL, netball for Year 4-6

Opportunities for students to trial for district and regional teams including athletics, cross country, AFL, Netball and soccer

Prep to Year 6 attend swimming lessons at a local pool

#### Community

Year 6 Camp held each year at Tallebudgera



## Religion Instruction

Religion Instruction offered to all students in Year 1- 6

## How information and communication technologies are used to assist learning

- Digital Technology and Design Technology aligned to Australian Curriculum.
- iPads, computers and learning programs used to support implementation of Australian Curriculum.
- Assistive technology used for AIMS students.

## Social climate

### Overview

Ipswich North State School is characterized by a positive and supportive social climate. We have a Responsible Behaviour Plan for Students (found on our school website) which details 5 school expectations:

**RESPECT**  
**OWNERSHIP**  
**COOPERATION**  
**KINDNESS**  
**SAFETY (ROCKS)**

In 2018, at the end of each term we have a Rewards Day which acknowledges students in our school who follow these expectations. Students receive class awards and certificates weekly on parade for showing ROCKS behaviour.

In 2018 100% of parents stated in the Annual School Opinion Survey that “their child is getting a good education at the school”. 100% of parents also reported that “their child feels safe at this school”.

Parents are welcomed in to the classroom as volunteers working with children. Several parents attend the Friday parade and also volunteer to help in the tuckshop. The parent community is very much involved in decision making processes at the school. Events throughout the year such as Under 8’s day encourage parents to join in partnership with the school in the best educational interest of their child.

### 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)	88%	98%	100%
• this is a good school (S2035)	92%	100%	100%
• their child likes being at this school* (S2001)	96%	98%	100%
• their child feels safe at this school* (S2002)	88%	96%	100%
• their child's learning needs are being met at this school* (S2003)	88%	94%	93%
• their child is making good progress at this school* (S2004)	88%	94%	87%
• teachers at this school expect their child to do his or her best* (S2005)	92%	98%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	94%	93%
• teachers at this school motivate their child to learn* (S2007)	83%	96%	93%
• teachers at this school treat students fairly* (S2008)	88%	92%	67%
• they can talk to their child's teachers about their concerns* (S2009)	88%	96%	100%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	83%	96%	77%
• this school takes parents' opinions seriously* (S2011)	88%	94%	54%
• student behaviour is well managed at this school* (S2012)	88%	92%	93%
• this school looks for ways to improve* (S2013)	88%	96%	93%
• this school is well maintained* (S2014)	96%	94%	93%

\* 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)	87%	96%	95%
• they like being at their school* (S2036)	97%	94%	89%
• they feel safe at their school* (S2037)	93%	94%	95%
• their teachers motivate them to learn* (S2038)	93%	96%	94%
• their teachers expect them to do their best* (S2039)	97%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	88%	95%
• teachers treat students fairly at their school* (S2041)	90%	87%	85%
• they can talk to their teachers about their concerns* (S2042)	83%	89%	91%
• their school takes students' opinions seriously* (S2043)	83%	87%	86%
• student behaviour is well managed at their school* (S2044)	80%	74%	88%
• their school looks for ways to improve* (S2045)	95%	97%	95%
• their school is well maintained* (S2046)	90%	91%	90%
• their school gives them opportunities to do interesting things* (S2047)	90%	88%	85%

\* 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)	100%	96%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
• they receive useful feedback about their work at their school (S2071)	95%	91%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	75%	94%
• students are encouraged to do their best at their school (S2072)	100%	96%	100%
• students are treated fairly at their school (S2073)	91%	83%	93%
• student behaviour is well managed at their school (S2074)	95%	83%	100%
• staff are well supported at their school (S2075)	95%	87%	97%



Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	91%	83%	97%
• their school looks for ways to improve (S2077)	100%	91%	97%
• their school is well maintained (S2078)	91%	83%	93%
• their school gives them opportunities to do interesting things (S2079)	91%	95%	96%

\* 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 North State School, parents are encouraged to actively participate in and support their child's education. Opportunities for involvement are outlined at enrolment interviews, orientation sessions, parent/teacher interview nights and through information posted on the school website, school Facebook page, school sign and in the school and class newsletters.

