

Ipswich North State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Queensland schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school's journey in 2013. The Ipswich North State School community is incredibly proud of the progress, achievement and commitment displayed by the students and staff at Ipswich North State School. This report is available in a hard copy format upon request.

Ipswich North State School is a Band 7 school located in the Metropolitan Region. Ipswich North State School had an enrolment of 176 students in 2013. The school has a long and proud history in the local community, officially opening in 1867. It is one of the oldest school still operating in Queensland and has seen many generations of families attend, aspiring to our school motto, '**Learn Believe Succeed**'.

Ipswich North State School's 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. Our mission is to provide quality educational experiences for all students. It is the collective aim of all to ensure the individual child is supported in their lifelong learning journey.

Introduction

Ipswich North State School was a 'National Partnership' school in 2013. Our partnership with the Federal Government was to ensure every child fulfilled their potential. Under this program, we invested heavily in the early learning years of students as identified in the 2012 AEDI index as an 'at risk' area. This was achieved through implementing rigorous testing and remediation programs in Prep and Year One and following these programs through to Year 3. As part of our pedagogical framework being underpinned by Explicit Instruction, we ensured all students had learning goals and that they were not only achieving them, but tracking their progress themselves.

Our school is more than the sum of its parts and the School Wide Positive Behaviour Support program **ROCKS** (Respect, Ownership, Cooperation, Kindness and Safety), provides foundations to provide for the emotional development of students which in turn supports student academic learning. Our staff and students believe Ipswich North State School is a place of exceptional learning, teaching, work force and community support. Our dynamic staff offers many external and internal curriculum opportunities, including a wide range of sporting and cultural activities. Staff and students know their efforts are recognised and celebrated by the wider school community.

Our school's curriculum in 2013 included the National curriculum subjects of English, Mathematics, Science and History. Ipswich North also taught the Education Queensland areas of Physical Education, Technology, LOTE and The Arts. In 2013, the school's pedagogical framework was implemented and complimented by the utilisation of Education Queensland's curriculum planning documents. The following report outlines these curriculum areas, achievements and reports on the culture of our school.

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School progress towards its goals in 2013

School Goals	2013 Progress	Status
Exceptional Learning	<ul style="list-style-type: none"> - Student learning is tracked against the National curriculum scope and sequence - Inquiry based design is foundation of all teaching units - Moderation database created for all year levels in English and Science - Teaching units have clear learning intentions and success criteria (WALT and WILF) 	Achieved: continuing to be embedded
Exceptional Teaching	<ul style="list-style-type: none"> - Explicit Instruction framework for reading, spelling, writing and mental computation - INSS Curriculum Framework aligned with National curriculum scope and sequence - Clear achievement standards and targets for internal and external testing and assessments 	Achieved: continuing to be embedded
Exceptional Workforce	<ul style="list-style-type: none"> - Student results all entered in OneSchool according to timelines - Improved data analysis skills drives personalised learning for all students - Participation in Developing Performance Framework conversations - Agreement of Professional Protocols document for all staff 	Achieved: continuing to be embedded
Exceptional Community Support	<ul style="list-style-type: none"> - Cluster and local schools network to improve student transition to Year 7 (pilot project) and Year 8 - Creation of a Parents and Community Engagement (PaCE) Framework - Improved communication between parents and school through social media and celebration days - Increased parent participation in information sessions regarding school based programs and external agents 	Achieved

Future outlook

Curriculum focus for 2014 is English, Mathematics and Science delivered through the Explicit Instruction framework. All new staff will be indoctrinated and current staff receive a refresher in Archer and Hughes Explicit Instruction in April 2014.

English

Spelling, grammar and punctuation and writing are our key improvement areas for 2014. A school based project will focus on early literacy screening and the development of a spelling continuum for students to progress through. An emphasis will also be based on developing vocabulary when writing and Seven Steps to Writing will be used to support the teaching of narrative writing in preparation for NAPLAN genre in 2014.

