



## Innisfail East 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



## Contact Information

Postal address:	PO Box 104 Innisfail 4860
Phone:	(07) 4078 0111
Fax:	(07) 4061 4309
Email:	principal@innieastss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Belinda Stacey

## School Overview

Innisfail East State School is situated on the banks of the beautiful South Johnstone River. We are within a kilometre of Innisfail, one of Australia's prettiest towns. Our school was opened on February 3rd, 1936. It has served many of the families of our town for over seventy years and continues to draw the majority of its students from the suburb of East Innisfail. Innisfail East is a happy place to be. Students have a safe, secure, caring learning environment. School staff are committed to age appropriate, research based methodologies. Our teachers place primary importance on numeracy and literacy and continually upgrade their skills on the basis of that research. Our school vision tells you the ethos that we are engendering within our school community - 'To be the best that we can be'. It says a lot about the attitude we look for in our students and about the encouragement that our teachers give. Our school motto "I will be safe, respectful and strong. I will be the best learner I can be" is the foundational cultural basis for our social skills and values system and underpins our behaviour management philosophy.

## Principal's Forward

### Introduction

The school annual report provides a picture of Innisfail East State School in terms of the school, staff profile, curriculum programs and social climate. It also includes information about student performance through a summary of NAPLAN results and an overview of school community satisfaction using data from school opinion surveys.

### School Progress towards its goals in 2016

2016 was a good year for Innisfail East State School on many levels. Our school implemented the Investing for Success (I4S) initiative with key strategies on strengthening teacher capacity in explicit instruction and consolidations in reading, implementation of additional support programs and the utilisation of a Literacy and Numeracy Coach. This initiative also enabled the purchase of interactive whiteboards for early years which was able to strengthen explicit instruction and consolidation lessons.

2016 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.

Through the school opinion surveys our staff, students and parents share their feelings of being very satisfied with most aspects of school life particularly in the areas of student outcomes, school climate, curriculum and student behaviour. 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. 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 improvements to the school artworks were made to enhance the physical appearance of the school.



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. 100% attendance was celebrated with students who had achieved this milestone in their dedication to learning.

## **Future Outlook**

2017 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 Investing for Success 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 4-6 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

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	182	80	102	78	93%
<b>2015*</b>	205	95	110	94	86%
<b>2016</b>	232	105	127	106	91%

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 no students enrolled in a pre-Prep\*\* program although the school did run a Pre-Prep transition program to support and induct new students to the school during term 4.

\*\* 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

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. Students are drawn from residential suburbs, small acreage properties and extensive banana and cane plantations. Our school hosts a range of students from ethnically, culturally and religiously diverse backgrounds. Our enrolments have continued to increase year on year since 2015 with the addition of two more classes in 2017.

### 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	30	26	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

One of the many benefits our school offers to students is the capacity to cater for individual needs. In 2016 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 1-6 were also offered the opportunity to participate in extension programs for English and Maths with ability grouping across Years 1-3 and Years 4-6.

Our award winning Music program in 2016 included students learning African drumming and students in Years 4-6 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 with participation in cluster run Physical Education activities.

### Co-curricular 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 Fete
- Instrumental Music
- Regional sports representation
- Celebration afternoons for excellent behavior
- 100% attendance excursions

### How Information and Communication Technologies are used to Assist 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.

In 2016 staff became more familiar with the Australian Curriculum General Capabilities and Technologies curriculum strand which includes Digital Technologies. 2016 saw the installation of Interactive TVs as an enhancement to Information and Communication Technologies systems in the school. This upgrade enabled staff to better engage students and support learning through such interactive media. Students have access to a range of ICTs including Interactive TVs, Computer Labs, iPads, and Digital Cameras.

## Social Climate

### Overview

Over a number of years now the surveys conducted by Education Queensland 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 2016 our students, parents and staff clearly articulated their satisfaction in all areas of the 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)	86%	100%	100%
this is a good school (S2035)	86%	100%	100%
their child likes being at this school* (S2001)	86%	100%	100%
their child feels safe at this school* (S2002)	86%	100%	100%
their child's learning needs are being met at this school* (S2003)	86%	96%	93%
their child is making good progress at this school* (S2004)	90%	96%	93%
teachers at this school expect their child to do his or her best* (S2005)	90%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	88%	100%
teachers at this school motivate their child to learn* (S2007)	86%	96%	100%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	81%	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	90%	100%	100%
this school works with them to support their child's learning* (S2010)	90%	100%	97%
this school takes parents' opinions seriously* (S2011)	78%	92%	96%
student behaviour is well managed at this school* (S2012)	86%	96%	100%
this school looks for ways to improve* (S2013)	80%	100%	100%
this school is well maintained* (S2014)	90%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	98%
they like being at their school* (S2036)	100%	99%	96%
they feel safe at their school* (S2037)	100%	100%	98%
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%	99%	99%
teachers treat students fairly at their school* (S2041)	98%	99%	99%
they can talk to their teachers about their concerns* (S2042)	94%	99%	97%
their school takes students' opinions seriously* (S2043)	98%	100%	96%
student behaviour is well managed at their school* (S2044)	94%	100%	97%
their school looks for ways to improve* (S2045)	98%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	96%	100%	99%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	100%	100%
they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
they receive useful feedback about their work at their school (S2071)	96%	95%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	100%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	100%
student behaviour is well managed at their school (S2074)	96%	100%	100%
staff are well supported at their school (S2075)	96%	100%	96%
their school takes staff opinions seriously (S2076)	96%	100%	96%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	96%	95%	100%
their school gives them opportunities to do interesting things (S2079)	96%	100%	96%

