

Ingleside State School

Queensland State School Reporting

2015 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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Principal's foreword

Introduction

This report will give an overview of the 2015 school year. It will focus on the progress that has been made toward the growth of the school in all areas: the curriculum, student numbers, community involvement and staff morale. This report is available through our school website and for those without internet access copies are available from the school office.

Ingleside State School aims to provide a well-resourced and caring learning environment that encourages the development and enhancement of the academic and social skills of its students. We value individual diversity and the consideration of others. It is imperative that all students are given the opportunity to be confident, resilient and to become aware of the cultural heritage of our community.

School progress towards its goals in 2015

PRIORITY	STRATEGY	IMPLEMENTED 2015	PARTIALLY COMPLETED	2016
Facilitate high quality innovative teaching	Research and develop a whole school spelling program		x	x
	Source professional development in writing and spelling		x	x
	Purchase iPads to assist children with special needs	x		
Facilitate evidence-based decision making	Review School Assessment Framework		x	
	Celebrate student achievement	x		

	Moderation process within the school and cluster		x	x
Implementation of Quality Curriculum	Whole school explicit approach to teaching writing, spelling and grammar and punctuation			x
	Internal data collection on OneSchool		x	x
School Infrastructure Management Plan	Explore the Enrolment Management Plan	x		
	Monitor School growth		x	x

Future outlook

We are continuing to work on improving individual results in Literacy, with a particular focus on Spelling and Writing. It is imperative that we cater for individual needs and learning styles. All staff will be continued to be trained in differentiation and how to adapt their teaching strategies to address the the different learning needs across their class.

The implementation of the National Curriculum continues to be a priority. As a result, professional development will be focusing on the development of teachers and improving their skills to the explicit teaching of spelling and writing.

There will be a focus on the explicit teaching of reading and reading comprehension. All teachers will be running Guided Reading lessons at least 4 days a week, resulting in all children in Years 3-6 being above the NMS. Teacher Aide timetables will be adjusted to allow TA to be in all classes at Guided Reading time.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	68	28	40	5	94%
2014	72	32	40	4	82%
2015	80	43	37	3	96%

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:

Ingleside State School has a very diverse mix in our community. Tallebudgera Valley is 15 minutes from Burleigh Heads and as a result we have a blend of city and country children. The nature of our school offers a caring and nurturing environment focusing on students' individual needs. This results in many children travelling from outside our catchment area to attend our school. Our enrolments are growing each year and it may be necessary to implement an Enrolment Management Plan as we will need an extra classroom in 2016.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	17	26	19
Year 4 – Year 7 Primary	18	25	11

*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	0	3	1
Long Suspensions - 6 to 20 days	0	0	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

Ingleside State School places priority on delivering high quality teaching in all areas of the curriculum, in particular Reading, Writing and Numeracy.

Our Improvement Agenda has focused on developing the skills of all our staff to ensure that every student is provided with the best opportunity to reach their potential.

We are working on the explicit teaching of reading comprehension strategies to ensure that every student knows and can use these strategies when reading independently.

At Ingleside we are effectively meeting the students' learning needs through the use of a range of diagnostic assessment tools to identify the students' level of achievement.

Extra curricula activities

- Gardening
- Guitar
- Lunch time craft
- Academic Competitions
- Elanora high School Year 6 Program
- Sporting Schools
- School Clean Up Day
- Discos
- Easter bonnet Parade

How Information and Communication Technologies are used to improve learning

ICT is incorporated throughout the curriculum by using Ed Studios and online activities which relate to the topics of studt. The Senior and Prep classes use a touch screen monitor and the Year 2/3 class use an interactive whiteboard as an integral part of daily teaching. The Year 1 class uses a data projector onto class whiteboards. All classes have at least 4 computers and 5 iPads.

The students engage in:

- Mathletics
- Study Ladder
- Reading Eggs
- Various educational websites
- Photography and video use of Microsoft and Apple Programs
- Digital microscopes
- Variety of apps on iPads(iMovie, ebook creator)
- Sunshine Reading
-

Social Climate

The school climate has improved since the survey in July 2015. There is greater stability and the calmness has returned. The staff, students and parents now see Ingleside as a safe school where all people are treated fairly with understanding. Students' behavior and discipline is managed respectfully and in consideration of individual circumstances. The P & C are fully involved in promoting and supporting the school. There is a feeling of trust where parents know that they can speak to any member of staff and their issues will be heard without judgement.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	67%	67%
this is a good school (S2035)	100%	93%	78%
their child likes being at this school (S2001)	100%	86%	100%
their child feels safe at this school (S2002)	100%	93%	89%
their child's learning needs are being met at this school (S2003)	95%	73%	67%
their child is making good progress at this school (S2004)	100%	80%	72%
teachers at this school expect their child to do his or her best (S2005)	100%	93%	83%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	92%	78%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school motivate their child to learn (S2007)	100%	79%	78%
teachers at this school treat students fairly (S2008)	100%	60%	72%
they can talk to their child's teachers about their concerns (S2009)	100%	93%	78%
this school works with them to support their child's learning (S2010)	100%	79%	78%
this school takes parents' opinions seriously (S2011)	100%	73%	78%
student behaviour is well managed at this school (S2012)	100%	64%	72%
this school looks for ways to improve (S2013)	100%	93%	78%
this school is well maintained (S2014)	100%	100%	83%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	92%
they like being at their school (S2036)	100%	100%	92%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	92%
teachers treat students fairly at their school (S2041)	100%	88%	85%
they can talk to their teachers about their concerns (S2042)	100%	100%	92%
their school takes students' opinions seriously (S2043)	100%	94%	100%
student behaviour is well managed at their school (S2044)	100%	88%	100%
their school looks for ways to improve (S2045)	100%	94%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	88%	77%
they feel that their school is a safe place in which to work (S2070)	100%	88%	69%
they receive useful feedback about their work at their school (S2071)	100%	86%	46%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	67%	75%	100%
students are encouraged to do their best at their school (S2072)	100%	88%	83%
students are treated fairly at their school (S2073)	100%	88%	62%
student behaviour is well managed at their school (S2074)	100%	88%	46%

staff are well supported at their school (S2075)	100%	88%	46%
their school takes staff opinions seriously (S2076)	100%	86%	42%
their school looks for ways to improve (S2077)	100%	86%	69%
their school is well maintained (S2078)	100%	88%	69%
their school gives them opportunities to do interesting things (S2079)	100%	88%	85%

