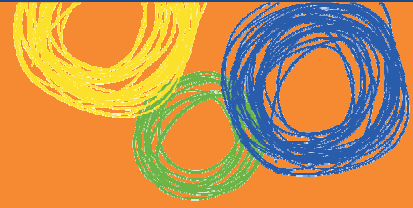


Inglewood State School

Queensland State School Reporting

2013 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; and
- encourage initiative & creativity.

We work **Together** by:

- communicating openly, negotiating & consulting with all stakeholders;
- sharing ideas, knowledge & responsibilities; and
- 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; and
- participation within the school.

The information in this Annual Report shows the data and characteristics of our school and reports on the student outcomes for 2013.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

School Curriculum

- Implementation of the Australian Curriculum for Maths, English and Science.
- Indigenous perspectives embedded in school planning.

Literacy and Numeracy Improvement

- NAPLAN Action Plan developed and implemented.
- Students in Years 3,5,7 and 9 statically similar to the Nation in percentage achieving at or above the National Minimum Standard in Mathematics.
- Staff continued to participate in professional development activities designed to further their understanding of Explicit Instruction Practices.

National Partnerships Plan

- Playgroup, homework and breakfast clubs embedded for students.
- Increased promotion of school achievements in the community (local businesses supporting weekly Star Awards) – increased positive community perception.
- Regular Attendance promoted for students – every day counts – linked to outcomes.

Future outlook

The key future priorities are:

Student Performance

- Emphasis and drive for high expectations in student learning;
- Refining and embedding Reading blocks (P-) and CSR (Years 8, 9 and 10) and explicit teaching practices;
- Recognition ceremonies for students reaching set learning goals and targets; and
- Continued promotion of student attendance and assurance that truancy issues are followed up using Departmental accountable practices.

Continued implementation of the National Curriculum

- Staff awareness and engagement in National curriculum implementation as the roll out of curriculum documents continues – development and refinement of two-year curriculum cycle.

Staff Development and Performance

- Development of a highly skilled workforce;
- Continued engagement in professional development in Explicit Teaching Practices; and
- Development of explicit practices related to reading and differentiation practices (best practice, networking – sharing amongst staff through POD networks).

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity
				(Feb – Nov)
2011	159	73	86	93%
2012	148	76	72	88%
2013	161	87	74	94%

Student counts are based on the Census (August) enrolment collection.

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		
	2011	2012	2013
Prep – Year 3	28	21	25
Year 4 – Year 7 Primary	23	18	21
Year 7 Secondary – Year 10	18	17	
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	41	86	25
Long Suspensions - 6 to 20 days	4	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Stephanie Alexander Kitchen Garden Lessons (Years 4 -7); and
- Electives for student in Grades 9 and 10 (Early Childhood Practices, Agriculture and Manual Arts).

Students are exposed and supported to the level appropriate to their needs and abilities. Classes are flexible and cater for changing circumstances.

Extra curricula activities

- Electives (Years 9 – 10) - to cater for student interest areas;
- 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 assist 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, and volunteers are heavily involved in supporting the Stephanie Alexander Kitchen Garden Program.

Parent, student and staff satisfaction with the school

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

Significant progress has been made around the areas of:

- School climate;
- Educational expectations; and
- Community perception.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	86%	88%
this is a good school (S2035)	92%	88%
their child likes being at this school* (S2001)	92%	94%
their child feels safe at this school* (S2002)	92%	94%
their child's learning needs are being met at this school* (S2003)	86%	94%
their child is making good progress at this school* (S2004)	83%	88%
teachers at this school expect their child to do his or her best* (S2005)	89%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	97%
teachers at this school motivate their child to learn* (S2007)	92%	94%
teachers at this school treat students fairly* (S2008)	86%	88%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%
this school works with them to support their child's learning* (S2010)	97%	94%
this school takes parents' opinions seriously* (S2011)	91%	97%
student behaviour is well managed at this school* (S2012)	78%	74%
this school looks for ways to improve* (S2013)	94%	94%
this school is well maintained* (S2014)	89%	81%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	79%	84%
they like being at their school* (S2036)	75%	82%
they feel safe at their school* (S2037)	85%	89%
their teachers motivate them to learn* (S2038)	88%	92%
their teachers expect them to do their best* (S2039)	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	89%	89%
teachers treat students fairly at their school* (S2041)	75%	75%
they can talk to their teachers about their concerns* (S2042)	73%	79%
their school takes students' opinions seriously* (S2043)	75%	80%
student behaviour is well managed at their school* (S2044)	61%	65%
their school looks for ways to improve* (S2045)	87%	82%
their school is well maintained* (S2046)	86%	80%
their school gives them opportunities to do interesting things* (S2047)	70%	76%

