Ipswich North State School

ANNUAL REPORT

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Contact Information

Postal address:	PO Box 2288 North Ipswich 4305
Phone:	(07) 3813 5888
Fax:	(07) 3813 5800
Email:	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

School Overview

Established in 1867, Ipswich North State School is located in Ipswich, Queensland. Our school provides a coeducational education from Prep to Year Seven. Inclusivity is a high priority at Ipswich North State School and we offer a differentiated curriculum program focussed on student needs and continuous improvement in student outcomes. Our school places a strong emphasis on community involvement and our Parent Liaison officer works with families to form strong home-school links. We employ the services of a Chaplain to further enhance the emotional stability of our student and create links between the school and home. Our school personnel are committed to a process of School Wide Positive Behaviour Support. In consultation with parents and caregivers,we provide programs to support groups of students with common needs to assist them in socialisation, resilience and control. Ipswich North is a wonderful school, with a positive, supportive attitude and enthusiastic community.

Principal's Forward

Introduction

School Progress towards its goals in 2016

SCHOOL GOALS	2016 PROGRESS	STATUS
Exceptional Learning	✓ Professional development of all staff around explicit instruction and working towards mastery ✓ Observation and feedback cycles to improving teaching and behaviour ✓ Cluster moderation about C2C units and marking ✓ Regular monitoring of school and regional benchmarks ✓ Formalised data discussions with teachers ✓ Improved staff ownership of student data collection ✓ Teachers engaged in professional conversations and case management of individual students while updating data wall –Faces on the Data ✓ Improved stuff understanding and implementation of diagnostic testing ✓ Provide professional development to teachers and teacher aides reflecting Sheena Cameron comprehension strategies ✓ Reading coaches explicitly model reading procedures and strategies ✓ Consistent literacy blocks established with additional support provided during these blocks ✓ Condensed C2C units in order to achieve all ACARA descriptors while lengthening the units to 7 weeks	ACHIEVED

Exceptional Teaching	✓ Continued development of Writing with the aide of the master teacher and 7 Steps to Writing Program	PARTIALLY COMPLETED (CONTINUED INTO 2016)
	✓ Deeper knowledge of the triangulation of data and how it will impact the classroom	
	✓ Improved knowledge of PAT M and PAT R testing	
	✓ Consistency across the school with English, Math and Science teaching blocks	
Exceptional Workforce	✓ Improved moderation practices with neighbouring schools	ACHIEVED
	✓ Teacher observation cycles of 5 weeks with written and verbal feedback	
	✓ Teacher induction mornings	
	✓ Work expectations and regular meetins with teachers and teacher aides	
Exceptional Community Support	✓ Increased attendance rate across most cohorts from 2014	ACHIEVED
	✓ Increase parent interactions at P&C and parades	
	✓ Increased parent involvement through data discussion with the principal	

Future Outlook

GOALS	TARGETED AREAS FOR 2016
Exceptional Learning	• Explicit instruction coaches will continue to work with teaching teams and provide feedback through coaching. Observation cycles conducted twice per term for all teachers. • Principal and HOC continue to model lessons for staff • Regular monitoring of benchmarks and individual target for students. Communication and feedback to students regarding writing achievement and progress • Improve staff ownership of student data. Improve data capacities, collection timeframes and drive to reach benchmarks
Reading	• Continue to provide professional development during staff meetings to up-skill teachers. Offer opportunities for staff to attend external PD's relating to reading approved by Principal. • Deliver coaching to the teacher aides relating to reading framework/programs • Reading Coaches to model reading procedures and strategies explicitly in classroom setting • Coaches to work collaboratively with classroom teachers to plan and implement reading sessions
Writing	• 7 Steps to Writing Success program to continue. Embedding practice into weekly collections of student work samples and teacher feedback. • School wide plan to align with "7 Steps to Success" and C2C English. Accountability process for all teaching staff to implement writing across P-6

Queensland
Government

Behaviour	• Increase parent and community member awareness of PBL and P&C meeting • Positive Parent Forums to educate parents around behaviour management. PD required for parents
Differentiated Learning	• Increased frequency and exposure to differentiated learning through PD. • Monitoring ICP use and adaptation of curriculum for students. • Creation of differentiated learning plans for students.
Attendance	• Regular attendance data is shared on parade: 100% Club Class competitions Sector competitions Cohort competitions • "Everyday Counts" materials published in newsletter with attendance data • Failure to attend notices to go home for students who fail to attend regularly.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	215	97	118	40	81%
2015*	234	101	133	53	86%
2016	233	108	125	57	89%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were nostudents enrolled in a pre-Prep** program.

**pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

Ipswich North State School is a co-educational facility catering for students from Prep to Year 6. We have a total enrolment of 233 students and this figure has gradually increased over the last 3 years.

Ipswich North State School has approximately 25% of its enrolments who are identified as Indigenous or Torres Strait Islander.

