

# Innisfail East State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

This School Annual Report features some of our achievements and successes in 2015. Our staff and students are incredibly proud of our school and its reputation for developing students academically and socially through providing a welcoming and friendly environment that caters for all.

Our school continues to remain focussed on our school vision "To be the best we can be" with our clear focus being improving the quality of the curriculum and learning experiences offered to our students. This clear focus led to the achievement of some strong improvements in NAPLAN results.

We have continued our approach of working closely with parents and students to create a positive and supportive learning environment. If you ever have any concerns, please do not hesitate to contact us. We look forward to parental involvement and appreciate the role that you play in your child's/children's education. More information about Innisfail East State School can be found on our website or by visiting the school.

### Our School Progress Towards its Goals in 2015

2015 saw our continued focus on the systematic explicit approach to the teaching of English and Mathematics and enabled teachers to refine the teaching and learning experiences offered to students. Using both Explicit and Direct Instruction programs teachers continued to be supported through coaching to implement key strategies and teach identified programs using clearly defined implementation plans and formal review procedures including the use of checklists. Teachers were provided with additional non-contact time to support them in peer-mentoring, sharing of expertise and targeted coaching sessions.

Parents were given the opportunity to negotiate Individual Learning Plans that identified long-term learning goals in Mathematics and English for their child/children. Student academic data was recorded and reviewed regularly using the IESS Mark Book in conjunction with IESS Assessment and Reporting Framework. This enabled students to set short term targets in English and Mathematics and promoted an enhanced focus on the collection and analysis of data set by teachers.

Parent information evenings and parent teacher conferences were conducted to outline the learning goals for 2015. This enabled parents to get a clear picture of the learning focus for the year ahead.

In conjunction with the school Parents and Community Group, social events to promote whole family involvement with the school was continued. Through the engagement of a local artist a number of

artworks were completed to enhance the physical appearance of the school buildings including the promotion of the Be Strong Social Skills campaign.

Throughout 2015 staff continued to refine the School Wide Positive Behaviour Support program to systematically teach our students the social skills necessary for them to contribute in a positive way to our school community and to reward those students who continually demonstrate excellence in this area. This involved celebration activities at the end of each school term. In Semester 2 the completion of homework and attendance was also positively rewarded with short-term extrinsic rewards to continue our focus on building a learning culture where effort is rewarded.

### Future outlook

2016 will be a year where we will strive to refine the many programs and strategies implemented. Some of these are listed below.

- Continue to implement SWPBS and focus on rewarding students for excellent behaviour and attendance
- Continue targeting learning through the Great Results Guarantee Funding
- Continue to refine and enhance the teaching of reading with a renewed focus on reading comprehension through the strategy of guided reading and STARS and CARS.
- Revise effective programs for the implementation of the Australian Curriculum English, Maths, Science, History and Geography.
- Focus on providing for the learning needs of individual students through ability grouping across 4-7 in key Literacy and Numeracy activities
- Provide teachers with professional development and coaching in Direct Instruction programs including Spelling Mastery and Junior/Elementary Maths Mastery.
- Refine the coaching and mentoring models to enhance our professional development in Explicit Instruction.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	178	80	98	81	87%
2014	182	80	102	78	93%
2015	205	95	110	94	86%

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 2015, there were no students 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:

Our students are from a diverse range of cultures. A number of our families have immigrated from India, The Philippines and Thailand while approximately 46% of our students are indigenous. The school has an ICSEA rating of 867 (average ICSEA is 1000) indicating low socio-economic status.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	23	24
Year 4 – Year 7 Primary	22	30	26
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	14	9	32
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	0	0	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.

### Curriculum delivery

#### Our approach to curriculum delivery

One of the many benefits our school offers to students is the capacity to cater for individual needs. In 2015 students experiencing difficulties were offered access to programs including Support-a-Reader, Corrective Reading programs and the Mt Isa Oral Language program. Capable students in Years 1-7 were also offered the opportunity to participate in extension programs for English and Maths with ability grouping across Years 1-3 and Years 4-7.

Our award winning Music program in 2015 included students learning African drumming and students in Years 4-7 also participated in lessons with the ukulele. Our participation in the Young Performers Competition yielded a number of awards and trophies which highlight talents of our students and our staff.

Innisfail East State School also offers a comprehensive Physical Education program including a cross country and athletics day.

