Ipswich Central State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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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.

School progress towards its goals in 2018

- Cater more effectively for the diverse range of learners at this school through differentiated instruction within a Response To Intervention model.

- Enhance the wellbeing of students and staff at this school

- Embed consistent, quality pedagogical practices in reading instruction

- Enhance the teaching and learning of technologies in this school

- Effectively and systematically implement the Australian Curriculum in this school

- Enhance the writing achievements of students at our school

Future outlook

In 2019 the priority focus of our School Improvement Agenda will include strategies to target the following aspects:

Implement new School Writing Framework to inform consistent teacher pedagogy.

Cater more effectively for the diverse range of learners at this school in an inclusive context.

Continue to develop Gifted and talented Framework and current school practice in provision of differentiated curriculum to students with higher learning potential

Provide an enhanced process of intervention P- 2 for "at risk" students (as a contributing partner in the Ipswich Community of Practice K-2)

Expand the implementation of Age Appropriate Pedagogy, with a focus on the Walker Learning Approach in Prep and Year 1

Continue to enhance the wellbeing of staff and students

Develop a technology infrastructure plan for this school

Develop a plan to support teachers to deliver the Technology Curriculum within a STEAM agenda

During 2019, a school framework for the teaching of Mathematics is developed and ready for rollout in 2020

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	696	708	715
Girls	320	349	365
Boys	376	359	350
Indigenous	49	47	64
Enrolment continuity (Feb. – Nov.)	94%	96%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 715. Additionally, there are approximately 45 students in enrolled in the Early Childhood Developmental Program, which is also based on site. Indigenous enrolment is at 10.3 % (74 students) and this has been constant in recent years. Only 3.2% 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	24
Year 4 – Year 6	23	25	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 Head of Curriculum 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.

 Age appropriate pedagogy is implemented through the Walker Learning Approach in Prep and Year 1.

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

Sport GALA Days

Opti minds

 Debating

 Maths Team Challenge

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 fast 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.

In 2018, the school will has implemented a Bring Your Own Device program. The program has focussed on one Year 1 class will extend in future years.

Social climate

Overview

In 2018 Ipswich Central enacted its' Responsible Behaviour Plan and adopted a proactive tiered system of support. The first tier involves explicit teaching of the behaviour expectations (Be Safe, Be a Learner and Be Respectful) for all students in multiple contexts. The school has signage so the expectations are visible in all playgrounds and classrooms. The school has also promoted the expectations in public forums such as

assembly, the school newsletter and interviews or information sessions for prospective students. The first tier also involves social skilling for all students using the Stop Think Do program.

In 2018 we continued the Social Emotional and Learning Classroom for students who needed Tier 2 behavioural intervention. This classroom allows students to set individual behaviour goals and work on strategies to achieve them in a supportive environment. Students are also identified through SEAL meetings to receive small group teaching and learning on specific areas of the Stop, Think, Do program that will help them to reach their individual goals.

Lastly, for students on Tier 3 intervention the school has a Functional Behaviour Assessment process that leads to the development of Individualised Plans and Intervention to address specific behavioural concerns and build social skills and self-regulation.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	87%	90%	91%
• this is a good school (S2035)	89%	93%	95%
• their child likes being at this school* (S2001)	91%	90%	91%
• their child feels safe at this school* (S2002)	96%	90%	98%
• their child's learning needs are being met at this school* (S2003)	84%	88%	84%
• their child is making good progress at this school* (S2004)	91%	98%	86%
• teachers at this school expect their child to do his or her best* (S2005)	96%	100%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	88%	89%
• teachers at this school motivate their child to learn* (S2007)	87%	93%	89%
• teachers at this school treat students fairly* (S2008)	84%	90%	91%
• they can talk to their child's teachers about their concerns* (S2009)	91%	98%	95%
• this school works with them to support their child's learning* (S2010)	80%	88%	88%
• this school takes parents' opinions seriously* (S2011)	76%	85%	80%
• student behaviour is well managed at this school* (S2012)	91%	80%	88%
• this school looks for ways to improve* (S2013)	85%	95%	85%
• this school is well maintained* (S2014)	91%	88%	83%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	99%	96%
• they like being at their school* (S2036)	95%	92%	92%
• they feel safe at their school* (S2037)	90%	90%	92%
• their teachers motivate them to learn* (S2038)	97%	99%	97%
• their teachers expect them to do their best* (S2039)	100%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	98%	97%
• teachers treat students fairly at their school* (S2041)	88%	95%	92%

Percentage of students who agree# that:	2016	2017	2018
• they can talk to their teachers about their concerns* (S2042)	89%	90%	91%
• their school takes students' opinions seriously* (S2043)	85%	86%	89%
• student behaviour is well managed at their school* (S2044)	84%	83%	82%
• their school looks for ways to improve* (S2045)	95%	94%	95%
• their school is well maintained* (S2046)	89%	93%	91%
• their school gives them opportunities to do interesting things* (S2047)	90%	95%	89%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	90%	95%	94%
• they feel that their school is a safe place in which to work (S2070)	87%	92%	92%
• they receive useful feedback about their work at their school (S2071)	80%	84%	79%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	63%	77%	87%
• students are encouraged to do their best at their school (S2072)	97%	97%	96%
• students are treated fairly at their school (S2073)	93%	92%	90%
• student behaviour is well managed at their school (S2074)	79%	86%	78%
• staff are well supported at their school (S2075)	70%	84%	79%
• their school takes staff opinions seriously (S2076)	66%	81%	74%
• their school looks for ways to improve (S2077)	93%	94%	87%
• their school is well maintained (S2078)	77%	72%	67%
• their school gives them opportunities to do interesting things (S2079)	73%	86%	87%