Mathematics

Numeracy skills, particularly mental computation and problem solving skills, continue to be an area of focus. A problem solving program with a scope and sequence for the teaching of strategies will be embedded in 2014 with student investigations written as culminating tasks. Skills such as questioning, dialogue and automaticity will be explicitly taught and the student opportunities to *Practice Practice Practice* will be prominent.

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Pedagogical framework.

The Pedagogical Framework was implemented in 2013 and will be embedded in 2014. The Pedagogical Framework is a set of guidelines, practices and routines under which our school operates.

Closing the Gap

We will continue to work with our indigenous students who achieved below our non-indigenous students in 2012 and 2013 academically and socially. Every indigenous student will have an Individual Learning Plan incorporating strategies that will help 'close the gap'.

*School Wide Positive Behaviour Support **ROCKS** program*

Ipswich North will embed the ROCKS program which continues to decrease student detentions, suspensions and negative consequences. The ROCKS program will also reinforce the expectations of what a learner is at Ipswich North and recognise and celebrate students who are attending 95% or higher, achieve in the 'green zone' and receive ROCKStar academic and behaviour awards.

Junior Secondary transition program

Parents and students will feel comfortable and informed with the move to Junior Secondary in 2014. Key school staff will work with secondary school staff, within our cluster, to create links and contacts which will support all students' transition to Year 7 and 8. Key secondary staff will deliver information sessions to the parents of our students at Ipswich North and dates for transitioning events will be published and communicated through our school social network.

Wellbeing Programs

We will continue to promote social and educational inclusion, reducing the educational disadvantage from low socio economic backgrounds and Indigenous children, through continuing with the 'breakfast club' and our whole school intervention program facilitated by the Special Needs Action Committee (SNAC).

EATSIPS

We will continue to develop partnerships with our Aboriginal and Torres Strait Islander parents and carers, involving them in the EATSIPS consultation and implementation of key initiatives to increase community engagement in the school and its programs.

Response to Teaching and Learning Audit

Ipswich North will implement the strategies listed for 2012 in the Teaching and Learning Action Plan:

- Continue to develop the school processes for supporting students who have been identified as requiring additional support.
- Continue to provide the access to professional learning that will allow all staff members to develop the expert knowledge and skills to deliver the school's learning programs.
- Continue to develop innovative programs that will provide parents with the opportunity to take a genuine and close interest in their children's learning.
- Continue to develop the data analysis skills of all teachers to use objective data to identify successful teaching strategies.
- Continue to develop the school processes that will allow teachers to collaboratively plan, deliver and review the effectiveness of lessons.

Response to Discipline Audit

Ipswich North will implement the strategies listed for 2012 in the Teaching and Learning Action Plan:

- Continue developing the teacher professional learning community by maintaining the focus on student learning, sharing of practice, collaborating effectively and engaging in reflective dialogue.
- Build on the significant improvement in student behaviour by enhancing teacher capacity to manipulate curriculum, modify pedagogy and adjust classroom learning environments.
- Provide regular opportunities to actively engage the full range of parent representatives in reviewing the school's approach to behaviour management.
- Continue to enhance parents' skills by delivering high quality evidence based training and information on effective behaviour strategies.

Our school at a glance

School Profile

Ipswich North State School is a co-educational facility catering for students from Prep to year 7. We have a total enrolment of 176 students and this figure has gradually increased of the last two years.

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	112	51	61	89%
2012	126	65	61	90%
2013	167	86	81	79%

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

Characteristics of the student body:

Ipswich North State School is a low socio-economic category due to unemployment and the school community exhibits a diverse range of family groupings, with a significant number of single parent and blended families. The school draws its student population predominantly from the Ipswich North, Brassall and Tivoli suburbs.

Ipswich North has approximately 34% of its enrolment who identify as Aboriginal and Torres Strait Islander and 26% of students have been identified as having a disability, working with an adjusted educational program to meet their needs. A further 26% of the current total school population receive intensive and individualised learning programs from the Support Teacher: Literacy and Numeracy.