Opportunities for parents to be involved in the running of the school include:

- Parents and Citizens Association Membership
- Tuckshop volunteers
- Parent Information sessions (eg PBL)
- School assembly attendance
- Fundraising Events
- Attendance and support of school functions and events (Sport Days, Book Week, Easter Bonnet Parade, Mother/Father Day activities, Prep Open Days, Graduation Ceremony, Awards Ceremony, NAIDOC activities)
- Classroom parent volunteers

Our partnership with parents and caregivers ensures that students have a highly rewarding educational experience and reach their full potential.

## Respectful relationships education programs

In 2018 the special education teacher and chaplain introduces the "Rock and Water" program to the school for years 3 and 4. This was to develop student's social emotional resilience, self-awareness and solidarity with their classmates.

The chaplain ran "Rock and Water" with a small group of students who required pastoral care to enable them to discuss their feelings and attitudes to school/family life.

Respect is a core value each week in "Rock and Water, it introduces each activity and is included in the Rock and water salute. The "ROCKS" (PBL) program has respect embedded through the planning and many of the goals have a respect focus.

Through Health lessons students are taught awareness of personal safety including social skills and resolving conflict resolution situations and how to react to and report bullying. Bullying NO way was also taught to students on the Annual Day of Say NO to Bullying.



## 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	111	80	27
Long suspensions – 11 to 20 days	0	0	0
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

Based on the data below, our environmental footprint has decreased in the last 12 months. We have water tanks to water the school grounds. Our groundsman and Year 5/6 class have created a vegetable garden to teach students about the environment.

We are conscious about our electricity usage as shown in a reduction of our usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	79,032	87,359	62,960
Water (kL)	1,366	1,528	1,219

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.

<b>Find a school</b>	<b>Search website</b>	
Search by school name or suburb		
<b>Go</b>		
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	20	14	<5
Full-time equivalents	18	10	<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	3
Graduate Diploma etc.*	5
Bachelor degree	10
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 \$43 413.00

The major professional development initiatives are as follows:



- Professional development around Reading
- Professional development with Anita Archer
- Positive Behaviour for Learning Professional Development
- Professional development aligned to staff Annual performance plans
- Aspiring Leaders program and beginning teachers program introduced.

The proportion of the teaching staff involved in professional development activities during 2018 was 98%

## 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%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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	90%	90%	91%
Attendance rate for Indigenous** students at this school	88%	86%	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

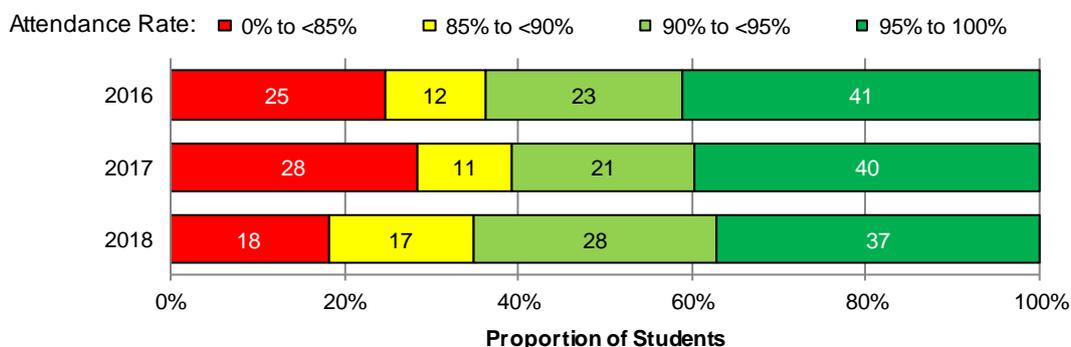
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	93%	92%	93%	Year 7			
Year 1	88%	91%	92%	Year 8			
Year 2	90%	89%	92%	Year 9			
Year 3	91%	89%	91%	Year 10			
Year 4	91%	90%	89%	Year 11			
Year 5	89%	90%	90%	Year 12			
Year 6	86%	86%	89%				

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



## 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.

- Teachers contact parents after 3 days of unexplained non-attendance and recorded on One School contact.
- If continually absent, principal informed and follows up with a meeting with the family.
- Letter generated from One School if persistent absenteeism
- Teachers celebrate with class 100% attendance.
- Every day a child attends school, they receive a DOJO point.
- Rolls are marked by teachers at 9am and again at 1.30pm.
- Students who are late for school, report to the office for a late slip and also if they leave early they are signed out through the office.
- Unexplained absences are sent an SMS text message to advise parents daily of their child's unexplained absence.
- Once a term, a list of unexplained absences sent home for parents to advice.

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

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