#### Extra curricula activities

- African Drumming Performance Group
- Choir
- Participation in the “Young Performers’ Competition
- “Nutrition Program” with provision of fresh fruit, a healthy meal & snack daily at a nominal cost
- Student Council organized discos
- P and C Movie Nights
- Instrumental Music
- Regional sports representation
- Celebration afternoons for excellent behavior

### How Information and Communication Technologies are used to improve learning

Our school uses Apple computers and these are available in every classroom. There is also a mini Computer Lab designed to accommodate class groups for focused computer teaching time in the library. Teachers used Interactive Whiteboards and wireless technology in our school in whole class teaching activities and integrate these into all Key Learning Areas.

Professional Development continues in this area to support staff in their competencies and confidence in using Information and Communication Technology. Teachers use technology to plan and to teach. Students are becoming proficient users of computers for presentations, research, communication and learning.

### Social Climate

Over a number of years now the surveys conducted by Education Queensland each year clearly show that we have fostered a friendly and nurturing climate at our school. IESS is noted for its dedicated and professional staff and attractive, well-maintained grounds. Students feel safe at our school and parents are very satisfied that their children are getting a good education. Co-operation, respect for all and high expectations for quality work and effort underpin our school values which are explicitly covered in social skill lessons each school week as part of our School Wide Positive Behaviour Support program. Behaviour expectations are clearly stated and reinforced by all and therefore, classrooms are calm places where all can focus on learning. Playgrounds are areas of co-operation and respect where students continue to build on their capacity to relate to others in a respectful manner and students demonstrating excellent behaviour are rewarded for their efforts. In 2015 our students, parents and staff clearly articulated their satisfaction in all areas of the School Opinion Survey.

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

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	95%	86%	100%
this is a good school (S2035)	97%	86%	100%
their child likes being at this school (S2001)	95%	86%	100%
their child feels safe at this school (S2002)	100%	86%	100%
their child's learning needs are being met at this school (S2003)	100%	86%	96%
their child is making good progress at this school (S2004)	100%	90%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	90%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	86%	88%
teachers at this school motivate their child to learn (S2007)	95%	86%	96%
teachers at this school treat students fairly (S2008)	97%	81%	96%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
they can talk to their child's teachers about their concerns (S2009)	100%	90%	100%
this school works with them to support their child's learning (S2010)	95%	90%	100%
this school takes parents' opinions seriously (S2011)	95%	78%	92%
student behaviour is well managed at this school (S2012)	92%	86%	96%
this school looks for ways to improve (S2013)	97%	80%	100%
this school is well maintained (S2014)	100%	90%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	96%	100%	99%
they feel safe at their school (S2037)	98%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	98%	99%
teachers treat students fairly at their school (S2041)	98%	98%	99%
they can talk to their teachers about their concerns (S2042)	98%	94%	99%
their school takes students' opinions seriously (S2043)	98%	98%	100%
student behaviour is well managed at their school (S2044)	100%	94%	100%
their school looks for ways to improve (S2045)	96%	98%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	96%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	96%	100%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	96%	96%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	90%	100%
students are encouraged to do their best at their school (S2072)	100%	96%	100%
students are treated fairly at their school (S2073)	100%	96%	100%
student behaviour is well managed at their school (S2074)	100%	96%	100%
staff are well supported at their school (S2075)	100%	96%	100%
their school takes staff opinions seriously (S2076)	100%	96%	100%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	100%	96%	95%

**Performance measure**

Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2079)	100%	96%	100%

# '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**

Teachers and administrators work closely with individual parents to promote a partnership focused on supporting each learner's academic progress and social development. Parent interviews are invited twice a year and informal conversations between teachers and parents take place frequently at the request of either parents or teachers.

Our school also keeps parents informed through a variety of ways including:

- Weekly newsletters
- Fortnightly Parades and parent morning teas
- Meet the Teachers Evening
- Parent Handbook
- School Website

Volunteers are welcomed and any spare time that parents can give to help in the classrooms is most appreciated. Parents are invited to school functions, attend sporting events, volunteer in classrooms, support staff on excursions, attend and participate actively in our school P&C group, coach sporting teams, collaborate on school strategic planning and provide input into grant submissions and school infrastructure improvements. Our facilities are also readily available to external parties including parents as IESS is the primary community facility in the suburb of East Innisfail.

