

# Inglewood State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Within Inglewood and its surrounds our school provides quality foundations to assist our young people to enjoy learning, and gain a sense of responsibility and self-understanding to embrace their aspirations. Our value and belief statement, 'We care, we learn, and together we succeed', is founded on our aspirations to consider the key words and how we can show what they mean.

We **Care** when we:

- recognise achievement
- consider, respect & value everyone
- provide a safe, supportive & challenging environment
- give time and talents freely; and
- take the time to listen & help.
- We **Learn** when we:
  - consider learning partnerships
  - understand the specific needs of the individual learner
  - sequence the learning process
  - involve real life experience & applications
  - encourage initiative & creativity

We work **Together** by:

- communicating openly, negotiating & consulting with all stakeholders
- sharing ideas, knowledge & 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 & parent satisfaction
- participation within the school

## School progress towards its goals in 2015

2015 Goal	Progress on Goal
<p><b>Student Performance (Literacy and Numeracy)</b></p> <p>Refine 5-week cycles of improvement, including data-driven planning meetings.</p> <p>Continue with “Great Results Guarantee” strategies to improve Literacy and Numeracy results in P-3, plus the juncture levels of 5, 7 and 9.</p>	<p>Implemented in 2015 and ongoing priority</p> <p>Ongoing and growth has been identified across all year levels</p>
<p><b>Implementation of National Curriculum</b></p> <p>Continue to establish 2-Year Cycles for C2C units (to suit multi-age timetabling in a small school).</p> <p>Continue to provide professional development for staff to gain deeper understanding of Year Level Descriptions, Content Descriptions and Elaborations, and Achievement Standards.</p>	<p>Implemented and ongoing as year levels for classes are difficult to fit into 2 year cycle given the dynamics of changing cohorts in terms of numbers</p> <p>Ongoing – staff professional occurring on a whole school level and individual level dependent on teacher need.</p>
<p><b>Staff Development and Performance</b></p> <p>Introduce new Developing Performance Plan for teachers.</p> <p>Facilitate twice-yearly networking and moderation processes</p>	<p>Introduced and being trialled</p> <p>Implemented</p>
<p><b>Community Confidence</b></p> <p>Undertake Tier 2 training for PBL (Positive Behaviour and Learning).</p>	<p>Tier 2 level reached in December 2015 and ready to implement in 2016</p>

## Future outlook

### *Improvement priority: Building Teacher Capacity*

#### Strategy – Building Teacher Capacity

Restructuring “coaching model” – restructure PODs, DPF Process and Mentoring.

Embed Coaching and Feedback Observations based on region’s Pedagogical Resource (16 Elements of Explicit Instruction + 10 Essential Skills for Classroom Management)

Provide professional development in form of Induction program for new staff and beginning teacher program for staff teaching <5 years

#### Strategy – Networking

Facilitate twice-yearly cluster and in-school (vertical) moderation processes.

Principal – Use of WART, MacIntyre Cluster, MAP and PBM to drive leadership team focus on school improvement.

<b>Strategy – National Curriculum</b>
Embed a combination of C2C units/Australian Curriculum
Provide ongoing professional development for staff to gain deeper understanding of Year Level Descriptions, Content Descriptions and Elaborations, and Achievement Standards.
<b>Strategy - PBL</b>
Embed Tier 2 PBL – provide PD on entering PBL data onto Oneschool
<b><i>Effective Use of Data - Strategy - Learning</i></b>
Facilitate robust data conversations through PODs and Leadership Meetings.
Provide professional development around individual goal and target setting, and short-cycle data.
Focus on attendance – every day, every student learning
<b><i>Explicit Instruction - Strategy – Teaching and Learning</i></b>
Embed Pedagogical Framework – provide professional development on Explicit Teaching Practice
Continue work on writing to improve student outcomes
Review Reading Blocks to ensure best practice
Create ICPs for identified individuals.
Continuation of Priority Areas of Numeracy and Literacy to be targeted across all year levels

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 10

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	161	87	74	11	94%
2014	160	91	69	19	93%
2015	159	83	76	19	90%

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:

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. Students have to be receptive of new students and adjust when friends leave. Most classes have fairly equal numbers of boys and girls in them. Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	25	21	26
Year 4 – Year 7 Primary	21	25	23
Year 7 Secondary – Year 10		16	
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	25	26	15
Long Suspensions - 6 to 20 days	2	1	0
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

- 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.