Educational Support Plans are created in partnership with the Department of Child Safety for children enrolled who are in the care of the State. Currently 3% of our students are in care of the state.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	19	20	18
Year 4 – Year 7 Primary	24	13	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	40	8	11
Long Suspensions - 6 to 20 days	2	1	0
Exclusions	0	1	2
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

* *Japanese* is taught as the LOTE (Learning Other Than English) subject with students studying the Japanese culture and customs with a language component. LOTE is delivered by the Head of Department: Languages and supporting teachers from Ipswich State High School over three days in the final weeks of each term.

* *One-to-one iPad* classrooms lay the foundation for every student to become digitally literate for all years of schooling and to start learning the responsibilities of being a digital citizen. One-to-one iPad classrooms provide the opportunity for focused individualised learning opportunities with immediate feedback and the honing of organisational skills necessary for management of self, particularly in the move to secondary schooling.

* *The Arts* is delivered by specialist staff who visit the school at various times during the school year. Dance is delivered by Multi Sports company in Term 1, Music in Term 3 and Drama in Term 4.

Extra curricula activities

* *Student Leadership Rocks*: program provides the values that influence our behaviour and our approach to learning and life. Our students are becoming active members in the school community, with students progressively taking more responsibility and moving towards various leadership roles within the school through attending P & C meetings, running monthly Student Council meetings and fundraising for a chosen charity each term.

* *Inter-school sport*: Year 4 – 7 students

* *School camping program*: Year 5 – 7 students.

* *Chaplaincy Corner*: a support program for students at emotional and/or social risk three days a week.

* *Lunchtime activities*: art, choir, dance, soccer, Aus tag.

* *Red Cross Playgroup*: every Tuesday and Thursday.

How Information and Communication Technologies are used to assist learning

At Ipswich North State School a range of technologies including computers, digital cameras, iPads and interactive whiteboards are utilised to support the learning of our students. Computers, laptops and iPads are used for the presentation of student work, creation of student web pages, delivery of learning objects and digital resources. Staff use computers to store and create digital portfolios of students and access interactive software to engage students. Computers are used extensively to support students with disabilities to maximise their access to learning. Digital animation and online learning is embedded in all learning units.

Ipswich North has wireless internet connectivity across all classrooms and the Library. 14 desk top computers are located in the computer lab and all classrooms have approximately 6 laptops each. Every classroom has a full class set of iPads and the Special Education Program has five separate iPads with speech, autism and phonemic apps. The aspiration for 2014 is to purchase iPad charging trolleys with assistance from the P & C committee.

Social climate

The Ipswich North community has a distinctive approach to developing relationships and partnerships. This is based around the **ROCKS** program which encourages all members of the school to be Respectful, take Ownership of actions, Cooperative, show Kindness and display Safety. The ROCKS approach has ensured a whole school language exists between staff, students and parents regarding behaviour and expectations. Through the ongoing efforts of all members of the school community, we continue to grow as a caring and nurturing school where all members are supported and encouraged to achieve their goals. Our school also has a school chaplain working with our community to develop our values education.

School decision making is collaborative and provides for everyone to have a say through the staff association, Parents and Citizens' Association and the student council. During 2013, the school conducted a leadership program with Year 5, 6 and 7 students culminating in a school camp and building upon the positive rapport amongst the senior classes.

The 2013 School Opinion Survey data depicted a strongly positive response from students and parents. Students said they felt safe, were treated fairly and that the behaviour of students at Ipswich North was good. The student overall rating of Ipswich North was above both the Region and the State percentage. Parents were also positive about the school climate and all areas concerning behaviour, discipline, fair treatment and safety. The parents overall rating was significantly above the Region and State percentage.

