



Ingleside State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## 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. A feature of the school is the 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 has been considering others for over 125 years and our goal is to develop children who are resilient, caring and valuable members of the community.

## Principal's Foreword

## Introduction

### School Progress towards its goals in 2017

| PRIORITY  | STRATEGY   | IMPLEMENTED<br>2017 | PARTIALLY<br>COMPLETED | 2018 |
|---|--|---------------------|------------------------|------|
| Facilitate high quality innovative teaching practices | Guided Reading to be implemented across all year levels, with explicit teaching of comprehension strategies. |                     | x                      |      |
|   | Soundwaves-School Spelling program   | x                   |                        |      |
|   | 7 Steps to Writing   |                     | x                      |      |
| Facilitate evidence-based decision making             | School Assessment Framework to be completed  | x                   |                        |      |
|   | Moderation process within the cluster  |                     | x                      |      |
|   | PD for all staff to use data to assist in planning and differentiation                                       |                     | x                      |      |
| Implementation of Quality Curriculum                  | Meetings with all stakeholders to evaluate student progress and develop individual programs                  |                     | x                      |      |
|   | National Curriculum 2020 implementation  |                     | x                      | x    |
| School Infrastructure Management Plan                 | Redesign the entrance and exit of the carpark  | x                   |                        |      |
|   | Redesign entrance into the school from the carpark   |                     |                        | x    |
|   |  |                     |                        |      |

## Future Outlook

| IMPROVEMENT PRIORITY  | ACTIONS   | TARGETS  | TIMELINES |
|-----------------------|---|--|-----------|
| Reading Comprehension | Explicit instruction of reading comprehension strategies. Teachers will visit cluster schools to observe good practice.   | 100% of teachers   | 2018      |
|                       | Focus on comprehension across all KLA using Regional staff  | <ul style="list-style-type: none"> <li>100% of teachers</li> <li>Increase % of children achieving A-C in English from 84% to 90%</li> <li>50% of children in Year 3 in the Upper 2 Bands in Reading and Writing</li> </ul> | 2018      |
|                       | Data collection and analysis: enact teacher analysis of systemic and school-based data to create class profiles and data walls to inform targeted teaching                              | <ul style="list-style-type: none"> <li>100% of children to have a profile</li> </ul>   |           |
| Teacher's Capability  | Develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptors and achievement standards by designing and supporting processes for robust moderation | <ul style="list-style-type: none"> <li>All year levels</li> </ul>  | 2018      |
|                       | Build the capacity of staff to deliver evidence-based teaching of Literacy and Numeracy   | <ul style="list-style-type: none"> <li>100% of teachers are using data to differentiate programs for all children</li> </ul>   | 2018      |
|                       | Teachers to develop Performance Development Plan  | <ul style="list-style-type: none"> <li>100% of teachers</li> </ul>   | 2018      |

## 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 2017:</b>        | Prep Year - Year 6 |
| <b>Student enrolments for this school:</b> |                    |

|      | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2015 | 80    | 43    | 37   | 3          | 96%                              |
| 2016 | 95    | 51    | 44   | 3          | 95%                              |
| 2017 | 109   | 55    | 54   | 3          | 93%                              |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## 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.

### Average Class Sizes

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

| AVERAGE CLASS SIZES |      |      |      |
|---------------------|------|------|------|
| Phase               | 2015 | 2016 | 2017 |
| Prep – Year 3       | 19   | 24   | 22   |
| Year 4 – Year 6     | 21   | 21   | 23   |
| Year 7 – Year 10    |      |      |      |
| Year 11 – Year 12   |      |      |      |

## 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 that caters for all 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
- Mini Star Basketball program
- Sporting Schools
- Surfing Year 5-6
- Swimming Prep-Year 4
- 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 Sudios and online programs which relate to the areas being studied. All classes have access to 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 Year3/4 class has 3 desktops, 2 laptops and 5 iPads. The Year 5/6 class has 15 laptops and 5 iPads.

The students have access to:

- Reading Eggs
- Soundwaves Online
- Typing Tournament
- Sunshine Reading
- Educational apps on the iPads
- Educational websites

## Social Climate

### Overview

The social climate of stability and calm has continued throughout 2017. We take pride in ensuring that all families are welcomed and respected at our school. Parents' opinions and concerns are managed in a fair and non-judgemental manner.

Ingleside State School uses the You Can Do It! program that supports children in developing the following skills: organisation, confidence, persistence, resilience and getting along. These five keys provide the children with strategies to self-manage and seek assistance when required. This program ensures that our school keeps inappropriate behaviour identified and under control. Students develop confidence in handling situations that may occur in the classroom and the playground.

