



Inglewood State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

Contact information

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|-----------------------|--|
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| Webpages | Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website. |
| Principal | Felicity Ditchburn |

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 decreased since 2006 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 an onsite support teacher. 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.

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 stake holders
- 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 2019

Our school provides quality foundations to assist our young people to become assessment literate learners in the 21st century. We aim for students to responsibility of their own learning and embrace their ability to improve their learning and thinking skills.

- Continuing to implement and refine the delivery of the Australian Curriculum
- Embedding heavily literacy blocks across the primary school to ensure targeted and explicit instruction of literacy skills
- Embedding Assessment Literate Learners across the whole school – learning journeys and walls.
- Alignment of learning intentions, success criteria and the learning journey across all learning areas
- Increase student stamina writing with including on demand writing
- PACE framework to support the school.
- Capacity building with the staff to develop high performing teams where we leverage diversity
- Being responsive to getting students ready for Year 11 & 12 by improvements in our Assessment expectations, cognitive verbs and tracking student's progress and points for a Inglewood State School Jr Certificate.
- Embedding the teaching of the 44 Phonemes of English across the primary school

Our school at a glance

School profile

| | |
|------------------------------------|---------------------------|
| Coeducational or single sex | Coeducational |
| Independent public school | No |
| Year levels offered in 2019 | Early Childhood - Year 10 |

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2017 | 2018 | 2019 |
|------------------------------------|------|------|------|
| Total | 141 | 156 | 173 |
| Girls | 72 | 75 | 77 |
| Boys | 69 | 81 | 96 |
| Indigenous | 19 | 24 | 27 |
| Enrolment continuity (Feb. – Nov.) | 93% | 90% | 89% |

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

| Phase of schooling | 2017 | 2018 | 2019 |
|--------------------|------|------|------|
| Prep – Year 3 | 24 | 19 | 20 |
| Year 4 – Year 6 | 23 | 22 | 16 |
| Year 7 – Year 10 | | | 16 |
| 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 implementation

Our approach to curriculum delivery is that students are exposed and supported to the level appropriate to their needs and their abilities.

- Classes are flexible and cater for the changing circumstances
- All students' learning is directly linked to the Australian Curriculum
- Electives for students in Grades 9 & 10 include Technological Design, Manual Arts, 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

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Extra-curricular activities

Our school provides a varying range of extra-curricular activities:

- Instrumental Music
- 2 Way Meets – Swimming and Athletics
- Camps and Excursions
- Rewards Days
- ICAS National Competitions
- Young Macintyre Writers Competition
- Awesome Day
- Wide diversity of sporting opportunities including school, inter-school and inter-district (BroncosCup)
- Bullying No Way Day
- Coding Club
- Chess Club
- NAIDOC Day Activities

How information and communication technologies are used to assist learning

All students across Prep to year 10 are instructed in Information and communication technologies. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Computers are based in primary classrooms and we have two computer labs in the school. These labs are extensively used to complement student learning outcomes and enhance student presentation of work. These labs and equipment are used to enhance coding club. We have upgraded a lot of classrooms across the Primary to have interactive TVs. All student are exposed to the area of Technology, coding and robotics at various stages or their school journey. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Social climate

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching. 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 a school wide “Student of the Week” and “Inglewood Star” awards (announced on parade and supported by the P&C). There is also a Principal’s award which is aimed at recognising students who go above and beyond without being asked. This philosophy is supported by the Responsible Behaviour Plan for students and outlines the process for success for all students. Student’s well-being is being supported by the class/form teacher who are responsibility for pastoral care of students. Our Student Code of Conduct is our school’s behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Parent, student and staff satisfaction

Selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that: | 2017 | 2018 | 2019 |
|--|------|------|------|
| • their child is getting a good education at school (S2016) | 96% | 100% | 100% |
| • this is a good school (S2035) | 92% | 100% | 100% |
| • their child likes being at this school* (S2001) | 100% | 100% | 95% |
| • their child feels safe at this school* (S2002) | 100% | 100% | 100% |
| • their child's learning needs are being met at this school* (S2003) | 96% | 100% | 100% |
| • their child is making good progress at this school* (S2004) | 96% | 100% | 100% |
| • teachers at this school expect their child to do his or her best* (S2005) | 96% | 100% | 100% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 96% | 94% | 100% |
| • teachers at this school motivate their child to learn* (S2007) | 85% | 94% | 95% |
| • teachers at this school treat students fairly* (S2008) | 85% | 100% | 91% |
| • they can talk to their child's teachers about their concerns* (S2009) | 92% | 100% | 100% |
| • this school works with them to support their child's learning* (S2010) | 88% | 94% | 95% |
| • this school takes parents' opinions seriously* (S2011) | 84% | 100% | 86% |
| • student behaviour is well managed at this school* (S2012) | 60% | 89% | 82% |
| • this school looks for ways to improve* (S2013) | 88% | 100% | 95% |
| • this school is well maintained* (S2014) | 81% | 94% | 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.

