

Ipswich North State School (0061)

Queensland State School Reporting

2012 School Annual Report



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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 2012. 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 2012

The school developed its Pedagogical Framework focussed on Anita Archer and Charles Hughes' 'Explicit Instruction' model. The focus was on teaching and learning and the explicit strategies aimed at developing student performance results. This saw curriculum planning and delivery at the forefront of school priorities. Differentiated learning and inclusive curriculum practices continued as a prime focus along with evidence based decision making with all staff participating in moderation sessions. One-to-one iPad classrooms began in the Prep and year six & seven classes with the iPad gradually introduced in the Special Education Program.

In 2012 our teachers examined the research of John Hattie in calculating effect sizes to make valid comparisons of different strategies and attended professional development delivered by Anita Archer on the 'Explicit Instruction' model. Staff also participated in emotional and mental wellness sessions aimed at increasing staff awareness and sensitivity of students with Reactive Detachment Disorder and Post Traumatic Stress Disorder.

Enhancement of facilities through the Building the Education Revolution project was finalised with the Hall interior painted school colours and the purchase of a big screen and projector installed. The Library procured modern and vibrant furniture to engage the students and promote itself as an inviting hub to learn and visit. These additions assisted the quality of learning and engagement throughout the school.

Students' performance in the fifth year of national testing displayed a marked improvement across all areas, demonstrating our school can achieve educational excellence. The school's reputation for cultural, academic, innovation and community participation excellence saw a positive increase in the student enrolment numbers and the enrolment of thirty Prep students for the 2013 year before the end of the 2012 school year.

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Future outlook

Next year the school begins implementation of its new strategic plan and implements the second phase of the Australian National Curriculum. Continued development of best practices is planned based on research experience in literacy and numeracy as well as digital learning approaches. Supporting and engaging the community as partners in our teaching and learning programs will also be a clear focus of our endeavours.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	136	67	69	84%
2011	112	51	61	89%
2012	126	65	61	90%

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

Characteristics of the student body:

Ipswich North State School is a low SES national partnership school and students at our school reflect the surrounding community. Ipswich North has approximately 27% of its enrolment who identify as Aboriginal and Torres Strait Islander, 12% of students are verified with a disability and 3% of students are in care of the state. Mobility of families had an impact on class size as enrolments have changed during the year.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	19	20
Year 4 – Year 10	25	24	13
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	67	40	8
Long Suspensions - 6 to 20 days	1	2	1
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

Our school at a glance

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 on a weekly basis.
- * The school's Thrive (focused perceptual motor program for prep to year three and game skills and leadership focus for year four to seven) and Music Excellence and participation in Ipswich State High School's PACE programs provide opportunities for students to excel and receive recognition regarding their capabilities and their improved capabilities. The programs also encourage teamwork and group skills, as well as practical thinking and problem solving.
- * The Aspire program incorporates a number of sporting, music, cultural, technological and creative activities and programs through the year. The objective is that every student at Ipswich North State School should have at least one opportunity to become involved in programs to cater to their interests and abilities outside core school curriculum programs.
- * 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.
- * One-to-one iPad Prep classroom lays the foundation for our early years students to become digitally literate for all years of schooling and to start learning the responsibilities of being a digital citizen. One-to-one iPad year six and seven classroom provides the opportunity for focused individualised learning opportunities with immediate feedback and the honing of organisational skills necessary for secondary schooling.

Extra curricula activities

- * Visiting sport coaches – NRL Ipswich Development Officer, Milo Cricket, AusKick
- * Fit and Fuelled
- * Readers Cup and Premiers Reading Challenge
- * Mathematics Team Challenge
- * Bee-bots Challenge

How Information and Communication Technologies are used to assist learning

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 a minimum of 8 laptops each. Prep Blue and year six and seven Maroon are one-to-one iPad classes and the Special Education Program has five iPads. There are plans for every class to be one-to-one iPad operational in 2013. Interactive white boards have been installed in all classrooms and four of the six classrooms have a virtual classroom on the Learning Place web site. The school supports teacher with the development of digital learning programs and expects all teachers will have the EQ Certificate standard and work towards a full EQ Digital Pedagogy License.

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 are developing 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 2012, the school conducted a leadership program with years six and seven students culminating in a school camp. 90% of invited students attended and student, staff and parent feedback showed the event was a success. Students and parents reported in the majority that Ipswich North is a good school where they feel safe and are satisfied that the students are receiving a good education. The Major/Minor levels of behaviour systems strengthened the success of the School Wide Positive Behaviour Program. Ipswich North also participated in the Bullying No Way and Harmony Day events to support student wellbeing and welfare.