* 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 education programs

All students at Ipswich Central State School complete a 30 minute social skills lesson from the Stop, Think, Do Program each week. In addition to this the Responsible Behaviour Plan includes explicit plans for bullying

and all students learn and continually revise the Hi 5 to manage disrespectful behaviour ie Ignore, Talk Friendly, Talk Firmly , Walk Away , Tell a Teacher. In P-2, the "Tucker Turtle Social Story" is used to teach self-regulation in conjunction with the Stop, Think, Do program. The school is launching the PALS playground program and the Drum beat program to build self-esteem and resilience in 2018. Student well-being has been an explicit improvement focus in 2018.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	56	42	65
Long suspensions – 11 to 20 days	1	1	1
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

In 2018, the school continued to utilize a significant bank of solar panels which, when initially installed, proved to provide a 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	182,888	166,448	173,080
Water (kL)			2,927

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	52	42	<5
Full-time equivalents	49	28	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	5
Bachelor degree	40
Diploma	1
Certificate	

*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 2018 were $104 00 ($80 000 costs associated with the employment of a literacy coach)

The major professional development initiatives are as follows:

- Professional Development sessions provided to teachers to enhance their knowledge of Writing Pedagogy
- Staff nominated professional development in line with individual professional development plan.
- Professional development to align feedback for students to the Literacy Continuum
- Teachers participated in full day planning each term to gain greater knowledge of the Australian Curriculum

Staff also sourced significant development from outside providers, particularly related to:

> Staff wellbeing
>
> Curriculum differentiation
>
> Diverse Learners

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	92%	92%
Attendance rate for Indigenous** students at this school	85%	89%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

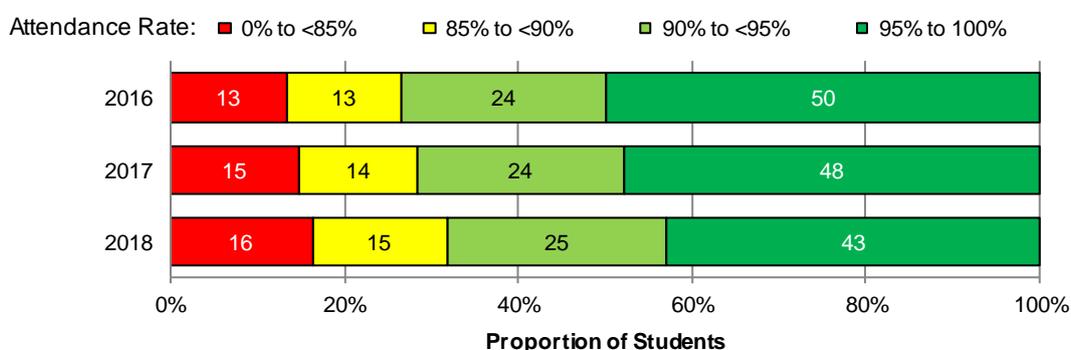Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	93%	92%
Year 1	91%	92%	92%
Year 2	93%	93%	92%
Year 3	93%	93%	92%
Year 4	93%	91%	92%
Year 5	92%	93%	91%
Year 6	94%	93%	92%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	13	13	24	50
2017	15	14	24	48
2018	16	15	25	43

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

This school has developed a communication policy for supporting student attendance. It involves:
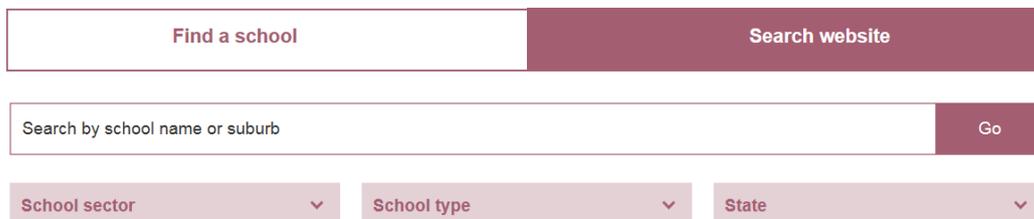 Daily roll marking
 Parents of students who are absent without a reasonable excuse receive a text .
 Students who have been absent without a reasonable excuse receive a letter requesting the reason for the absence.
 Students with an unacceptable attendance pattern receive escalating communications from the class teacher, Deputy Principal and finally the principal.
 Continued unacceptable patterns of attendance are dealt with in a formal way, through the issuing of formal warning letters as per the aforementioned departmental policy.
 Each term an award is presented to children with outstanding attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.