'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

Parents are openly welcomed and encouraged to work both in and outside the classroom through discussions with the staff and through the school newsletter. We have an extremely active parent body who assist with student activities, resource preparation and tuckshop. Our P & C engage in fundraising activities throughout the year(Fete, Bunnings BBQ, raffles, Family Days). The money raised is used to assist the school in purchasing resources to enhance the learning of the children at Ingleside. Our parent volunteers give their time to assist staff and students maintain our vegetable gardens, transport children to special events, cover books and assist in the classroom.

We cater for children with diverse needs through collaboration with all the stakeholders. Parents are included in discussions between teachers, Guidance Officer and Learning Support staff to ensure that their child receives the support they require to reach their potential.

Reducing the school's environmental footprint

Over the last 12 months we have continued to benefit from the solar system which was installed in 2011. Students access the online data generated by this system to monitor our contribution to reducing carbon emissions. Our fluorescent tubes have been upgraded to be energy saving. All staff and students are ensuring that lights, fans and air conditioners are turned off when the classroom is not occupied. As the school continues to grow in size we are making efforts to ensure that our electricity consumption does not rise dramatically.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	25,958	0
2013-2014	22,726	0
2014-2015	12,995	

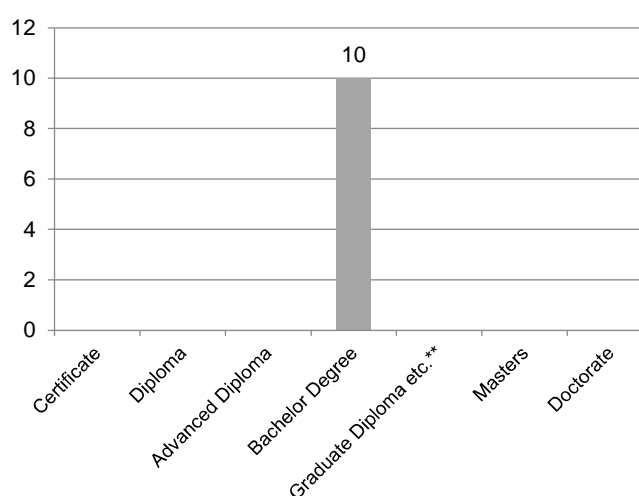
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*
Headcounts	10
Our staff profile	
Full-time equivalents	5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	10
Graduate Diploma etc.**	
Masters	
Doctorate	
Total	10



*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 \$10 000.

The major professional development initiatives are as follows:

- Student protection
- Code of Conduct
- Risk Management
- Teaching of Reading
- First Aide
- 7 Steps to Writing Success
- Reading comprehension Strategies
- Asbestos Training
- Data Analysis

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

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 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

GO

Sector:

Government

Non-government

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 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).	92%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	91%

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 Primary schools was 93%.

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	93%	91%	93%	94%	94%	92%	94%	84%					
2014	92%	91%	91%	92%	94%	89%	85%	94%					

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

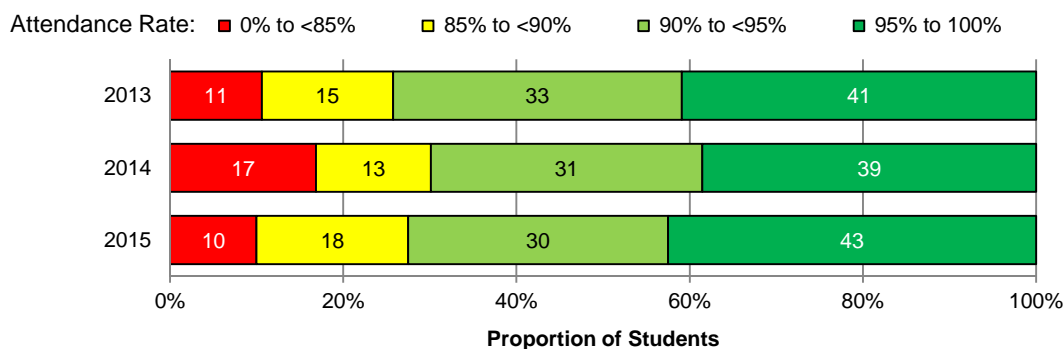
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	95%	90%	92%	92%	91%	92%						

*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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice daily, at 9:00 am and 1:15 pm. Parents are encouraged to call the Office if their child is going to be absent. If a child is absent for 3 days the parent will be contacted by phone. If a student is not meeting the attendance requirements a letter is sent home requesting a meeting with parents to discuss strategies to improve attendance.

There is a high expectation that students are to attend school every day unless there is a satisfactory reason provided. A sign in and sign out book is kept in the Office for parents to sign if their child is late arriving or is leaving school early.

We have introduced a 95% Club where children are recognized when their attendance is at 95% or above. A Class Award is presented at Parade for the class with the best attendance. Children are shown their attendance rate on OneSchool and this year's attendance is compared to the previous years.

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.

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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.