



Inglewood State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

## Contact information

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<b>Contact person</b>	Felicity Ditchburn Principal

# From the Principal

## School overview

Inglewood State School caters for Prep to 10, current enrolment is approximately 170. Students engage in a variety of learning experiences and extra-curricula activities to enhance emotional, social, cultural, physical and spiritual development. Enrolments have been increasing and there is a moderate transient population dependent on seasonal conditions, employment opportunities and housing availability. Decisions about the direction of education at Inglewood State School are made using a consultative process of all stakeholders via informed Parents and Citizens representation to ensure students achieve the best results working in line with the requirements set by Education Queensland. We aim for each student to be the best person possible and ensure we celebrate our successes. Our philosophy is 'We care, we learn, and together we succeed'. Student support consists of a visiting Guidance Officer, Chaplain, School Based Youth Health Nurse and on-site support teachers. Our curriculum has a foundation on Literacy and Numeracy combined with study in KLA areas and integrated tasks. We have a very active sports program and have students who regularly make representative teams.

## School progress towards its goals in 2018

Our school provides quality foundations to assist our young people to become assessment literate learners in the 21<sup>st</sup> century. We aim for students to take responsibility of their own learning and embrace their ability to improve their learning and thinking skills. Our value and belief statement "We Care, We Learn and Together We Succeed" is founded on our aspirations to ensure that we care for one another and we learn and succeed together.

We **care** when we:

- Recognise achievement
- Consider, respect & value everyone
- Provide a safe, supportive and challenging environment
- Give time and talents freely and
- Take time to listen and help.

We **Learn** when we:

- Consider learning partnerships
- Understand the specific needs of the individual learner
- Sequence the learning process
- Involve real life experience and applications
- Encourage initiative and creativity

We work **Together** by:

- Communicating openly, negotiating & consulting with all stakeholders
- Sharing ideas, knowledge and responsibilities
- Striving always to uphold the uniqueness of Inglewood State School across a P-10 Campus

We **Succeed** when improvements occur in:

- Learning
- Behaviour
- Levels of student, staff and parent satisfaction
- Participating with the school

### **School Progress towards its goals in 2018**

- Australian Curriculum – Continued implementation
- Embedded the teaching of reading and comprehension strategies
- Improved school attendance data
- Continued focus Aboriginal and Torres Strait Islander Perspectives (EATSIPS)
- Embedded data collection which include short-term data cycles, in response to school improvement and assessment schedules
- Continued use and enhancement of Positive Behaviour for Learning
- Continued to seek community partnerships through Community Liaison Office, School P&C, wider community members involved in school Trail Bike Ride, stars program, work experience program and promote successes.
- Building capacity and capability in staff and leadership
- Embedded the on a whole school approach to teaching of the 44 phonemes of English
- Focus on the teaching of Literacies across the curriculum including a focus on Learning to Read and Reading to learn

### **Future Outlook**

Our future outlook strives to accomplish the following ambitious goals in the domain of School Curriculum, Teaching Practices, Student Improvement, Principal Leadership and Community Partnerships in 2019:

- Embedding Systematic Australian Curriculum delivery– Continued implementation across all areas
- Embedding heavily staffed literacy blocks across the Primary school to ensure targeted and explicit instruction of Literacy skills
- Embedding of creating Assessment Literate Learners across the whole school – Learning Journeys, Alignment of learning intentions, success criteria and the use of learning journeys to set high standards in English
- Stamina Writing – Persuasive and Narrative
- SATE – getting set for 2019 launch and ensuring that students are taking responsibility for their own learning through a new tracking documents and interviews with student around their progress
- School attendance data focus
- Develop an Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIPS)
- Closing the Gap - attendance and outcomes of Indigenous students
- Embedding Students Services through refining processes
- Focus on case management which includes data cycles in response to an improvement and assessment schedule
- Planning and developing a school Parents and Community Engagement Framework that includes sustainable practices and long term planning, improvement in engagement and infrastructure
- Continue to seek community partnerships, maintain current partnerships and promote successes achieved through these partnerships
- Building capacity and capability with staff and leadership team
- Focus on High Performing teams and leveraging diversity

