

Ipswich North State School

Queensland State School Reporting

2014 School Annual Report



Postal address	PO Box 2288 North Ipswich 4305
Phone	(07) 3813 5888
Fax	(07) 3813 5800
Email	the.principal@ipswichnorthss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Craig Hazen - Principal

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 2014. 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 215 students in 2014. 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

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 2014 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 2014, 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.

School progress towards its goals in 2014

School Goals	2014 Progress	Status
Exceptional Learning	<p>All staff attend Anita Archer professional development in Term 1.</p> <p>Audit Students reading knowledge and comprehension strategies.</p> <p>Classroom observations around Explicit Instruction framework and checklist of 16 essential skills.</p> <p>Audit all students on writing capabilities.</p> <p>Audit all students' science proficiencies and inquiry skills.</p> <p>Analyse data in A-E assessment results to ensure Curiosity Engineers supports the content descriptors and inquiry skills of National Curriculum.</p> <p>Publish benchmarks around school environment, newsletter and classrooms.</p> <p>Weekly data meeting with STLaN and SEP to triangulate data and analyse patterns.</p>	Partially completed
Exceptional Teaching	<p>Specialist timetable supports year level teams to meet during non-contact.</p> <p>Accountability process for all teaching staff to be implemented through coaching model.</p> <p>Classroom observations weekly by STLaN and Principal around Explicit Instruction framework.</p> <p>INSS assessment and reporting framework enacted by all staff.</p> <p>All data is stored on OneSchool with information sessions delivered by OneSchool facilitator.</p>	Achieved
Exceptional Workforce	<p>Staff meeting scheduled is data driven.</p> <p>Reporting Framework makes provisions for teachers to be off class for parent meetings each term.</p> <p>Specialist timetable supports year level teams to meet during non-contact.</p> <p>Accountability process for all teaching staff to be implemented through coaching model.</p>	Achieved
Exceptional Community Support	<p>Increase parent and community member attendance at SWPBS meetings and P&C meetings.</p> <p>Implement classroom problem solving team as part of Tier 2 Intervention.</p> <p>Continue to publish curriculum and parent engagement sections in newsletter.</p> <p>Continue to work with principals of our feeder high schools around transition program.</p> <p>Participate in STEM, LOTE experience days and further integrate activities with feeder high school.</p>	Partially completed

Future outlook

Our foci for 2015 is Writing, Grammar, data collection, Explicit Instruction and behaviour.

Writing – School is implementing the 7 Steps to Writing Success across the school with writing exemplars and regular collection of samples and data.

Grammar – The initiation of a grammar based program that will be embedded across all year levels with regular collection of data.

Data Collection – The continuation of diagnostic frameworks and timelines with the clean-up of PAT R/M across the school. Increasing staff awareness of data and how to accommodate for each student through improved differentiation.

Explicit Instruction – Building upon the Archer and Hughes model. Embedding E.I into every classroom, every day with regular observations and increased accountability of 4 coaches in the school (M.T, HOC, STLaN and Principal).

Behaviour - Continue to implement and embed SWPBS throughout the school and community. Regular data presented on parade and in newsletter. Upskilling of new staff and encourage positive communication across the school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	126	65	61	90%
2013	167	86	81	79%
2014	215	97	118	81%

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

Characteristics of the student body:

Ipswich North State School is a co-educational facility catering for students from Prep to year 7. We have a total enrolment of 215 students and this figure has gradually increased of the last three years.