### Extra curricula activities

- Stephanie Alexander Kitchen Garden Lessons (Years 4 -7); and
- Electives for student in Grades 9 and 10 (Early Childhood Practices, Agriculture and Manual Arts
- Instrumental Music – Brass, Woodwind & Percussion and Piano and Singing Lessons (Private);
- Choir;
- NAIDOC Activities;
- Interschool sporting competitions and fun days;
- Camps and excursions; and local, State and National Competitions – Maths, English, Science, Spelling and Computer Skills
- 

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

Computers are based in all Primary classrooms, a computer lab is located in the Secondary area and a small computer lab is located in the Resource Centre. These are used extensively to complement student learning outcomes and enhance student presentation of work. We continue to pursue the integration of interactive whiteboard technology with the aim of all classrooms having access to this technology and staff training to ensure its successful use in the classroom. Currently all Primary classrooms have access to interactive whiteboards. The National Secondary Schools Computer Funding Program has been used to ensure a computer to student ratio of 1:2 in Year 9 and 10.

### Social Climate

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 local businesses). 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.

### 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)	88%	92%	100%
this is a good school (S2035)	88%	96%	100%
their child likes being at this school (S2001)	94%	96%	95%
their child feels safe at this school (S2002)	94%	96%	91%
their child's learning needs are being met at this school (S2003)	94%	83%	100%
their child is making good progress at this school (S2004)	88%	96%	95%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	96%	91%
teachers at this school motivate their child to learn (S2007)	94%	96%	100%
teachers at this school treat students fairly (S2008)	88%	95%	90%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school works with them to support their child's learning (S2010)	94%	96%	100%
this school takes parents' opinions seriously (S2011)	97%	96%	95%
student behaviour is well managed at this school (S2012)	74%	91%	82%
this school looks for ways to improve (S2013)	94%	100%	95%
this school is well maintained (S2014)	81%	96%	95%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	84%	88%	94%
they like being at their school (S2036)	82%	86%	89%
they feel safe at their school (S2037)	89%	92%	90%
their teachers motivate them to learn (S2038)	92%	97%	93%
their teachers expect them to do their best (S2039)	95%	97%	96%
their teachers provide them with useful feedback about their school work (S2040)	89%	92%	93%
teachers treat students fairly at their school (S2041)	75%	81%	81%
they can talk to their teachers about their concerns (S2042)	79%	87%	84%
their school takes students' opinions seriously (S2043)	80%	88%	83%
student behaviour is well managed at their school (S2044)	65%	78%	74%
their school looks for ways to improve (S2045)	82%	90%	91%
their school is well maintained (S2046)	80%	86%	90%
their school gives them opportunities to do interesting things (S2047)	76%	91%	87%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	97%	97%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	100%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	97%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	91%	94%	97%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	94%	94%	87%
their school gives them opportunities to do interesting things (S2079)	97%	100%	96%

# '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

Data for all stakeholders has stayed relatively stable since the last school annual report, with stakeholders generally indicating that they are satisfied with the school and the learning environment provided.

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 and donating to school initiatives.

Weekly newflash and regular articles in local newspapers keep parents informed. The school website and newly-developed Facebook page are kept current and improves each year to keep parents informed with links to current school documents.

Formal parent interviews are conducted twice yearly for parents to discuss their child's progress (with parents having an open invitation to meet with teachers upon request outside these times). Parent helpers are invited to assist in day to day class activities.

Parents also assist with the running of and participate in school sporting events (such as cross country, athletics and swimming carnivals).

## Reducing the school's environmental footprint

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	108,464	7,882
2013-2014	58,972	8,787
2014-2015	30,567	592

\*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.

