



# Ingleside State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

Postal address:	893 Tallebudgera Creek Road Tallebudgera Valley 4228
Phone:	(07) 5507 4333
Fax:	(07) 5533 8277
Email:	principal@inglesidss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Mr Crichton Roberts Principal

## School Overview

Ingleside State School was established in 1892 in the hinterland of the Gold Coast in the Tallebudgera Valley and services the immediate community of Tallebudgera and its adjoining suburbs. In 2017 we will be celebrating our 125<sup>th</sup> Anniversary. A feature of the school is a large Camphor Laurel tree which was planted in 1916 in memory of two local residents who lost their lives in World War 1.

Ingleside State School is set in the beautiful Tallebudgera Valley only 15 minutes from Burleigh Heads. Our school is growing and continues to promote our school motto "Consider Others". This philosophy ensures that we develop children who will become caring and valuable contributors to their community.

## Principal's Forward

### Introduction

This report will give an overview of the 2016 school year. The focus is on the progress that has been made toward the growth in all areas: the curriculum, teacher capabilities and moral, student numbers and community involvement. 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 all our students. We value individual diversity and the consideration of individual's strengths and personal challenges is paramount. It is imperative that every student is given the opportunity to succeed in a safe and caring environment which promotes individuality and allows children to become confident and resilient members of the wider community.

## School Progress towards its goals in 2016

PRIORITY	STRATEGY	IMPLEMENTED 2016	PARTIALLY COMPLETED	2017
Facilitate high quality innovative teaching practices	School Spelling program (P-6) based on Soundwaves	x		
	PD for all staff in 7 Steps to Writing Success	x		
	Guided Reading to be implemented across all year levels, with explicit teaching of comprehension strategies.		X	
Facilitate evidence-based decision making	School Assessment Framework to be completed.		X	
	Celebrate student achievement	x		
	Moderation process with in the cluster		X	
	PD all staff how to use data to assist in planning and differentiation.		X	
Implementation of Quality Curriculum	All staff are using OneSchool to record data and using the Class Dashboard to assist in planning.	x		
	Meetings with all stakeholders to evaluate student progress and develop individual programs.		X	
School Infrastructure Management Plan	Investigate the viability of building a new tuckshop and redesign the entrance and exit of the carpark.		X	

## Future Outlook

The staff at Ingleside State School are continuing to focus on improvement in Reading, Writing and Spelling. It is imperative that we cater for individual needs and learning styles.

- 100% of teachers are to receive professional development on using data for differentiation of the curriculum
- 100% of teachers using explicit teaching of comprehension strategies
- Increase % of children in Year 5 in U2B in reading to 50%.
- Increase % of children in Year 5 in U2B in Writing to 25%.
- 100% of students will be reading at home each night.

## 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 2016:</b>	Prep Year - Year 6

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	72	32	40	4	82%
2015*	80	43	37	3	96%
2016	95	51	44	3	95%

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 2016, 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

### Overview

Ingleside State School community has a very diverse mix. Tallebudgera Valley is a 15 minute drive from Burleigh Heads and as a result we have a wonderful blend of city and country children. Our school offers a caring and nurturing environment which focuses on students' individual needs. Over the years we have had children travelling great distances to attend our school.

This year we initiated our Enrolment Management Plan which has impacted on our ability to accept families who are out of our catchment area. Our school enrolment has grown by 40% since 2014 which is testament to the hard work and dedication of all the Ingleside State School staff and parents.



## Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	26	19	24
Year 4 – Year 7	25	21	21

\*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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Ingleside State School places priority on delivering high quality teaching in all areas of the curriculum.
- Our improvement agenda continues to focus on the development of the skills, of all teaching staff, to provide explicit instruction which caters for the needs of all students.
- Explicit teaching of reading comprehension strategies to ensure that every student is using these strategies when reading independently.
- Use of diagnostic assessment tools to identify the students' level of achievement which allows for differentiation in all classes.

### Co-curricular Activities

- Gardening
- Lunch time craft
- Academic competitions
- XCELerate Program at Elanora High School
- Sporting Schools
- Clean up Australia Day
- Easter Bonnet Parade

### How Information and Communication Technologies are used to Assist Learning

ICT are incorporated throughout the curriculum by using Ed Studios and online programs which relate to the areas being studied. All 5 classes have touch screen monitors or interactive whiteboards. The Prep and Year 1 classes have 12 desktops and share 10 iPads. The Year 2/3 class has 5 desktops, 8 laptops and 5 iPads. The year 3/4 class has 3 desktops, 2 laptops and 5 iPads. The Year 5/6 class has 15 laptops and 5 iPads.