# 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 2018</b>	Early Childhood - Year 10

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	148	141	156
Girls	77	72	75
Boys	71	69	81
Indigenous	21	19	24
Enrolment continuity (Feb. – Nov.)	93%	93%	90%

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

Inglewood is a low socio-economic rural community with many families relying on rural industries for work and yearly seasonal conditions impact on student enrolments due to work availability. Most students live in town with about 25% travelling to school by bus from farms radiating out 40km. Secondary students also feed in from St Maria Goretti School (in Inglewood) and Yelarbon State School. Student numbers fluctuated significantly throughout the year but as indicated above there is a large transient population. School numbers have been increasing slightly each year as the population of Inglewood ages and the number of young families within the township increases. Most classes have fairly equal numbers of boys and girls in them.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	26	24	19
Year 4 – Year 6	24	23	22
Year 7 – Year 10	13	11	15
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

Students are exposed and supported to the level appropriate to their needs and abilities.

- Classes are flexible and cater for changing circumstances.
- All students' learning is directly linked to the Australian Curriculum and delivered through a variety of modes.
- Electives for student in Grades 9 and 10 include Technological Design, Manual Arts, Pre-Hospitality, Project Based learning and Visual Arts. These electives seek to cover a wide range of personal interests and the talents of our students
- In Years 9 & 10 our students are involved in a subject called Learning and Well-Being (L.A.W) that covers both additional Numeracy and Literacy tutoring and a focus on life skills and pre-workforce/career options

### Co-curricular activities

- Making/sustaining positive relationships with our older community members from Casa Mia Aged Persons Home.
- Wide diversity in sporting opportunities for students – both at school, inter-school and inter-regional level including Broncos Cup
- Instrumental Music – Brass, Woodwind & Percussion
- Choir – Prep – 3 Junior Choir also participates in Eisteddfod
- NAIDOC Activities
- Interschool sporting competitions such as the Two Way Meets for Swimming and Athletics
- Camps and excursions
- Awesome Day
- Rewards Days
- ICAS National Competitions – Maths, English, Science, Spelling and Computer Skills
- Readers Cup
- The school is a supporter of the Inglewood Sporting Association and allows access for these groups to conduct their sporting activities after school hours such as Netball and Touch

### How information and communication technologies are used to assist learning

All students across Prep to Year 10 are instructed in ICT use in classes once a week that explicitly teach skills and creative endeavours. Computers are based in all Primary classrooms, a computer lab is located in the Secondary area and a computer lab is located in the Resource Centre. These are used extensively to complement student learning outcomes and enhance student presentation of work. All classrooms are fitted with interactive whiteboards for the implementation of all Key Learning Areas. Staff skills in this area and ICT in general are a priority for the school. All students are exposed to learning in the areas of technology, coding and robotics at various stages of their schooling journey.

## Social climate

### Overview

Our school promotes a climate of high expectations where students are encouraged to become self-managers of their behaviour. Positive behaviour is rewarded through allocation of class-specific reward systems, plus school-wide "Student of the Week" and "Inglewood Star" awards (announced on parade and supported by our P&C). This philosophy is supported by the Responsible Behaviour Plan for students which outlines the processes for success for all students. Student well-being is supported by class/form teachers who are responsible for the day to day pastoral care. Learning and other needs are supported by a school based Support Teacher, Advisory Visiting Teachers and through weekly Guidance Officer, Chaplain and fortnightly School Based Youth Health Nurse visits. Community volunteer programs are in place to help students with reading and class projects. In 2018 the school continued to be active participants in community life, engaging in many different events and initiatives. A highlight of the year is the P&C Trail Bike Ride where large portions of our community gather together to raise funds for our school. Parents and caregivers are actively encouraged to be a part of our school P&C and to participate fully in school decision making.

## Parent, student and staff satisfaction

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

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	96%	100%
• this is a good school (S2035)	96%	92%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	91%	100%	100%
• their child's learning needs are being met at this school* (S2003)	96%	96%	100%
• their child is making good progress at this school* (S2004)	92%	96%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	96%	94%
• teachers at this school motivate their child to learn* (S2007)	92%	85%	94%
• teachers at this school treat students fairly* (S2008)	87%	85%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	92%	100%
• this school works with them to support their child's learning* (S2010)	100%	88%	94%
• this school takes parents' opinions seriously* (S2011)	83%	84%	100%
• student behaviour is well managed at this school* (S2012)	71%	60%	89%
• this school looks for ways to improve* (S2013)	95%	88%	100%
• this school is well maintained* (S2014)	96%	81%	94%

\* 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.