**Reducing the school's environmental footprint**

At Innisfail East State School we carefully consider our actions in relation to their environmental impact due to proximity to the Johnstone River. The improvements made in 2012 to our water infrastructure have enabled us to impact our usage. Teachers continue to actively teach students utilising the Australian Curriculum about the need to conserve water and use electricity wisely through focus on sustainable practices in lessons.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	123,120	3,251
2013-2014	106,537	4,385
2014-2015	111,362	

\*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.

## Our staff profile

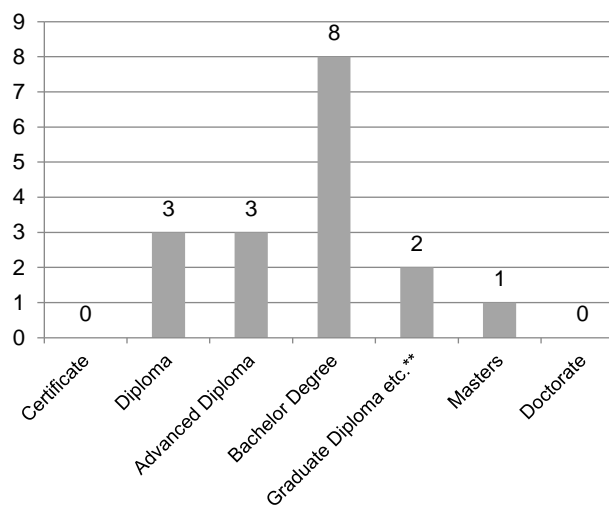
### Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	13	14	0
Full-time equivalents	12	9	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	3
Bachelor Degree	8
Graduate Diploma etc.**	2
Masters	1
Doctorate	0
<b>Total</b>	<b>17</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$[INSERT VALUE].

This information can be calculated from OneSchool data.

The major professional development initiatives are as follows:

Details regarding in-kind professional development activities undertaken (e.g. mentoring or peer learning circles) can also be included. Outline in dot point form.

The proportion of the teaching staff involved in professional development activities during 2015 was [INSERT VALUE]%.

The proportion of the teaching staff participating is to be reported as a percentage.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	94%	97%	97%

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

From the end of the previous school year, 65% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	91%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	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
2013	95%	93%	95%	92%	91%	95%	93%	94%					
2014	91%	95%	96%	95%	95%	91%	95%	91%					



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

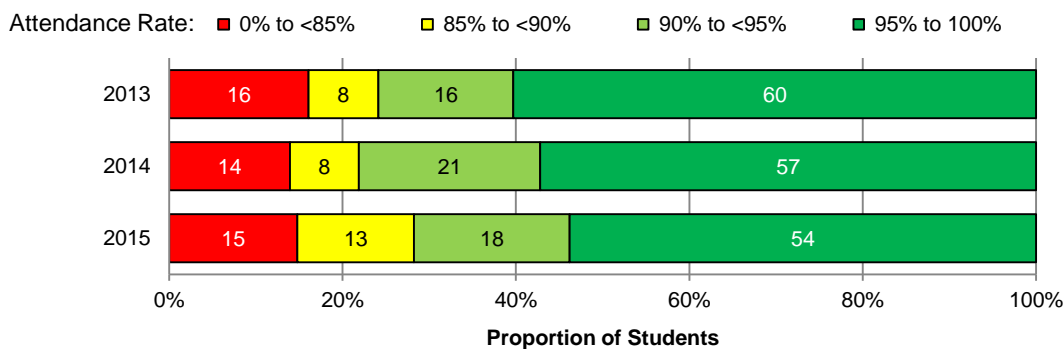
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	90%	93%	94%	95%	92%	95%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Our attendance strategy sets out the steps followed to manage absenteeism at our school. Rolls are made accurately twice a day with parents notifying the school of the reason for any absences. Unexplained absences are followed up promptly. Staff actively support parents to ensure full attendance. In 2015 we shared a Community Participation Officer (CPO) with 2 other schools. This role involved working with and supporting Indigenous students and families. This has been a valuable role because it has helped us follow up unexplained absences more effectively. 100% attendance across the year and full time attendance across the term are celebrated with students who achieve exemplary attendance through reward days.

**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/>.

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

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Sector:

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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.