Workplace Dimension	School 2013 (%)	Region 2013 (%)	State 2013 (%)
Students – overall rating	99.1	95.4	94.4
Parents – overall rating	98.8	89.8	89.2

Parent, student and staff satisfaction with the school

The School Opinion Survey data for Ipswich North State School in 2013 was outstanding. The data showed that parents, students and staff agreed that our school was a good school, children's learning needs were being met and children felt safe at Ipswich North. All parents, student and staff performance measures were above the percentage in 2012 and above the Region and State percentage.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	91%	100%
this is a good school (S2035)	91%	100%
their child likes being at this school* (S2001)	91%	100%
their child feels safe at this school* (S2002)	82%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	91%	100%
teachers at this school treat students fairly* (S2008)	91%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	97%

Our school at a glance

this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	98%
they feel safe at their school* (S2037)	100%	98%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	98%
their school takes students' opinions seriously* (S2043)	100%	98%
student behaviour is well managed at their school* (S2044)	100%	98%
their school looks for ways to improve* (S2045)	100%	95%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

Our school at a glance

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are actively encouraged to participate in the education of their child. We had regular volunteers in our school in 2013. The parents worked in classrooms with reading activities, group rotations, art and other activities. They also support students in sporting endeavours, sports carnivals and tuck-shop. About 30 parents regularly attend the weekly assembly to view student presentations and awards. Parents are thanked for their contribution with an annual morning tea.

Ipswich North State School has an active and supportive Parent and Citizen's Association. They hold successful fund raising activities such as cent sales, golfing days and parent evenings. These regular fundraising events raise money to buy literacy and numeracy resources. Parents and community members are also involved in our breakfast club, tuck-shop, special interest displays and in many other ways.

Parents are also invited to talk to their teachers at least twice a year and are encouraged to see their teacher if there are any concerns. We also provide opportunities for parents to provide feedback and monitor their children's learning through the social media sites Facebook and Twitter. The school maintains a current website and sends home a weekly newsletter in print format and on-line. 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 recycles office paper, used printer cartridges, mulches grass clippings in our attempts to reduce the carbon footprint of the school. Our teachers reuse paper where possible and ensure students use their school resources efficiently. We also have a 3kw solar energy system that helps reduce our reliance on electricity.

We have half flush toilets, water fountains and good maintenance is kept on all our water fixtures. We have 'reducing carbon footprint' as part of our school planning and in teachers units of work.

T5 florescent tube lighting has been retro-fitted across the school where possible and the modern fittings in the library and hall have made significant reductions in electricity usage.

Water usage increased in 2013 due to incorrect water readings in 2012. Reasonable water usage did increase in alignment with the increase in student enrolments.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	767	414
2011-2012	61,567	242
2012-2013	64,477	671

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

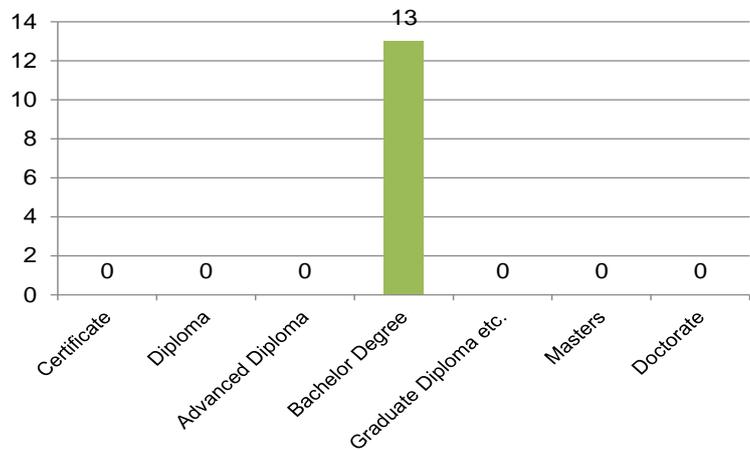
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	13	13	<5
Full-time equivalents	11	8	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	13
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	13



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$21 710, a decrease of \$1 842 compared to expenditure in 2012.