The children can access:

- Mathletics
- Reading Eggs
- Educational websites
- Soundwaves online
- Digital microscopes
- Sunshine Reading
- Educational apps on iPads

## Social Climate

### Overview

The social climate of stability and calm has continued to improve throughout 2016. We have maintained our focus on ensuring that all families are made welcome and their opinions and concerns are addressed in a fair, non-judgmental manner. Parents understand that their concerns are managed in confidence and are both valued and respected.

The school has implemented the You Can Do It! Program which supports the children in developing the following skills: organization, confidence, persistence, resilience and getting along. These 5 keys provide the children with strategies to self-manage and seek assistance when required. This also ensures that our school keeps inappropriate behaviour identified and under control. This program gives the children the confidence to handle situations which can occur in the classroom and the playground.

The Parent Survey in 2016 provided the following highlights:

- 100% of parents say that their children feel safe at school
- 92% of parents believe that their child is treated fairly at school
- 92% of parents believe that behavior is well managed

These results have greatly improved when compared to the 2015 survey.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
<b>Percentage of parents/caregivers who agree# that:</b>			
their child is getting a good education at school (S2016)	67%	67%	100%
this is a good school (S2035)	93%	78%	100%
their child likes being at this school* (S2001)	86%	100%	100%
their child feels safe at this school* (S2002)	93%	89%	100%
their child's learning needs are being met at this school* (S2003)	73%	67%	100%
their child is making good progress at this school* (S2004)	80%	72%	100%
teachers at this school expect their child to do his or her best* (S2005)	93%	83%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	78%	100%
teachers at this school motivate their child to learn* (S2007)	79%	78%	100%
teachers at this school treat students fairly* (S2008)	60%	72%	92%
they can talk to their child's teachers about their concerns* (S2009)	93%	78%	100%
this school works with them to support their child's learning* (S2010)	79%	78%	100%
this school takes parents' opinions seriously* (S2011)	73%	78%	85%
student behaviour is well managed at this school* (S2012)	64%	72%	92%
this school looks for ways to improve* (S2013)	93%	78%	85%
this school is well maintained* (S2014)	100%	83%	100%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	92%	100%
they like being at their school* (S2036)	100%	92%	90%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	95%
their teachers expect them to do their best* (S2039)	100%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	100%	92%	90%
teachers treat students fairly at their school* (S2041)	88%	85%	81%
they can talk to their teachers about their concerns* (S2042)	100%	92%	95%
their school takes students' opinions seriously* (S2043)	94%	100%	86%
student behaviour is well managed at their school* (S2044)	88%	100%	95%
their school looks for ways to improve* (S2045)	94%	100%	95%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	76%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	88%	77%	100%
they feel that their school is a safe place in which to work (S2070)	88%	69%	100%
they receive useful feedback about their work at their school (S2071)	86%	46%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	100%	100%
students are encouraged to do their best at their school (S2072)	88%	83%	100%
students are treated fairly at their school (S2073)	88%	62%	100%
student behaviour is well managed at their school (S2074)	88%	46%	100%
staff are well supported at their school (S2075)	88%	46%	100%
their school takes staff opinions seriously (S2076)	86%	42%	100%
their school looks for ways to improve (S2077)	86%	69%	100%
their school is well maintained (S2078)	88%	69%	100%
their school gives them opportunities to do interesting things (S2079)	88%	85%	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

Parents are openly welcomed and encouraged to be involved in their child's time at Ingleside State School. Parents assist with classroom support, student activities, resource preparation and Tuckshop. Our P & C engage in fundraising activities throughout the year (Fete, Bunnings Barbeque, Christmas and Easter Raffles, Family Days and Mother/Father's Day stalls.) These funds are used to assist the school in purchasing resources to enhance the learning of our students. Our parent volunteers maintain our vegetable gardens, transport children to special events, cover books and assist in the classrooms. We cater for children with diverse needs through collaboration with all stakeholders. Parents are included in discussions between teachers, the Guidance Officer and Learning Support staff to ensure that their child receives the support required to reach their potential.

## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. All children participate in Life Education programs. The Year 1 students are also involved in ACT For Kids program which is an optional unit.

These programs focus on personal safety and awareness, including identifying and responding to abuse and violence. They also develop students' knowledge and skills in being able to resolve conflict without violence and to recognize, react and report when they, or others, are unsafe.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	1	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.