\* 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

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.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The appointment of the Community Liaison Officer shared between Goondi State School, Innisfail State School and Innisfail East State School has helped with the link between early years initiatives. The school continues its focus on the Be Strong Resilience Program and defined Social Skills program to support students with respectful relationships.

## 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	9	32	20
Long Suspensions – 6 to 20 days	0	1	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.

## Environmental Footprint

### 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 continue to enable 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	106,537	4,385
2014-2015	111,362	

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	110,662	3,055

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	17	15	0
Full-time Equivalent	15	10	0



## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	3
Bachelor degree	8
Diploma	3
Certificate	0

\*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 \$ .

The major professional development initiatives are as follows:

- Staff Professional Development Days
- Weekly Staff Meetings
- Fortnightly Curriculum Meetings
- Seven Steps to Writing
- Explicit Instruction Peer Observations
- Explicit Instruction Workshops
- Explicit Inquiry Workshops
- Mathematics Consolidation Warm Up Professional Development
- Reading Hierarchy Consolidation Warm Up Professional Development
- Writing Structure and Vocabulary Professional Development
- Fleming Network Team Observations (Excursions: Within the Regional)
- Inductions
- Mentoring
- Coaching
- Australian Professional Standards for Teachers Portfolios
- Suitability Ranking Professional Development for newly appointed and graduate Teachers.

The proportion of the teaching staff involved in professional development activities during 2016 was 90%

## Staff Attendance and Retention

### Staff attendance

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

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% 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).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	90%

\*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%.

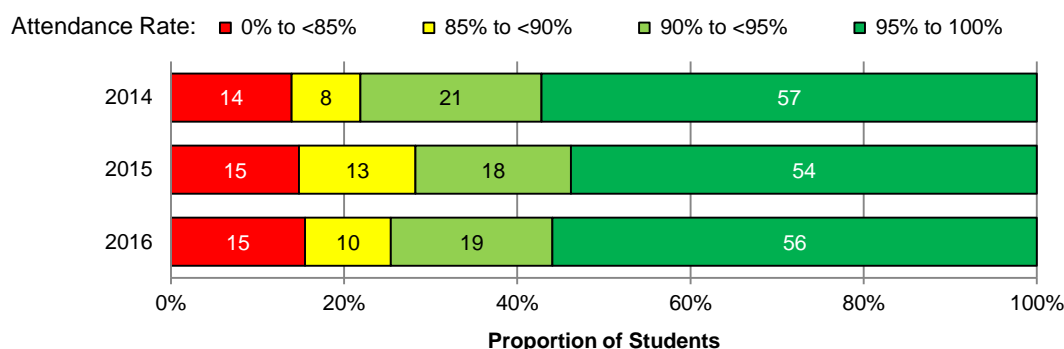
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	95%	96%	95%	95%	91%	95%	91%					
2015	90%	90%	93%	94%	95%	92%	95%						
2016	91%	90%	93%	95%	93%	94%	92%						

\*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.

Our attendance strategy sets out the steps followed to manage absenteeism at our school. Rolls are marked 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 Liaison Officer (CLO) 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

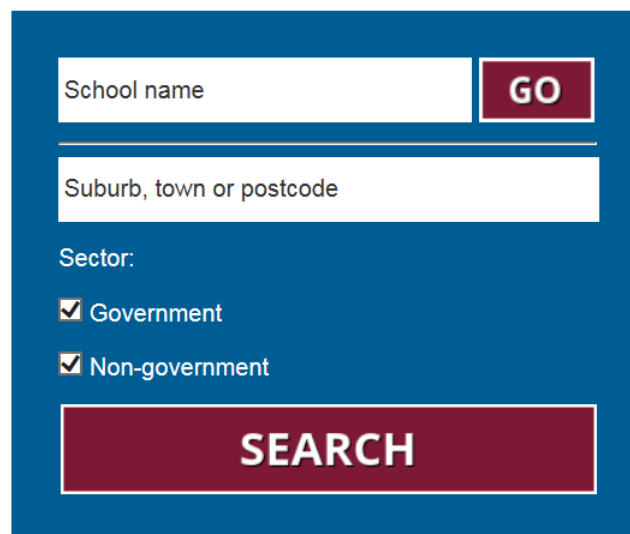
the year and full time attendance across the term are celebrated with students who achieve exemplary attendance through reward days.

## 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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.