



Ipswich Central State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

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. At Ipswich Central we talk about 'widening the tradition'. This reflects our focus on explicit literacy and numeracy teaching within a technology-rich environment. Ipswich Central is a school of choice within the local area.

Principal's Forward

Introduction

Ipswich Central State School prides itself on its Tradition of Excellence. We focus on Academic Achievement, Tradition, Discipline and Culture. We have high expectations of staff, students and parents, which goes hand in hand with respect for self, others and property. We have a strong sense of community that promotes a positive learning environment for all. Our vision is **Knowing Every Child**. This is reflected in our Explicit Improvement Agenda which is:

- Reading
- Culture
- Inclusion

Ipswich Central State School's current enrolment is 708 students. The school has a Special Education Program that supports over 50 students across all disability areas but we are specifically resourced to cater for Hearing Impaired, with a focus on AUSLAN as a first

language. The school also includes an Early Childhood Developmental Program that operates on site with a school readiness program and outreach support for up to 60 students.

School Progress towards its goals in 2016

Reading

- Launch of the *Central Seven* reading strategies framework led by the Reading Reference Team
- Explicit professional development around effective reading strategies that aligned to the *Central Seven*
- Our Reading Reference Team continued a collaborative approach for reviewing the Ipswich Central State School reading strategies framework
- Case meetings were introduced to review student progress in reading and develop collegial collaboration to identify specific strategies to meet student individual needs and differentiation in classroom.
- Introduction of a pedagogical coach to support student engagement in guided reading in classrooms

Culture

- Establishment of Behaviour Reference Team to define current practices and identify an improvement strategy for Responsible Behaviour Plan for Students
- Development of whole school approach of behavioural/social emotional learning
- Identified social skills program, *Stop, Think, Do* and established a curriculum program that aligned to C2C health units.

Inclusion

- Engaged staff in *Disability Standards in Education* and the *Disability Discrimination Act* to build understanding of roles and responsibilities
- Introduction to the *Response to Intervention* as an approach to whole school support
- Student Support Teachers engaged in research to identify key strategies and refine understanding of tiered support. This included recording of differentiation on *OneSchool*.

Future Outlook



2017



In 2017, we continue to focus on the priorities of Inclusion, Culture and Reading. We will further refine our school processes so that they are imbedded in our school practice:

<p>Reading</p>	<ul style="list-style-type: none"> • Develop a School Reading Framework to ensure consistency of approach and pedagogy across the school. • Introduce and implement the use of Data Walls to track and monitor student achievement. • Implement case management meetings to focus professional dialogue regarding instructional strategies. • Introduce the Robust Vocabulary strategy across the school.
<p>Inclusion</p>	<ul style="list-style-type: none"> • Implement and document an ICSS Whole School Support Model (developed last year). • Student Support Teachers use a case management model to identify appropriate intervention. • Introduce stakeholder meetings within a clear framework and feedback processes.

	<ul style="list-style-type: none"> • Provide professional development to teachers to ensure effective differentiation strategies are implemented for students requiring support.
Culture	<ul style="list-style-type: none"> • Implement Social Emotional Assisted Learning (SEAL) Process to support student behaviour. • Implement intensive behaviour support for identified students using a data driven process. • Develop and implement a strategy to improve student attendance. • Develop and implement an action plan to increase parent engagement at the school.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	674	322	352	49	95%
2015*	679	321	358	44	94%
2016	696	320	376	49	94%

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.

Characteristics of the Student Body

Overview

Ipswich Central State School is a co-educational school catering for students from Years Prep-6. Ipswich Central is in an urban, metropolitan area close to the CBD of Ipswich. Current total student enrolment from Prep - 6 is 708. Additionally, there are approximately 50 students enrolled in the Early Childhood Developmental Program, which is also based on site. Indigenous enrolment is at 7% (48 students) and this has been constant in recent years. Only 3.9 of students are identified as EALD in 2017 enrolments. Our student body is well supported by our parent body and an active P&C Association, who in partnership work with us to maintain our consistent standards of excellence.