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		
	2012	2013	2014
Prep – Year 3	20	18	14
Year 4 – Year 7 Primary	13	25	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	8	11	41
Long Suspensions - 6 to 20 days	1	0	0
Exclusions [#]	1	2	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 2014, 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 2014 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.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	91%	100%	100%
this is a good school (S2035)	91%	100%	100%
their child likes being at this school* (S2001)	91%	100%	100%
their child feels safe at this school* (S2002)	82%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	92%
their child is making good progress at this school* (S2004)	100%	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	91%	100%	100%
teachers at this school treat students fairly* (S2008)	91%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	92%
this school works with them to support their child's learning* (S2010)	100%	97%	92%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	100%	100%	98%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they like being at their school* (S2036)	100%	98%	95%
they feel safe at their school* (S2037)	100%	98%	98%
their teachers motivate them to learn* (S2038)	100%	100%	98%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	95%
teachers treat students fairly at their school* (S2041)	100%	100%	93%
they can talk to their teachers about their concerns* (S2042)	100%	98%	100%
their school takes students' opinions seriously* (S2043)	100%	98%	93%
student behaviour is well managed at their school* (S2044)	100%	98%	89%
their school looks for ways to improve* (S2045)	100%	95%	97%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	98%

Performance measure	2012	2013	2014
Percentage of school staff who agree [#] that:			
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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 2014. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	61,567	242
2012-2013	64,477	671
2013-2014	44,980	1,373

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

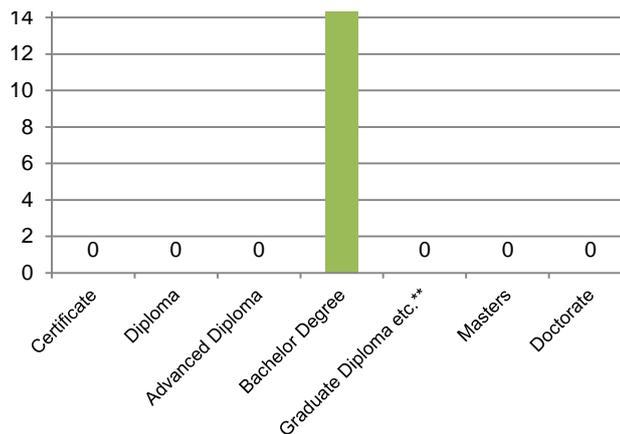
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	15	13	<5
Full-time equivalent	12	8	<5

Qualification of all teachers

Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	15



*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 2014 were \$7192.73

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 2014 was 100 %..

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	91%	89%

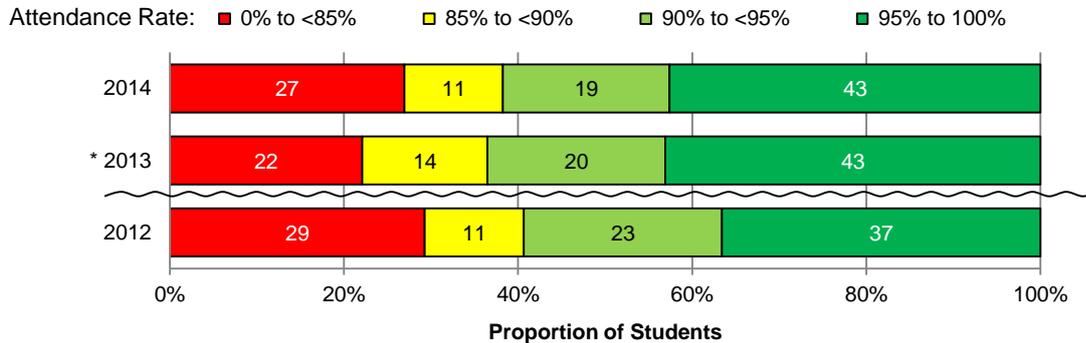
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	87%	85%	89%	89%	89%	88%	92%					
2013	93%	92%	90%	90%	93%	90%	90%					
2014	91%	91%	90%	89%	87%	90%	88%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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

GO

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Sector Government

Non-government

SEARCH

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

Ipswich North State School ensures that appropriate support is provided to our Indigenous students to help them achieve their full potential. One indigenous teacher aide is 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. 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.

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 2014 was 89.0%. Non Indigenous student attendance was 89.4%.