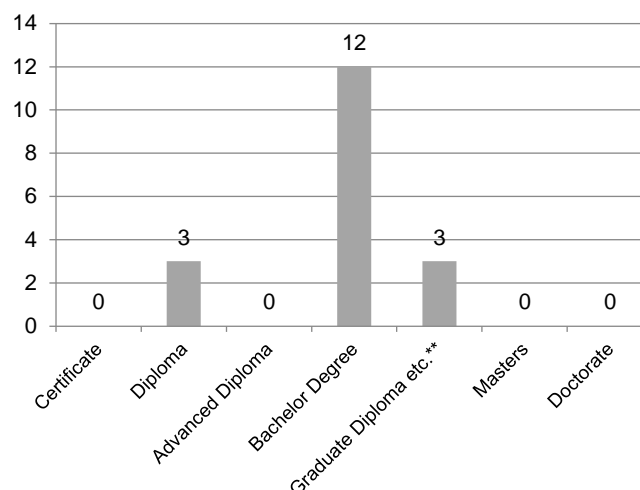
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	18	16	0
Full-time equivalents	14	9	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	12
Graduate Diploma etc.**	3
Masters	0
Doctorate	0
<b>Total</b>	<b>18</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 \$14,000.00

The major professional development initiatives are as follows:

- Mentoring of beginning teachers
- Explicit Instruction;
- Coaching and Feedback.
- Data use in the classroom
- Symphony of teaching and learning
- Essential Skills for Classroom Management
- Effective Classroom Management
- 

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 86% 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).	90%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	76%	85%	82%

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 P-10/P-12 schools was 90%.

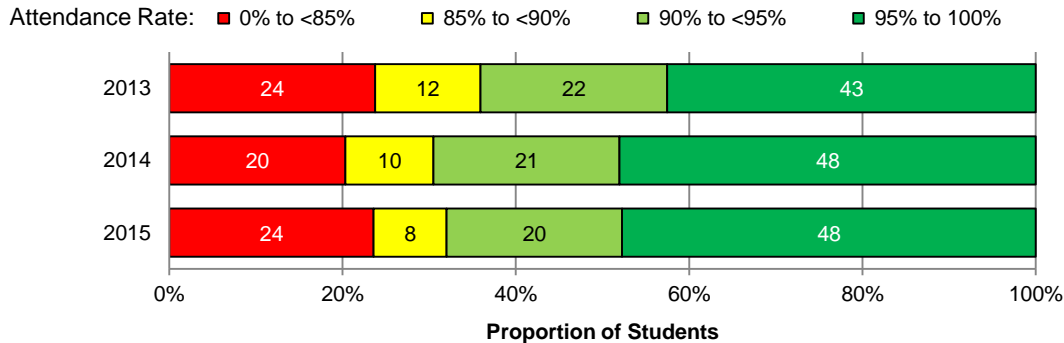
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	89%	93%	96%	94%	96%	92%	94%	89%	77%	82%		
2014	90%	92%	91%	93%	97%	94%	94%	93%	92%	90%	84%		
2015	91%	88%	93%	88%	95%	95%	96%	89%	91%	89%	87%		

\*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 DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Teachers mark rolls every morning and after big lunch. Teachers follow up students that are absent in the afternoon roll marking as well as phoning parents if the student is absent for three consecutive days without a reason being provided. Administration monitor absenteeism through standardised letters issued through SMS for unexplained absences and phone calls for continued or regular absences. The Principal deals with truancy in the first instance by contacting parents before issuing official letters as per DET recommendations.

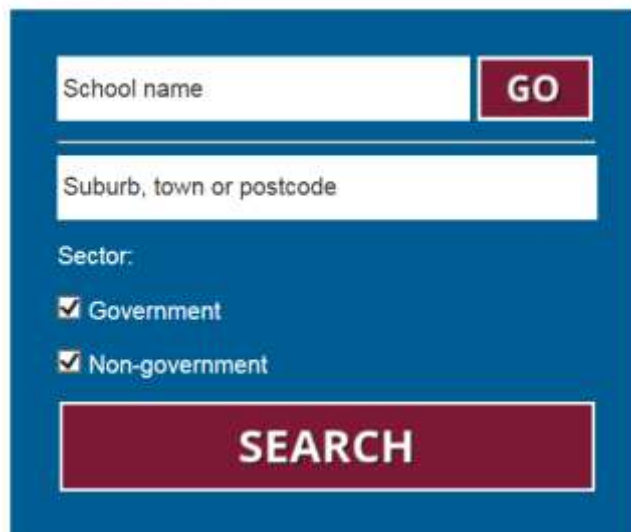
Participation in key school events (camps, Year 10 graduation) is dependent on maintaining high attendance. Administration implemented an attendance recognition program in 2010 to promote strong student attendance and recognise students with high attendance rates. **National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.**

## Performance of our students

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 screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the word 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

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 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.