Our school at a glance

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	97%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	91%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	94%
their school gives them opportunities to do interesting things (S2079)	97%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents are encouraged to be involved in the Parents and Citizens Association which also runs a weekly tuckshop and conducts an annual motorbike ride which is the main fundraiser for the year. The participation of both parents and staff at this event is enormous and allows for good relationships to be developed. School parades are open to parents and community members and regular class presentations ensure that parents are involved.

Weekly newsflash 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. Parental and community involvement is very evident through the CRISP reading program and Stephanie Alexander Kitchen Garden Program.

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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	88,840	18,713
2011-2012	102,135	4,154
2012-2013	108,464	7,882

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

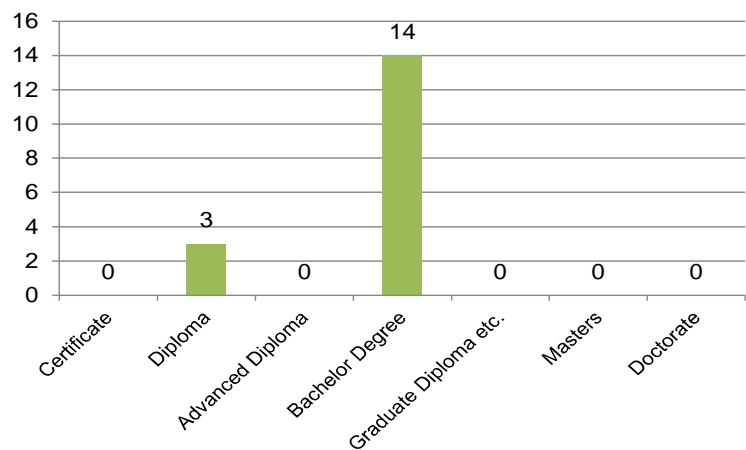
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	17	14	0
Full-time equivalents	14	8	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	17



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 12,000.

The major professional development initiatives are as follows:

- Mentoring and peer circles;
- Explicit teaching;
- Coaching and feedback; and
- Teaching of reading.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance

	2011	2012	2013
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, 100% of staff was retained by the school for the entire 2013 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	90%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

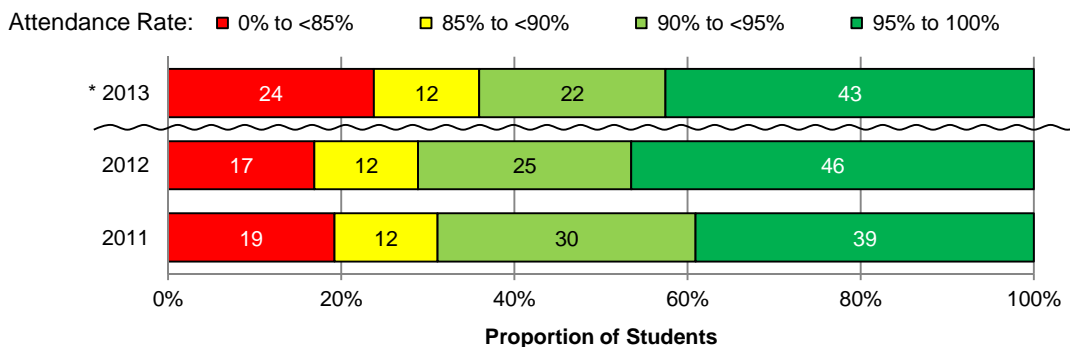
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	91%	93%	91%	96%	94%	92%	92%	83%	84%		
2012	93%	98%	95%	95%	94%	96%	94%	84%	87%	81%		
2013	89%	93%	96%	94%	96%	92%	94%	89%	77%	82%		

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Performance of our students

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.

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 Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

Due to the small number of Indigenous students at the school, identity of students may be compromised. Attendance records indicate that all of the Indigenous students at our school have attendance rates comparable to non-indigenous students.