Ipswich North also has 26% of students identified with a disability. Individualised support plans have been created in partnership with families for students who are being assessed at a different year level.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	14	23	23
Year 4 – Year 7	25	26	22
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery
- Explicit Instruction

- Warm Ups

- ACARA Descriptors

- C2C Units

- Jolly Phonics

- Magic Words

- Reading Intervention

- Guided Reading

- PM Benchmarking

- PROBE Benchmarking

- PAT R,M and S diagnostics

Co-curricular Activities
- Japanese (provided by Ipswich High School)

- Technologies

- Health and Physical Education

- Music

- Instrumental Music

- Inter School Sport Competition

- Swimming

- Skipping, dance and gymnastics

How Information and Communication Technologies are used to Assist Learning
All students have access to computers in their classrooms.
- ✓ Prep - 6 students access 25 computers in our computer lab and 15 in our additional technology centre which also has an Interactive White Board
- ✓ I-Pads have been set up in kits for access across the school – all Inclusion teachers have an Ipad
- ✓ Most classrooms have interactive whiteboards installed along with 1 in our Technology Rooms
- ✓ All classrooms have access to data projectors
- ✓ Information Communication Technologies for Learning are an integral part of each integrated unit of study.

Additionally
- ✓ Specific computer skills are taught and developed within each classroom.

- ✓ Communities of learners are connected to a diverse range of ICTs. Our school's effective ICT infrastructure supports these communities to develop and implement innovative approaches and best practices.

- ✓ Teaching staff have undertaken Professional Development in the use of ICT within the curriculum

Queensland
Government

Social Climate

Overview

Ipswich North State School endeavours to meet the academic, social and behavioural needs of each child. The school places emphasis on children being responsible and accountable for their behaviour and learning in a supported environment. Our behavioural expectations are high but also consider the needs and the background of the child. We provide continuous support for children and families as they strive to meet the expectations.

Our school environment leads to a supportive atmosphere for learning. We engage with the wider community of professional support networks to meet the needs of our children. We encourage parents to contact the school if they feel that the needs of their child are not being met.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree[#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	88%
this is a good school (S2035)	100%	95%	92%
their child likes being at this school* (S2001)	100%	100%	96%
their child feels safe at this school* (S2002)	100%	100%	88%
their child's learning needs are being met at this school* (S2003)	92%	78%	88%
their child is making good progress at this school* (S2004)	92%	94%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	72%	83%
teachers at this school motivate their child to learn* (S2007)	100%	89%	83%
teachers at this school treat students fairly* (S2008)	100%	83%	88%
they can talk to their child's teachers about their concerns* (S2009)	92%	89%	88%
this school works with them to support their child's learning* (S2010)	92%	89%	83%
this school takes parents' opinions seriously* (S2011)	100%	94%	88%
student behaviour is well managed at this school* (S2012)	100%	79%	88%
this school looks for ways to improve* (S2013)	100%	94%	88%
this school is well maintained* (S2014)	100%	100%	96%

Student opinion survey

Performance measure			
Percentage of students who agree[#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	100%	87%
they like being at their school* (S2036)	95%	97%	97%
they feel safe at their school* (S2037)	98%	94%	93%
their teachers motivate them to learn* (S2038)	98%	100%	93%
their teachers expect them to do their best* (S2039)	100%	100%	97%

Queensland
Government

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	95%	97%	95%
teachers treat students fairly at their school* (S2041)	93%	100%	90%
they can talk to their teachers about their concerns* (S2042)	100%	88%	83%
their school takes students' opinions seriously* (S2043)	93%	97%	83%
student behaviour is well managed at their school* (S2044)	89%	85%	80%
their school looks for ways to improve* (S2045)	97%	100%	95%
their school is well maintained* (S2046)	100%	97%	90%
their school gives them opportunities to do interesting things* (S2047)	98%	100%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	86%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	80%	92%
students are encouraged to do their best at their school (S2072)	100%	93%	100%
students are treated fairly at their school (S2073)	100%	93%	91%
student behaviour is well managed at their school (S2074)	100%	86%	95%
staff are well supported at their school (S2075)	100%	100%	95%
their school takes staff opinions seriously (S2076)	100%	92%	91%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	91%
their school gives them opportunities to do interesting things (S2079)	100%	92%	91%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement
Parent information sessions are held at the beginning of the year to establish close home and school links
- ✓ Our school's open door policy which allows parents regular access to class teachers and school administration.
- ✓ Annual Book week
- ✓ Community members are encouraged to volunteer in classrooms and fundraising activities Parents are involved in P & C activities, decision making processes and reviews.
- ✓ Newsletter – weekly
- ✓ Very active Facebook site
- ✓ School website gives parents a wealth of information
- ✓ Information in the newsletter and on the website provided for parents eg. Reading ideas
- ✓ Parent Information sheets sent home about proactive strategies used within the school
- ✓ Classes send home criteria sheets for students in relation to their assessment
- ✓ Parents invited to assist with excursions, camps, school activities
- ✓ Parents invited to meet when for Individual Education Plans, Behaviour Plans, Health Plans and Risk Assessment as necessary