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	98%	95%
• they like being at their school* (S2036)	90%	93%	89%
• they feel safe at their school* (S2037)	96%	95%	97%
• their teachers motivate them to learn* (S2038)	99%	96%	98%
• their teachers expect them to do their best* (S2039)	98%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	95%	96%
• teachers treat students fairly at their school* (S2041)	89%	82%	82%
• they can talk to their teachers about their concerns* (S2042)	88%	91%	85%
• their school takes students' opinions seriously* (S2043)	88%	91%	95%
• student behaviour is well managed at their school* (S2044)	80%	84%	86%
• their school looks for ways to improve* (S2045)	94%	96%	97%
• their school is well maintained* (S2046)	93%	95%	94%
• their school gives them opportunities to do interesting things* (S2047)	90%	96%	97%

\* 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.

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	97%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	97%	100%
• they receive useful feedback about their work at their school (S2071)	84%	95%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	95%	94%
• students are encouraged to do their best at their school (S2072)	97%	97%	100%
• students are treated fairly at their school (S2073)	94%	100%	100%
• student behaviour is well managed at their school (S2074)	81%	89%	100%
• staff are well supported at their school (S2075)	81%	97%	100%
• their school takes staff opinions seriously (S2076)	87%	95%	97%
• their school looks for ways to improve (S2077)	97%	100%	100%
• their school is well maintained (S2078)	77%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	90%	97%	100%

\* 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 school P&C are active stakeholders in decision-making and contribute heavily to the overall strategic direction of the school. Local community engagement is high with businesses and individuals taking an active interest in the school initiatives.

### TRANSITION

- **Orientation** - helping children and parents become familiar with the school setting and
- **Transition** - meet the individual needs of children and families, tending to be longer term depending on the child or parent's needs and include mutual information sharing between children, parents, Early Childhood Education Centre educators and teachers.
- **School readiness and capacity building** - build the skills and abilities required by children, the capacity of parents and teachers to support the transition process and the readiness of the school to receive children of various ability levels.
- **Parental engagement** - promote parents' engagement and commitment to their child's learning such as reading to children and connecting with their child's teachers, as well as parental participation in school life
- **Partnerships and Relationships** - Designed to promote and facilitate networks and collaborations between stakeholders which service to influence and support positive transition to school experiences.

### PARENT-TEACHER INTERVEIWS

- This whole school event occurs twice yearly. Teachers schedule a time or times in the week to meet with parents of students in their class to discuss their learning progress.

### PARENT-TEACHER MEET AND GREET SESSIONS

- This whole school event occurs at the beginning of each year, typically in week 3 or 4. Teachers schedule an afternoon/evening and host an information session for parents of students in their class.
- Topics are discussed such as behaviour management, teaching and learning, homework and how they support the learning needs of all students.

### LEARNING SNAP SHOTS

- Each Year Level will have a learning snap shot that contains the learning focus for key learning areas, assessment and other relevant information at the beginning of each term.

### CLASS COMMUNICATIONS

- Primary Teachers will send home a class communication at least once a year. These contain information relating to the running of the classroom and any other information relevant for parents.



## SCHOOL SIGN

- Up to date weekly reminders allows our school to keep our community well informed with events, activities and celebrations.

## SCHOOL WEBSITE

- [www.inglewoodss.eq.edu.au](http://www.inglewoodss.eq.edu.au)

## NEWSLETTER

- The school newsletter - sent electronically or paper copy to parents via email every week on a Friday. It is also available on our school website and Facebook page.

## REPORT CARDS

- Student academic reports – printed and given parents at the end of Semester 1 and Semester 2.