The major professional development initiatives are as follows:

- EduTech – Learning with Digital Technologies
- School Wide Positive Behaviour Support Tier 2 training
- Finance training
- Explicit teaching training
- Coaching and mentoring with GROWTH International Coaching
- iPad with Apple Genius
- Essential Skills for Classroom Management
- Data analysis

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

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 2013 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

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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	91%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

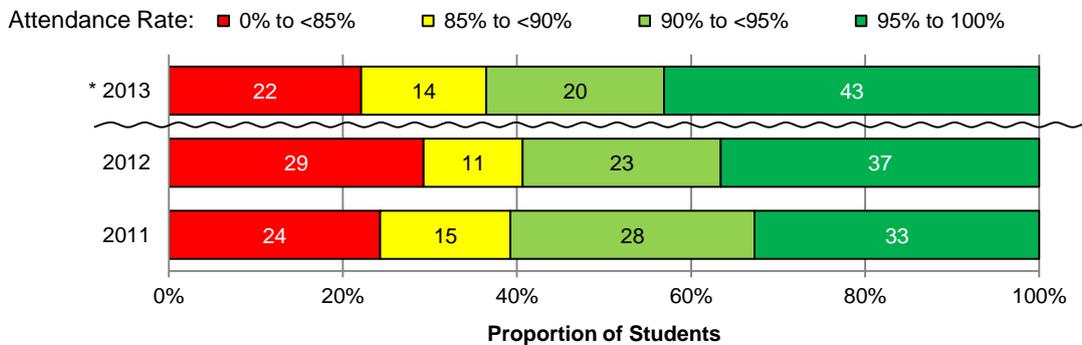
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	89%	88%	93%	92%	87%	88%	90%					
2012	87%	85%	89%	89%	89%	88%	92%					
2013	93%	92%	90%	90%	93%	90%	90%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

Non-attendance is managed at Ipswich North State School in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036.

* The roll is marked by the classroom teacher in the morning at 9:00 am and at 2:30 pm.

* The roll is marked in OneSchool.

* Caregivers must inform the school in writing, in person or by phone call, why the student is absent and it is deemed as explained or unexplained according to Education Queensland policy.

* Continued unexplained absence or long absences are followed up with a phone call to the caregivers and appropriate support to assist the student attending school is offered.

* If high absenteeism continues, parent contact is once more initiated and the appropriate authorities are contacted.

* Incomplete roll marking reports are generated every three days by the Administration Officer to monitor rolls being completed and student absence.

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.

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.

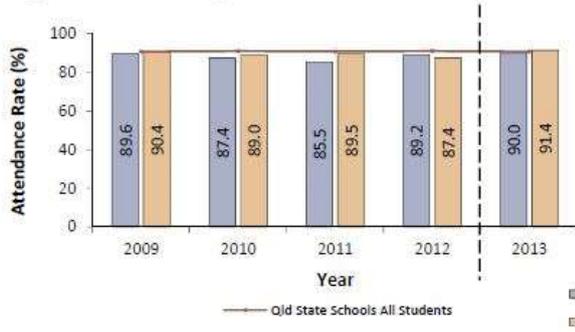
Performance of our students

Achievement – Closing the Gap

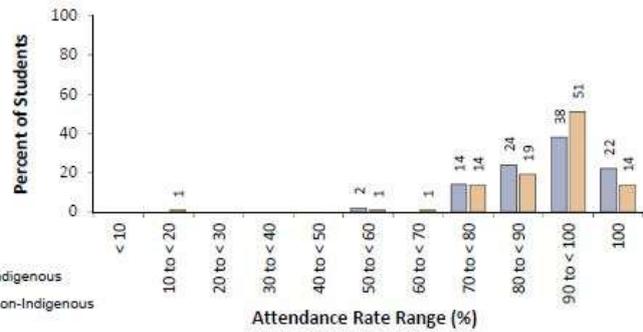
The graphs below illustrate that our Indigenous students attended at the similar rates in Semester 1, 2013. The proportion of Indigenous students attending 90<100% was lower than non-Indigenous however the percentage of Indigenous students attending 100% was higher than non-Indigenous.

