

Our school at a glance



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Principal's foreword

Introduction

Queensland schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school's journey in 2011. I am very proud of the work of students and staff at Ipswich North State School and have pleasure in providing this report to you.

At Ipswich North State School all curriculum programs deliver quality learning episodes on a teaching and learning cycle designed for high achievement in literacy, numeracy and science. Curriculum delivery is highly structured and scaffolded to ensure that students acquire the knowledge and skills to be able to engage in problem solving and enquiry based activities to assist them in becoming learners in the 21st century.

Our students make a positive contribution to the Ipswich community and beyond through pride in their fellowship within the community, a concern for each other and a desire to put back into the community that supports them. They are effective communicators with others using skills of problem solving, negotiation and flexibility to develop resilience and a sense of identity and well-being.

School progress towards its goals in 2011

At Ipswich North students are learners who focus on continually improving their learning achievements and building on their 'personal best'. This focus has strengthened the resolve to achieve our goals and ensure quality learning outcomes for all students.

Major achievement in the 2011 school year include:

LEARNING

Whole School

- Reading comprehension (Cars and Stars)
- Spelling (Words Their Way)
- Oral language (Support-a-Talker)
- Mathematics (First Steps in Maths)
- Teachers using achievement data to inform planning
- Differentiation for individuals and groups
- Behaviour support program (SWPBS)
- Learning Place
- Closing the Gap

School

- Purchase of resources to support Literacy Program
- Consolidation of Literacy and Numeracy Assessment Framework
- Purchase of teacher aide hours to support small group learning and intervention programs
- Internal monitoring schedule tracking student progress throughout the year

Our school at a glance

Workforce

- Training of teacher aides to utilise literacy strategy skills
- All teachers trained in First Steps in Number
- Understanding and applying professional standards for teacher
- Health, safety and wellbeing of staff through school based events celebrating achievements

Future outlook

Key Strategies

Literacy – Focus on reading strategies, writing Persuasive texts and explicit teaching of spelling through Words Their Way

Numeracy – Focus on mental computations, integration of Information Technologies and hardware and Higher Order Thinking through inquiry based activities

Closing the Gap – developing extensive relationships with Aboriginal and Torres Strait community to support their aspirations for their children

Emerging Priorities

Planning cycles and data analysis

Differentiated learning for students

Increased levels of student, parent, staff and broader school community confidence in the school's performance and achievement

ICTs provision of appropriate technology and the capability to utilize it in teaching and learning

Workforce Planning

Team building

Leadership capability and DPF

Professional learning opportunities (Functional Grammar, First Steps in Math, Hidden Histories, NAPLAN Action Research Plan with QUT)

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
112	51	61	89%

Characteristics of the student body:

Ipswich North State School is a low SES national partnership school. This means that Ipswich North has approximately 27% of its enrolment who identify as Aboriginal and Torres Strait Islander enrolment. 10% of our students are verified with a disability with 35% of these being supported through our special education unit/class. 3% of students are in care of the state.

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

Phase	Average Class Size
Prep – Year 3	19.3
Year 4 – Year 10	23.5
Year 11 – Year 12	-
All Classes	21

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	40
Long Suspensions - 6 to 20 days	2
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Ipswich North State School offers the Preparatory and Primary curriculum as well as adjusted education programs for the students in the Special Education Programs. The Early Years Curriculum Framework influences the development of curriculum programs in the Years from Prep to Year 3, with a fully integrated teaching program based upon the 8 Key Learning Areas, the QCAR Framework and the Qld Roadmap utilised as the key approach in Years 4-7.

- * Focus on fitness through Fit and Fuelled and PCYC Partnerships
- * Comprehensive Year 7-8 transition programs with Ipswich State High School Days of Experience
- * Co-curricula programs for cultural and sporting areas provide a range of pathways to support individual students
- * LOTE – Japanese program delivered in the classroom to students in Years 6-7 via Ipswich High State School
- * Special Education Program – for students ascertained as requiring intensive support (SLI, ASD, II, PI) operates in every classroom
- * Learning Support – intervention programs for special needs' students with appraisal occurring as required
- * Advisory Visiting Teachers for Hearing Impaired, Physically Impaired and Autistic Spectrum visit to support our students and teachers
- * Student Leadership – School Captains, House Captains, Arts Captain, Indigenous Captain, Student/Class Captains provided with the opportunity to enhance leadership skills further by participation in leadership activities and events

Extra curricula activities

- * Visiting sport coaches
- * Fit and Fuelled
- * Readers Cup and Premiers Reading Challenge
- * High Achievers Program conducted with QUT Mathematics coach
- * Community events – ANZAC Day March, NAIDOC Week
- * Instrumental Music – woodwind, percussion, strings and brass is offered to students from years 4-7.

How Information and Communication Technologies are used to assist learning

- * Computers are used in a range of different ways in the classroom and the Computer Lab located in the library and mini hubs throughout the school
- * Procurement of digital cameras, video cameras, scanners, laptops and Interactive Whiteboards
- * All classroom blocks have WiFi capacity
- * The Learning Place and Virtual Classrooms are an integral part of many classrooms and a tool for teachers to access professional development opportunities both within and outside of ICTS
- * Increase in teachers holding Certificates and Technology licences
- * Futures Action Plan to continue to use the ICT Learning Plan and the Index Report to guide future directions

Social climate

At Ipswich North State School students are involved in a range of activities that promote leadership, concern and care for others and citizenship. Our pastoral care program includes our school chaplain.

There are opportunities for students to participate in the Leadership Program which involves all year 7 students as Senior Leaders, School Captains, House Captains and Student Council leaders.

The school has provided a safe, tolerant and disciplined learning environment based on the School Wide Positive Behaviour School (SWPBS), a safe, supportive learning and social environment incorporating system which supports the school's Responsible Behaviour Management Plan. As a result, 44.4% of students reported that they were very satisfied with how safe they were at this school in 2011.