Queensland
Government

- ✓ Parents invited to classrooms for learning presentations
- ✓ Parents invited to each term's Reward parade

Respectful relationships programs

Ipswich North State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings beginning in June 2012. During monthly PBL (Positive Behaviour Learning) meetings where school data relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyber bullying were reviewed. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices is also informed the development process.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	41	74	111
Long Suspensions – 6 to 20days	0	3	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

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

5 of our classrooms are air conditioned great care is taken with the operation of these units. Classrooms have management plans in place for the operation of air conditioners. We have 3 water tanks. The water collected from these will be used in the flushing of toilets. Classes are reminded on a regular basis to save energy by turning off lights when not required.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	44,980	1,373
2014-2015	1,636	2,164
2015-2016	79,032	1,366

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycleusing standardized national methodologies and 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

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	16	13	<5
Full-time Equivalents	14	9	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	15
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Queensland
Government

Professional Development

Expenditure On and Teacher Participation in Professional Development
The total funds expended on teacher professional development in 2015 were $ 25 273.00

The major professional development initiatives are as follows:

- School officer Training
- Cleaner's training
- Leadership conference and webinars
- ASD Training
- Music PD
- HPE PD
- LOTE PD
- First Aide Training
- Queensland PBL Training
- Leadership and Coaching
- Explicit Instruction

The proportion of the teaching staff involved in professional development activities during 2016 was 100]%.

The total funds expended on teacher professional development in 2016 were $ 7940.62

The major professional development initiatives are as follows:

- Behaviour and PBL

- Reading (Guided and Modelled)

- Writing (7 Steps and NAPLAN)

- Coaching and Feedback

- Wellbeing

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 72% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes
&
Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	87%	88%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	86%	91%	91%	90%	89%	87%	90%	88%					
2015	92%	90%	91%	90%	89%	87%	90%						
2016	93%	88%	90%	91%	91%	89%	86%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:
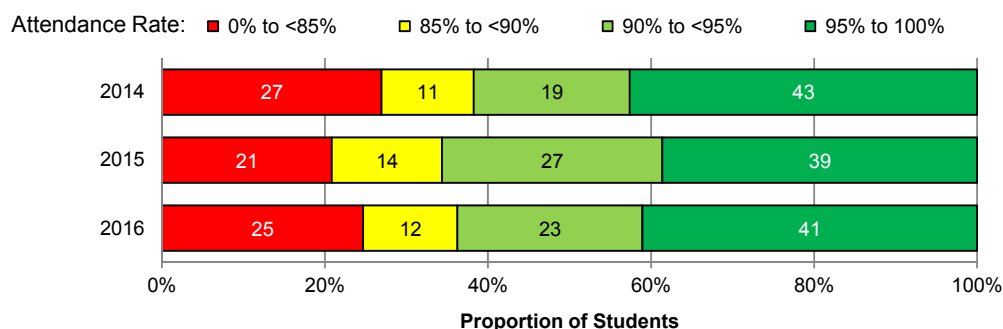
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absencesand Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Ipswich North SS rolls are marked twice daily. If a student comes to school late the teacher notates the time the student arrives. If a parent or guardian wishes to take a student from school early, they must come to the front office to sign their child out. If a student
is absent parents are asked to contact the school either by a note, briefly explaining the reason for any absence or a telephone call on the dedicated school absence line on 41 604360. Easy to complete absentee notes are sent home each term in the newsletter.
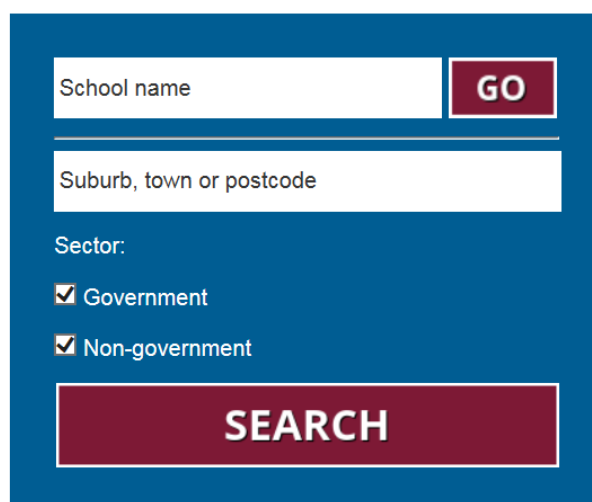
If a student has an unexplained absence of 3 consecutive days then parents/guardians are contacted for a reason. The schools endeavours to work with parents to ensure that 'Every Day Counts' at Kingaroy SS. An Admin officer checks the absences on a daily basis and telephone calls are made to parents about absences. Regular information is put in the newsletter on the website and on the Facebook page about the importance of attending school.

NAPLAN

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

Where it states**'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

Queensland
Government