Student Attendance

Student Attendance Rate Semester 1
Indigenous & Non-Indigenous Students



Proportion of Students by Attendance Range
Semester 1, 2013 - Indigenous & Non-Indigenous Students



The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

% of All Student Attendance < 85%	22.1
% of Indigenous Student Attendance < 85%	24.0

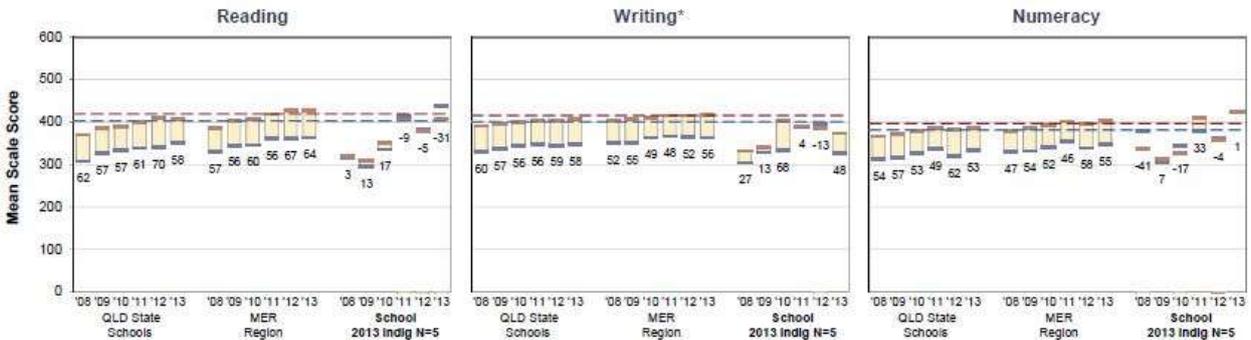
Indigenous Non-Indigenous

The graphs below illustrate that our Indigenous students in Year 3 and 5 when compared to non-Indigenous students, have either no gap or a gap of less than Queensland State Schools and Metropolitan Region. The gap has continued to close since 2008 in all areas except for the 2013 Year 7 cohort and Year 3 Writing.

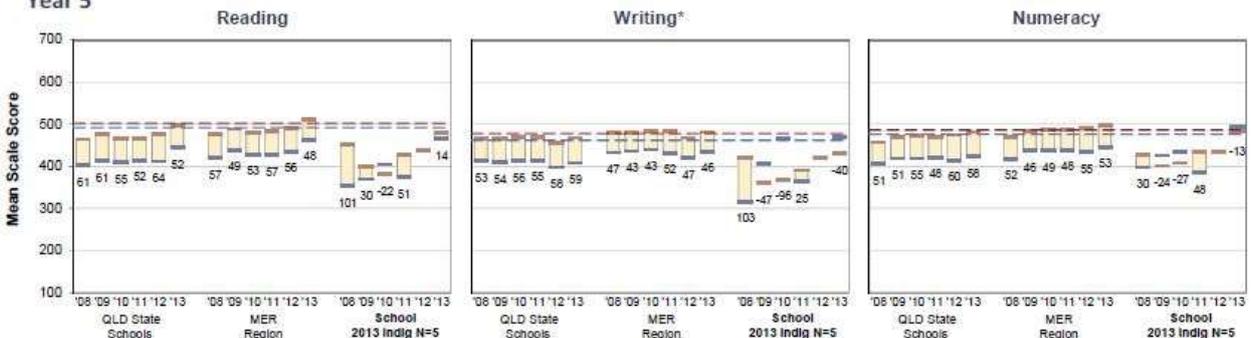
NAPLAN Indigenous/Non-Indigenous Gap



Year 3



Year 5



Performance of our students