## Environmental Footprint

### Reducing the school's environmental footprint

As a school we closely monitor electricity consumption. The school enrolment has grown by 40% since 2014, two new classrooms have been built and both these classrooms have had split cycle air-conditioners installed. As a result our electricity consumption has increased. We continue to turn air-conditioners, lights and fans off when classrooms are not occupied.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	22,726	0
2014-2015	12,995	
2015-2016	38,639	

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.



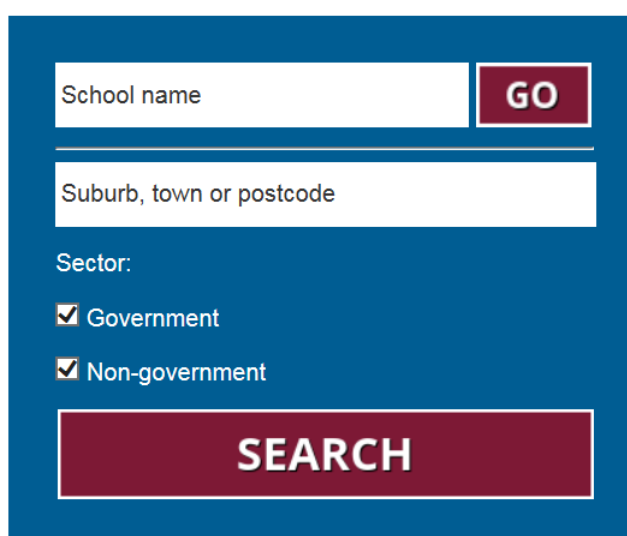
## School Funding

### 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 <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



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	11	5	0
Full-time Equivalent	6	4	0

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	2
Bachelor degree	9
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 were \$7154.

The major professional development initiatives are as follows:

- CPR and First Aid for all staff
- Know Your Data Workshop
- Asking questions to improve learning
- Feedback to improve teaching and learning
- Seven Steps to Writing Success Teachers PD
- Meridian Online Festival P-12 Education

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	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 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	91%	96%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

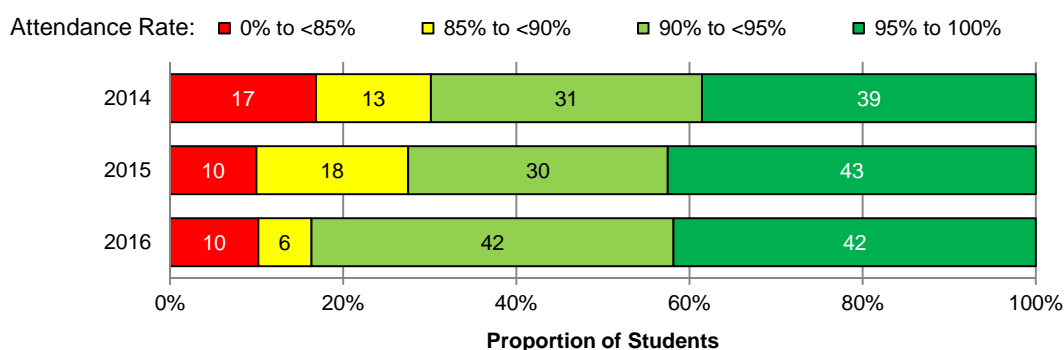
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL								
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	92%	91%	91%	92%	94%	89%	85%	94%
2015	92%	95%	90%	92%	92%	91%	92%	
2016	92%	92%	94%	95%	92%	95%	96%	

\*Attendance rates effectively count 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 1:45 pm. Parents are encouraged to call the Office if their child is going to be absent. The AO3 calls any parent whose child has an unexplained absence, this call is usually made before 10:30 am. If a child is absent for 3 consecutive days the parents will be contacted by phone. If a student is not meeting the attendance requirements a letter will be 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 a satisfactory reason is provided. Parents must notify the Office if their child has arrived late or is leaving early. These notifications are recorded on OneSchool.

The 95% Club has proven to be very successful. The children who have an attendance level of 95% are recognized at the End of Year Awards Ceremony and they receive a medallion. A Class Award is presented to the class with the best weekly attendance.

## NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.

## Conclusion

2016 was an extremely successful year. A great deal of stability has returned to the school following the appointment of Crichton Roberts as Principal. The staff and community are working together to ensure that the students of Ingleside State School are in a safe, caring and stimulating environment which develops resilience and active learning.