Students and parents enjoy social activities such as Student Council Sausage Sizzles, Book Club, Mother's and Father's Day stalls, end of year functions and many others.

In 2011, Ipswich North State School continued to move towards signing an agreement with the Indigenous Community and the plan to form an Aboriginal and Torres Strait Islander Reference group consisting of community and staff members meeting at least once a term with the school leadership team.

Our school at a glance

Parent, student and teacher satisfaction with the school

Ipswich North State School has a solid reputation as a school with high standards that match the high expectations for staff, students and parents.

Student and parent satisfied that they are getting or their child is receiving a good education is at 78% but a high 94% of parents/caregivers are satisfied with the school.

Strategies to increase the percentage of school workforce satisfied with access to professional development are detailed in the school Professional Development Plan. Monitoring of staff morale and load sharing will continue in to 2012.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	78%
Percentage of students satisfied that they are getting a good education at school	78%
Percentage of parents/caregivers satisfied with their child's school	94%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	65%
Percentage of staff members satisfied with morale in the school	73%

DW – Data withheld

Involving parents in their child's education

Parental involvement is one of the hallmark characteristics of Ipswich North State School.

The Parents and Citizens Association contributes to the wellbeing of students at the school and promotes a strong social network by utilising parents and their interests across the school.

Parents are invited to class and school celebrations, information sessions, afternoons, forums and Open Days. The school has Families as First Teachers (FAFT) and Red Cross Playgroup operating weekly from school premises.

The school keeps an informative and up to date school sign and weekly newsletter.

Parents at our school are generous with their time and their personal efforts to ensure that this school is the very best that it can be.

Reducing the school's environmental footprint

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

Our school is committed to reducing our Environmental Footprint. As a result this has influenced the behaviours of students, staff and community and we have implemented a school infrastructure plan for the future to support sustainability which includes:

- Water saving devices
- Light bulbs in the school replaced with energy saving bulbs
- Paper recycling
- Blinds installed in all classrooms to reduce glare and heat

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	767	414
2010	59,239	342
% change 10 - 11	-99%	21%

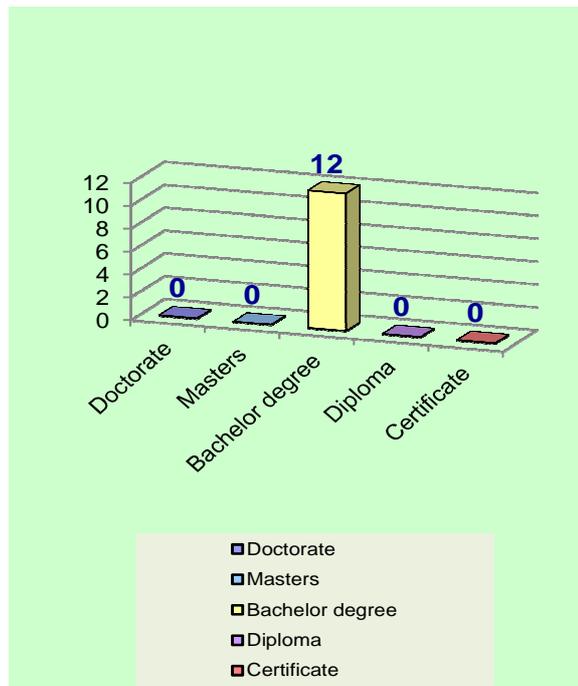
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	12	20	<5
Full-time equivalents	9	10	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	12
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$21 700.

The major professional development initiatives are as follows:

- * Early Years Conference
- * First Steps in Number
- * Functional Grammar
- * Science Spark Initiative
- * ICT for Learning

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 51% 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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a rectangular orange "SEARCH" button.

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 88%.

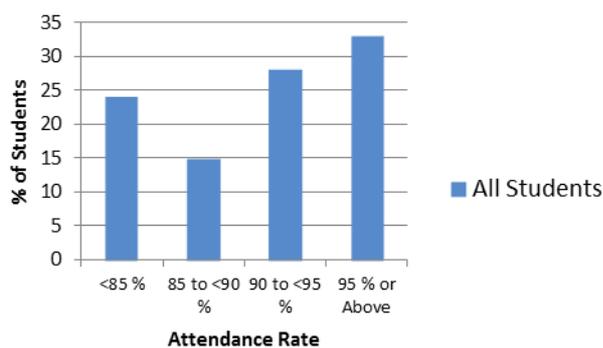
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89%	88%	93%	92%	87%	88%	90%	-	-	-	-	-

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.

Ipswich North State School rolls are marked twice daily. Teachers phone parents where there is unsatisfactory reason for non-attendance or where the absence is unexplained.

Students are signed out at the office and a slip then handed to the Class Teacher to release the students.

If there are unexplained absences or a pattern of absenteeism for any student which includes 3 days unexplained, a phone call and a letter requesting an explanation for a student's absence is warranted. Continued absences from school will result in the administration team sending written correspondence (TCS2) and the appropriate authorities are contacted.

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.

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.

Performance of our students

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

Attendance

From 2010 there has been an 11% increase in attendance rate to 2011. The gap has decreased by 0.3% between indigenous and non-indigenous attendance.

Attainment

Trends from 2009-2011 indicate significant improvement both in writing and numeracy and a substantial shift in reading where the indigenous mean improved by 15 on a scale score.

In 2010 the gap for writing was 124 on a scale score and in 2011 the gap is closing and is now 16.

In numeracy with the gap has been consistently non-existence with the indigenous community around the focus on learning the 2011 indigenous mean scale score in reading writing and numeracy are moving towards the National and Qld State Schools mean for all students.