## STUDENT DIARIES

- Every week, the school sends **weekly notices** home in the diary for students and parents
- Assessment Calendars for the High School are glued into diaries.
- Other reminders are sent home can be sent home in the diary

## INGLEWOOD STATE SCHOOL FACEBOOK PAGE

- Managed by our school administrators, our school Facebook page provides opportunities for real time dissemination of information to our parents and caregivers.
- Posts include, but are not limited to, award winners, operational information, celebratory stories and work displays. Like Inglewood State School on Facebook and keep up to date with the latest news.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. As a school community we have actively built aspects of personal safety and awareness, the identifying and responding to abuse and violence and the importance of respectful relationships into our school curriculum as well as responding to calendar events that highlight the importance of these areas. Students are encouraged to seek out the guidance officer, school nurse or trusted teachers to discuss areas of concern. An integral part of our Positive Behaviour for Learning is focused on learning to resolve conflict without violence and intimidation.

## School disciplinary absences

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	14	17	7
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	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

Staff are aware and consciously strive with their classes to reduce the school's environmental footprint (Electricity, paper and water).

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	109 831	110 158	119 091
Water (kL)	5669	6464	6974

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.

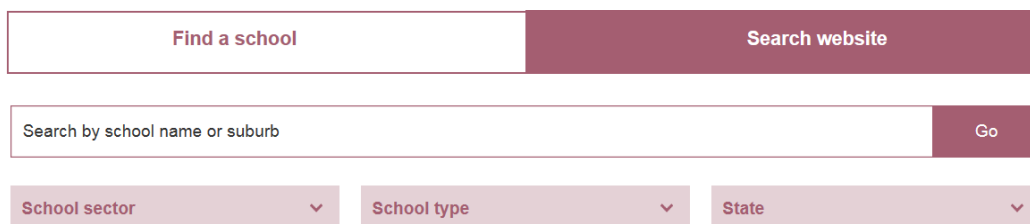
## School funding

### 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.



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 '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

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	17	17	<5
Full-time equivalents	14	10	<5

\*Teaching staff includes School Leaders. \*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	2
Bachelor degree	13
Diploma	3
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 \$20 000

The major professional development initiatives are as follows:

- THRASS
- Warwick Administrators
- QASSP Conference
- First Aid
- Teacher SWD training
- Beginning Teachers PD
- Teaching Maths PD
- ICT – Orange Card Seminar Conference
- Building High Performing Teams
- Principal Regional Days

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

## Staff attendance and retention

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 87% 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 P-10/P-12 schools was 89%.

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

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	92%
Attendance rate for Indigenous** students at this school	87%	86%	87%

\* 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%	91%	94%
Year 1	93%	90%	92%
Year 2	94%	94%	94%
Year 3	94%	96%	94%
Year 4	94%	95%	95%
Year 5	96%	93%	95%
Year 6	95%	96%	92%

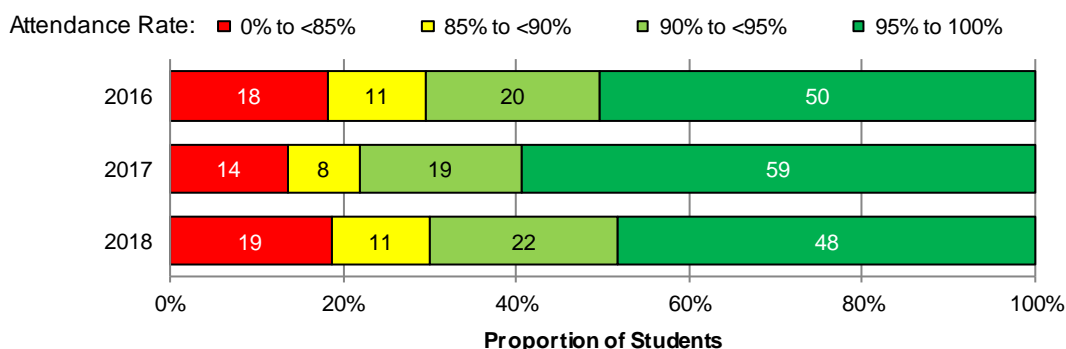
Year level	2016	2017	2018
Year 7	94%	93%	93%
Year 8	90%	95%	90%
Year 9	87%	89%	93%
Year 10	84%	89%	83%
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## 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.

Our school takes attendance extremely seriously. We promote tracking attendance as a whole school and at an individual level as we believe that student need to be at school every day. If a student isn't at school we do same day notification for parents so that we are maintaining the communication between home and school. We also follow up with families ensuring if there is anything we can do to help make sure students are at school every day.

## 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.