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2017 | 2018 | 2019 |
|---|------|------|------|
| • they are getting a good education at school (S2048) | 98% | 95% | 94% |
| • they like being at their school* (S2036) | 93% | 89% | 86% |
| • they feel safe at their school* (S2037) | 95% | 97% | 94% |
| • their teachers motivate them to learn* (S2038) | 96% | 98% | 94% |
| • their teachers expect them to do their best* (S2039) | 99% | 99% | 99% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 95% | 96% | 92% |
| • teachers treat students fairly at their school* (S2041) | 82% | 82% | 80% |
| • they can talk to their teachers about their concerns* (S2042) | 91% | 85% | 83% |
| • their school takes students' opinions seriously* (S2043) | 91% | 95% | 80% |
| • student behaviour is well managed at their school* (S2044) | 84% | 86% | 77% |
| • their school looks for ways to improve* (S2045) | 96% | 97% | 94% |
| • their school is well maintained* (S2046) | 95% | 94% | 88% |
| • their school gives them opportunities to do interesting things* (S2047) | 96% | 97% | 89% |

* 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.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2017 | 2018 | 2019 |
|--|------|------|------|
| • they enjoy working at their school (S2069) | 97% | 100% | 100% |
| • they feel that their school is a safe place in which to work (S2070) | 97% | 100% | 100% |
| • they receive useful feedback about their work at their school (S2071) | 95% | 97% | 96% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 95% | 94% | 92% |
| • students are encouraged to do their best at their school (S2072) | 97% | 100% | 100% |
| • students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| • student behaviour is well managed at their school (S2074) | 89% | 100% | 87% |
| • staff are well supported at their school (S2075) | 97% | 100% | 83% |
| • their school takes staff opinions seriously (S2076) | 95% | 97% | 91% |
| • their school looks for ways to improve (S2077) | 100% | 100% | 96% |
| • their school is well maintained (S2078) | 97% | 100% | 96% |
| • their school gives them opportunities to do interesting things (S2079) | 97% | 100% | 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Our 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 schools initiatives.

Transition to School

- **Orientation** - helping children and parents become familiar with the school setting and administrative matters such as how to enrol, uniforms and stationery requirements.
- **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

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. Students also glue in their Assessment Calendars for the High School and are used to track homework and other reminders are also sent home in diaries.

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 provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- Improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- Less disruptive classroom behaviour, aggression, bullying and delinquent acts
- Reduced emotional distress such as depression, stress or social withdrawal. Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2017 | 2018 | 2019 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days | 17 | 7 | 15 |
| 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 footprints

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students. Table 7: Environmental footprint indicators for this school

| Utility category | 2016–2017 | 2017–2018 | 2018–2019 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 110 158 | 119 091 | 138 506 |
| Water (kL) | 6464 | 4 157 | 10 491 |

Note: Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.



The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A rectangular button with the text 'View School Profile' in a dark font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted), 'VET in schools', 'Senior secondary', and '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

Table 8: Workforce composition for this school

| Description | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts | 17 | 18 | <5 |
| Full-time equivalents | 15 | 11 | <5 |

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either - (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis. For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

The total funds spent on Teacher Professional Development in 2019 was: \$18 400

The major Professional Development initiatives are as follows:

- THRASS
- Warwick Administrators Road Trip
- QASSP Conference
- State Wide Principal's Conference
- Beginning Teachers PD
- French Tuition
- Principal Regional Days
- Big six reading PD for Teacher Aides
- First Aide
- Networking days
- Moderation
- Libode training
- PBL training
- Cleaner Training
- Sheena Cameron – Writing
- Growth mindset – mathematics

The proportion of Teaching Staff involved in Professional Development activities during 2019 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2017 | 2018 | 2019 |
|--|------|------|------|
| 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, 93% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state P-10/P-12 schools was 88%.

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

Table 11: Overall student attendance at this school

| Description | 2017 | 2018 | 2019 |
|--|------|------|------|
| Overall attendance rate* for students at this school | 93% | 92% | 91% |
| Attendance rate for Indigenous** students at this school | 86% | 87% | 86% |

* 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 | 2017 | 2018 | 2019 |
|------------|------|------|------|
| Prep | 91% | 94% | 95% |
| Year 1 | 90% | 92% | 91% |
| Year 2 | 94% | 94% | 92% |
| Year 3 | 96% | 94% | 91% |
| Year 4 | 95% | 95% | 94% |
| Year 5 | 93% | 95% | 91% |
| Year 6 | 96% | 92% | 93% |

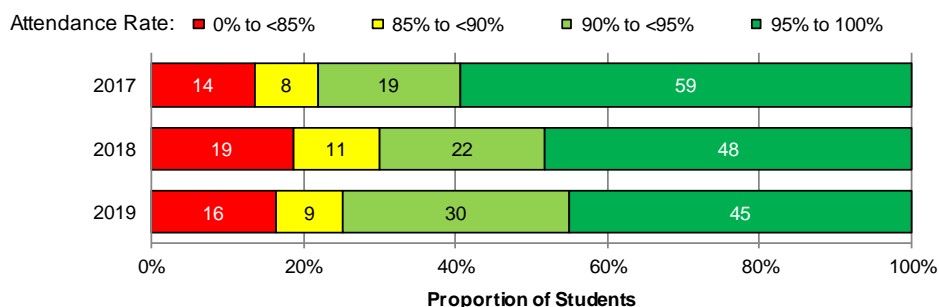
| Year level | 2017 | 2018 | 2019 |
|------------|------|------|------|
| Year 7 | 93% | 93% | 92% |
| Year 8 | 95% | 90% | 91% |
| Year 9 | 89% | 93% | 80% |
| Year 10 | 89% | 83% | 89% |
| Year 11 | | | |
| Year 12 | | | |

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.

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.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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.



The screenshot shows a navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" option is highlighted with a dark background and white text, and a small downward arrow is visible to its right.

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.