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## Principal's foreword

### Introduction

Our goals at Ipswich Central State School focus on the desire to support every child in our school to become an effective and purposeful member of a global society. To be effective and purposeful our students need to understand their world and operate ethically within its constraints. To make sense of the world they will need to construct meaning using their capacity to communicate and reason. To enjoy their world they will need to be supported to develop the attitudes consistent with a full and healthy life. This is our challenge – our outcomes are reflected in the following pages.

### Future outlook

These areas and accompanying targets are defined explicitly in the School Strategic Plan 2006 to 2008.

The Operational Plan for 2008 will focus on the key platforms of:-

Restructure of the school inclusion policy implementing the Curriculum Engagement Planning process.

Preparing the school for the implications of the Queensland Assessment and Reporting framework.

Finalise the development of the Early Phase of Learning Action Plan

Continue the enhancement of the ICT skills of all teaching staff with involvement in the ICT Certificate III and identified staff with the pedagogical license process.

Restructure the school curriculum unit development framework intensifying the link between inquiry models of teaching and content coverage.

Financially our school will be spending considerable funds supporting the resourcing needs of the specialist teaching staff. It is expected \$15 000 will be provided for resourcing music, Physical Education and Science.

## Our school at a glance

### School Profile

Approximately 650 students attend co-educational classes within either primary, including prep, Special Education and Early Childhood Developmental Units. This number translates to 590 full time students accessing learning at our school. A small percentage of aboriginal and Asian students (approximately 4% respectively) bring the major variety to the cultural backgrounds of our student population.

Our students are highly motivated to excel and results of any external examination process over the last five years support the school's belief that our student performances match those of the best schools in Queensland.

### Curriculum offerings

Apart from the mandated curriculum as identified by Education Queensland, Ipswich Central provides a variety of programs focusing on extending students. Programs support student with specifically identified special needs, engage students in a modern, technology driven curriculum and enhance student participation in leadership, performing arts and sport programs. These programs include:-

An active Student Council and Indigenous Leadership Group

Multidiscipline Instrumental Music and choral programs

Interschool competitive sport involving students in AFL, Rugby League, Soccer, Cricket, Softball, Netball, Hockey, Basketball and Touch Football.

Sports' Elective programs developing fitness and leisure based sport activities

Well defined support programs with a variety of special needs addressed including hearing impaired, intellectual impairment and learning assistance. These programs are co-ordinated by a series of specialist personnel and operationalised in a fully inclusive framework.

In the last eight years an extensive program has been implemented to modernise the school curriculum offerings. Essential to this process has been the development of an extensive integrated computer infrastructure focusing on two modern teaching labs and classroom clusters of computers all connected to the internet. This program has been a leader in the primary school setting in Ipswich and seen our school maintain a "AA" rating from Education Queensland. The challenge for our school is to now ensure wide and effective usage of this resource in our general classroom curricula activities.

### Social climate

Our school continues to be regarded highly with ninety-five percent of parents reporting that their children are happy to attend our school and are safe in our school community. This data, from the 2008 School Opinion Survey, along with an overall general satisfaction rating at one hundred percent from parents reinforces the quality of the climate established at our school.

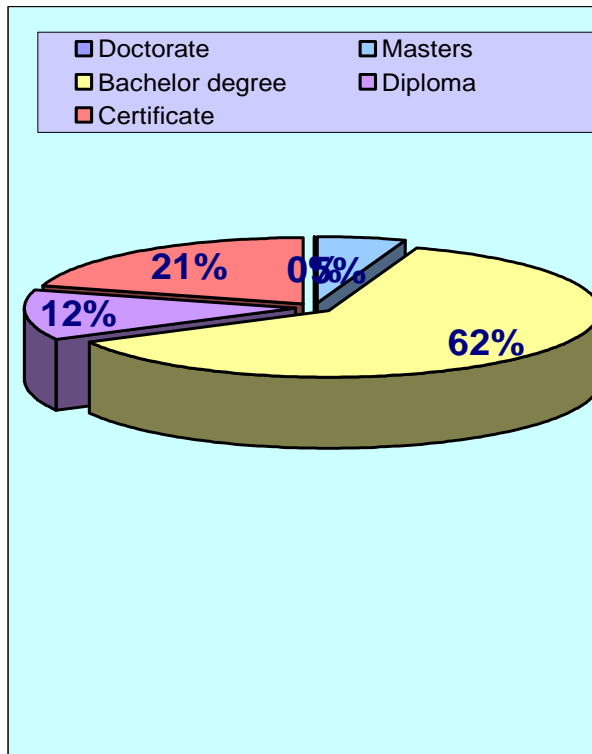
### Involving parents in their child's education.

The inclusion of parents in the classroom environment via our "Partnership Agreements", Culminating Days and revamped Parents and Citizens structure continues to enhance the information flow to families. Improvements in the school's reporting structures in 2008 should reinforce this trend.

## Our staff profile

### Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	36
Diploma	7
Certificate	12



### Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$27 013
- The major professional development initiatives are as follows:-
  - Information Communication Technologies was a major focus
  - Implementation of the new expectations of the Queensland Assessment and Reporting framework
- The involvement of school staff in professional development activities during 2008 was 96%

### Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

### Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 90 % of staff were retained by the school for the entire 2008 school year.

## Performance of our students

### Student attendance

The average attendance rate as a percentage in 2008 was 94 %.

### Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	350	454	531
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 85 %	80%	93%
Writing	Average score for the school	352	479	525
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 83%	89%	87%
Spelling	Average score for the school	339	459	524
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 85%	78%	87%
Grammar and Punctuation	Average score for the school	345	461	511
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008 82%	83%	89%
Numeracy	Average score for the school	337	443	535
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008 84%	79%	96%

## Performance of our students

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	69%
Writing	60%
Number	64%

### Value added

Our school continues to support students via its modern curricula and developing more realistic approaches to teaching students within a relationships field. This approach generally allows the development of excellent relationships between parents, teachers and students. This we believe is the basis of effective learning at our school. This is reflected in the improving parent data in the Parent Opinion Surveys from 2006 to 2008 relating to perceptions of student behaviour in our school and the levels of approachability of our staff.

As can be seen from the school data in the table above the high percentages of students recorded in need of support in the Year Two Net process diminish with student progression. This identifies the high quality of our support programs but does tend to skew student performance in the early years where teachers expend considerable time on developing oral language skills before progressing to reading and writing.

Given this trend it is pleasing to note the comparative performances of our student cohorts in Year Seven to be within the average state range of performance. More pleasing is the comparison of our student performance when to schools with similar characteristics to our school. Here we see our students performing at a measurably higher standard than children in "Like Schools" in both Literacy and Numeracy. This highlights the value we add to our student's education at Central. The quality of our intervention programs, dedication of our classroom teachers, expertise of our specialist personnel, when linked with quality relationships, is directly responsible for adding considerable value to the knowledge base of each and every student.

### Parent, student and teacher satisfaction with the school

As mentioned earlier in this report the overall satisfaction levels of parents regarding Ipswich Central State School's outcomes averages at 90% since 2005. Generally parents have indicated the outcomes associated with curriculum, teaching and learning are measurably above those of other schools across the state.

Students are generally satisfied.

Staff indicate that the operations and communication within the school and access to professional development are also strengths. The great improvements in the last few years relate to the quality of relationships built between the various groups across our school.

The School Planning Overview 2006-2008 will continue to build on these strengths and the Triennial School review in 2008 will further explore and expand the school's capacity to meet the needs of its community.