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	23	24	23
Year 4 – Year 7	24	25	23
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

Ipswich Central State School fully implements the Australian Curriculum across all year levels. We are consistently striving to increase and improve our instruction for all students in the area. We provide support to staff through a Curriculum Coordinator position and have mapped our curricular expectations across all year levels.

Also at Ipswich Central, we provide a variety of programs focusing on extending and supporting students, as required. Programs support students 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 school-wide class based leadership system
- 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: social skilling, hearing impairment, intellectual impairment and learning assistance. These programs are co-ordinated by a series of specialist personnel and operationalised in a fully inclusive framework.

Co-curricular Activities

- School camping program
- Instrumental music program – Concert band and Strings ensemble (Member of Ipswich and District Primary School Sports Association)
- Multiple school choirs
- Successful participation in local eisteddfods

How Information and Communication Technologies are used to Assist Learning

All classrooms have interactive whiteboards and data projectors, and these are used in classroom activities to complement curriculum delivery, promote student engagement and develop ICT literacy skills. With a recent data connectivity and wireless upgrade, all learning spaces have access to the internet. These resources complement two modern computer learning centre labs that are used for whole class and independent ICT based activities. i-Pads are utilised across all year levels to support small group and 1:1 needs within the classroom.

Social Climate

Overview

Our school continues to be regarded highly in the Ipswich community and in the Metropolitan Region.

87% of parents and 95% per cent of students report that children are getting a good education at our school. 96% of parents indicate their child feels safe at this school. This data is from the 2016 School Opinion Survey.

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)	91%	94%	87%
this is a good school (S2035)	100%	94%	89%
their child likes being at this school* (S2001)	100%	92%	91%
their child feels safe at this school* (S2002)	100%	94%	96%
their child's learning needs are being met at this school* (S2003)	86%	90%	84%
their child is making good progress at this school* (S2004)	83%	92%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	92%	84%
teachers at this school motivate their child to learn* (S2007)	94%	90%	87%
teachers at this school treat students fairly* (S2008)	91%	89%	84%
they can talk to their child's teachers about their concerns* (S2009)	89%	94%	91%
this school works with them to support their child's learning* (S2010)	89%	89%	80%
this school takes parents' opinions seriously* (S2011)	85%	76%	76%
student behaviour is well managed at this school* (S2012)	89%	86%	91%
this school looks for ways to improve* (S2013)	97%	88%	85%
this school is well maintained* (S2014)	97%	98%	91%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	97%	95%
they like being at their school* (S2036)	93%	94%	95%
they feel safe at their school* (S2037)	92%	95%	90%
their teachers motivate them to learn* (S2038)	99%	98%	97%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	95%	93%
teachers treat students fairly at their school* (S2041)	86%	94%	88%
they can talk to their teachers about their concerns* (S2042)	90%	95%	89%
their school takes students' opinions seriously* (S2043)	86%	94%	85%
student behaviour is well managed at their school* (S2044)	77%	86%	84%
their school looks for ways to improve* (S2045)	95%	95%	95%
their school is well maintained* (S2046)	93%	92%	89%
their school gives them opportunities to do interesting things* (S2047)	91%	96%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	88%	90%
they feel that their school is a safe place in which to work (S2070)	97%	88%	87%
they receive useful feedback about their work at their school (S2071)	88%	83%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	73%	63%
students are encouraged to do their best at their school (S2072)	100%	93%	97%
students are treated fairly at their school (S2073)	91%	90%	93%
student behaviour is well managed at their school (S2074)	94%	79%	79%
staff are well supported at their school (S2075)	84%	79%	70%
their school takes staff opinions seriously (S2076)	75%	74%	66%
their school looks for ways to improve (S2077)	97%	83%	93%
their school is well maintained (S2078)	97%	83%	77%
their school gives them opportunities to do interesting things (S2079)	84%	76%	73%

* 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

The inclusion of parents in the school environment is a welcome addition to the educational opportunities we can provide our students. Parents are invited to volunteer in many ways including: supporting academic group-based learning programs; helping students in one-on-one targeted learning programs where appropriate; attending excursions and special events; volunteering in our tuckshop; and participating in fundraising activities run by the P&C. Parent-teacher interviews are conducted at least twice a year, and year-level information sessions are conducted at the beginning of each year. Parents are encouraged to always talk to their child's teacher should they have any questions or concerns regarding their child's education, while respecting the busy nature of the teaching profession. Administration operates on an open-door policy, and we always welcome respectful communication with all community members linked to our families, with the shared goal of improving the educational outcomes and experiences for our students.