Our school at a glance

Parent, student and staff satisfaction with the school

Ipswich North is engaging in a number of progressive and innovative projects to develop enhanced teaching and learning, as well as being open and consultative in its programs and issues. The data below reflects the renewed focus on ensuring teaching and learning programs were more closely aligned with expectations and quality curriculum delivery. Increased communication between the school and parents regarding academic progress and increased parental access to staff was also of utmost importance. Student satisfaction with the school and staff satisfaction with the workplace was evident with 98% or higher across all items. Over 90% of parents, students and staff believe this is a good school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	90.9%
this is a good school	90.9%
their child likes being at this school*	90.9%
their child feels safe at this school*	81.8%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	90.9%
teachers at this school treat students fairly*	90.9%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%

Our school at a glance

their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	98.9%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are involved as partners in their children's education through the development of positive and supportive relationships at both the individual teacher-parent level and the collective whole school approach. Parents have access to classroom assistance programs, regular dialogue and reporting sessions, school committees and associations, parents' and citizens' committees, budget and planning committee as well as participation in individual class programs. The school maintains a current website, Facebook and Twitter page 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.

Ipswich North has actively worked to reduce its environmental footprint as part of our commitment to sustainable practices. 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 consumption reflects the effectiveness of installing low flush toilets and the water tanks feeding toilets in the hall.

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 on the oval irrigation system
- Paper recycling
- Blinds installed in all classrooms to reduce glare and heat

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	59,239	342
2010-2011	767	414
2011-2012	61,567	242

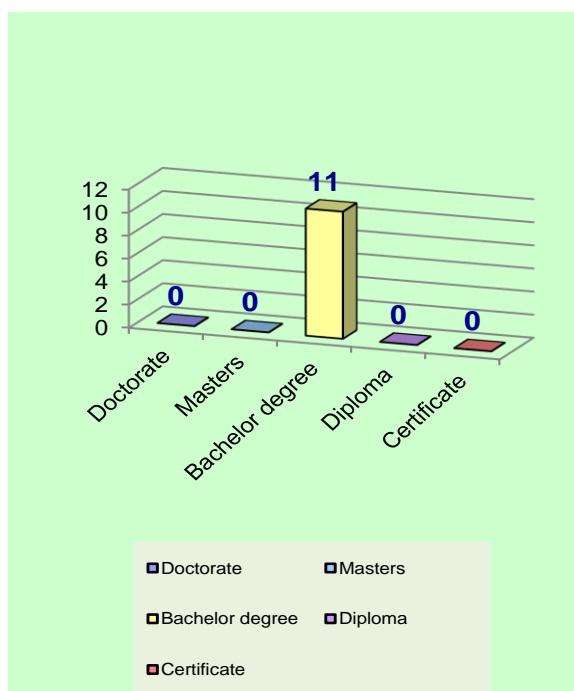
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	11	18	<5
Full-time equivalents	9	8.6	<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	11
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$23 552.

The major professional development initiatives are as follows:

- * John Fleming Effective Schooling
- * Australian Curriculum Assessment Reporting Authority – History
- * John Hattie – Effect Sizes on Achievement

Our staff profile

* Anita Archer's Explicit Instruction

* iPad Technology

* Active Supervision

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.1%	97.8%	97.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	88%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

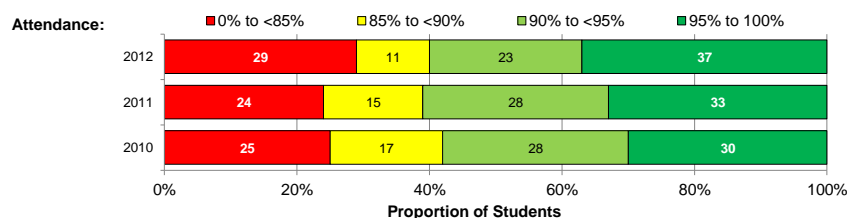
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	86%	90%	90%	89%	85%	87%	91%					
2011	89%	88%	93%	92%	87%	88%	90%					
2012	87%	85%	89%	89%	89%	88%	92%					

DW = Data withheld to ensure confidentiality.

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 by the parent or caregiver when leaving early and Administration contacts the classroom, requesting the student is sent to the office to be collected by the parent. Students are signed in at the office by the parent or caregiver when arriving late and Administration contacts the classroom, notifying the teacher the student is on their way to class.

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.

Performance of our students

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/>.

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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

Indigenous attendance increased from 85.5% in 2011 to 89.2% in 2012.

Attainment

Trends from 2008-2012 continue to indicate significant improvement both in Year 3 Reading and Year 3 Numeracy with the gap decreasing and the Indigenous students outperforming the non-Indigenous students in Year 3 Reading.

The 2011-2012 Mean Scale Scores also display our Year 3 Indigenous students closing the gap in Reading and Numeracy with the Indigenous students outperforming the non-Indigenous students in Numeracy.

Ipswich North State School Indigenous students met or exceeded the aspirations set for improvement in 2012 and long term improvement from 2008-2012.