Respectful relationships programs

During 2016, the school developed a Social Emotional Assisted Learning (SEAL) program. The program is being implemented in 2017. The program teaches students to take responsibility for their behavior, reflect upon their behavior when bad behavior choices are made and to plan to make better choices. As part of the process, a SEAL room has been established to support the process where students attend when they are reflecting on their behavior. The school is confident the process will impact positively on the overall behavior and relationships culture of the school.

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	22	51	56
Long Suspensions – 6 to 20 days	0	1	1
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

In 2016, the school continued to utilize a significant bank of solar panels which, when initially installed, proved to provide a 80% reduction in electricity consumption. The school carefully limits temperature settings allowed within the whole school air conditioning provided in each learning space. Careful monitoring ensures that lights and other continuous power usage is interrupted during non-school hours.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	162,228	0
2014-2015	174,937	
2015-2016	182,888	

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 cycle using 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

Sector:

Government

Non-government

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	55	42	<5
Full-time Equivalent	50	27	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	5
Bachelor degree	41
Diploma	1
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$39 265

The major professional development initiatives are as follows:

- Whole staff participated Inclusive Practices – Disability in Education, Differentiation and Disability Discrimination Act
- Sheena Cameron Reading Strategies, Guided Reading and Moderation
- Lyn Sharrett – selected staff attending workshops
- Student support staff engaged in cluster PD with PEAC to develop knowledge of Australian Curriculum

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.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% 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).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	86%	85%

*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%.

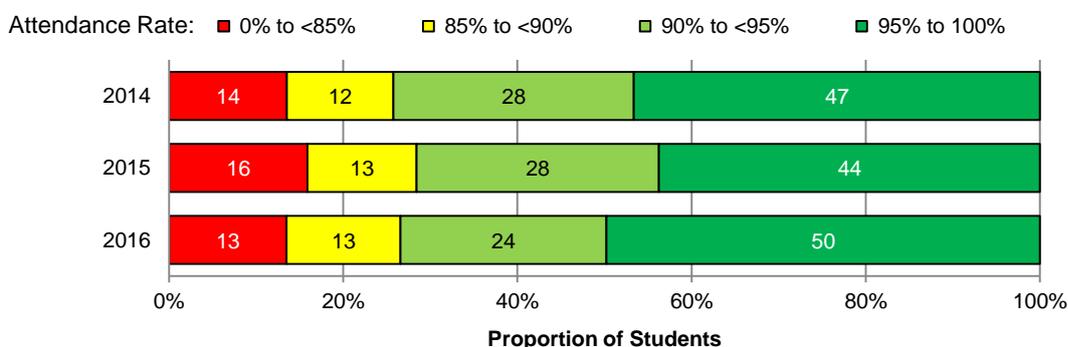
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	93%	92%	93%	94%	92%	93%	92%					
2015	92%	92%	91%	92%	93%	91%	90%						
2016	92%	91%	93%	93%	93%	92%	94%						

*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 Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Roll marking occurs twice a day at Ipswich Central at 9:00am and 2:00pm. Rolls are marked electronically on the One School system. Student absenteeism is managed by a whole school approach. Parents consistently explain the absenteeism of their children. When absenteeism is unexplained, teacher and/or admin follow up with a phone call to the family. When unexplained absenteeism reaches three consecutive days a phone call from the principal/deputy principal to the family requesting information. For persistent, repeated and long term absenteeism the formal processes regarding compulsory schooling is initiated.

During 2017, it will be a priority for the school will review the process used to support student full attendance.

NAPLAN

The school results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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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.