The Parent Survey in 2017 provided the following highlights:

- 100% of parents say that their child feels safe at this school
- 100% of parents say that this is a good school
- 100% of parents say that they can talk to their child's teachers about any concerns

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that:  | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016)  | 67%  | 100% | 96%  |
| this is a good school (S2035)  | 78%  | 100% | 100% |
| their child likes being at this school* (S2001)  | 100% | 100% | 100% |
| their child feels safe at this school* (S2002)   | 89%  | 100% | 100% |
| their child's learning needs are being met at this school* (S2003)                                     | 67%  | 100% | 96%  |
| their child is making good progress at this school* (S2004)  | 72%  | 100% | 96%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 83%  | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 78%  | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007)   | 78%  | 100% | 100% |
| teachers at this school treat students fairly* (S2008)   | 72%  | 92%  | 96%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 78%  | 100% | 100% |
| this school works with them to support their child's learning* (S2010)                                 | 78%  | 100% | 96%  |
| this school takes parents' opinions seriously* (S2011)   | 78%  | 85%  | 96%  |
| student behaviour is well managed at this school* (S2012)  | 72%  | 92%  | 96%  |
| this school looks for ways to improve* (S2013)   | 78%  | 85%  | 96%  |

| Performance measure                               |      |      |      |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| this school is well maintained* (S2014)           | 83%  | 100% | 96%  |

## Student opinion survey

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree# that:   | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048)                               | 92%  | 100% | 96%  |
| they like being at their school* (S2036)  | 92%  | 90%  | 88%  |
| they feel safe at their school* (S2037)   | 100% | 100% | 96%  |
| their teachers motivate them to learn* (S2038)                                    | 100% | 95%  | 96%  |
| their teachers expect them to do their best* (S2039)                              | 100% | 95%  | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 92%  | 90%  | 100% |
| teachers treat students fairly at their school* (S2041)                           | 85%  | 81%  | 85%  |
| they can talk to their teachers about their concerns* (S2042)                     | 92%  | 95%  | 92%  |
| their school takes students' opinions seriously* (S2043)                          | 100% | 86%  | 92%  |
| student behaviour is well managed at their school* (S2044)                        | 100% | 95%  | 85%  |
| their school looks for ways to improve* (S2045)                                   | 100% | 95%  | 100% |
| their school is well maintained* (S2046)  | 100% | 100% | 96%  |
| their school gives them opportunities to do interesting things* (S2047)           | 100% | 76%  | 96%  |

## Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree# that:  | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069)   | 77%  | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070)   | 69%  | 100% | 100% |
| they receive useful feedback about their work at their school (S2071)  | 46%  | 100% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 100% |
| students are encouraged to do their best at their school (S2072)   | 83%  | 100% | 100% |
| students are treated fairly at their school (S2073)  | 62%  | 100% | 100% |
| student behaviour is well managed at their school (S2074)  | 46%  | 100% | 100% |
| staff are well supported at their school (S2075)   | 46%  | 100% | 100% |
| their school takes staff opinions seriously (S2076)  | 42%  | 100% | 100% |
| their school looks for ways to improve (S2077)   | 69%  | 100% | 100% |
| their school is well maintained (S2078)  | 69%  | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079)   | 85%  | 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

Parents are openly welcomed and encouraged to be involved in their child's education at Ingleside State School. They assist with classroom support, student activities, resource preparation and tuckshop. Our P & C engage in fundraising activities throughout the year (Bunnings Barbeque, Christmas and Easter raffles, Family Days and Mother/Father's Day stalls. These funds are used in the school for purchasing resources to enhance the learning of our students. Our parent volunteers assist in maintaining our gardens, transport the 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 children receive the support required to meet their full potential.

## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. All children participate in Life Education programs. The Year 1 students are also involved in an ACT for Kids program. Parents can decide if they want their child to participate in this program.

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.

We work closely with the community to ensure that Ingleside State School has a culture that seeks to prevent gender based violence through the building of respectful relationships

## 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                             | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 1    | 1    | 2    |
| Long Suspensions – 11 to 20 days | 0    | 0    | 0    |
| Exclusions                       | 0    | 0    | 0    |
| Cancellations of Enrolment       | 0    | 0    | 0    |

## Environmental Footprint

### Reducing the school's environmental footprint

The staff and students closely monitor our electricity consumption. Our enrolment is now over 100 students and we had a new double classroom built in 2016. All classrooms and the Administration have reverse cycle air-conditioners installed. There has been a conscious effort made to keep our electricity consumption under control. We continue to turn air-conditioners, lights and fans off when classrooms are not in use. Our kWh usage has reduced by 45% this year.

| ENVIRONMENTAL FOOTPRINT INDICATORS |                 |          |
|------------------------------------|-----------------|----------|
| Years                              | Electricity kWh | Water kL |
| 2014-2015                          | 12,995          |          |
| 2015-2016                          | 38,639          |          |
| 2016-2017                          | 21,013          |          |

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

GO

Sector:

Government

Non-government

SEARCH

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

| 2017 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts                 | 13             | 6                  | 0                |
| Full-time Equivalents      | 7              | 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                | 11  |
| 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 2017 were \$12986.00.

The major professional development initiatives are as follows:

- First Aid
- Occupational Therapy
- Reading Comprehension
- Differentiation
- Industrial Relations
- Data Collection
- Cluster planning
- Early Start
- Beginning teachers
- Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

| AVERAGE STAFF ATTENDANCE (%)   |      |      |      |
|--|------|------|------|
| Description  | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 96%  | 97%  | 98%  |

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

## 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 2017   |      |      |      |
|---|------|------|------|
| Description   | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 92%  | 94%  | 94%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 91%  | 96%  | 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 2017 for all Queensland Primary schools was 93%.

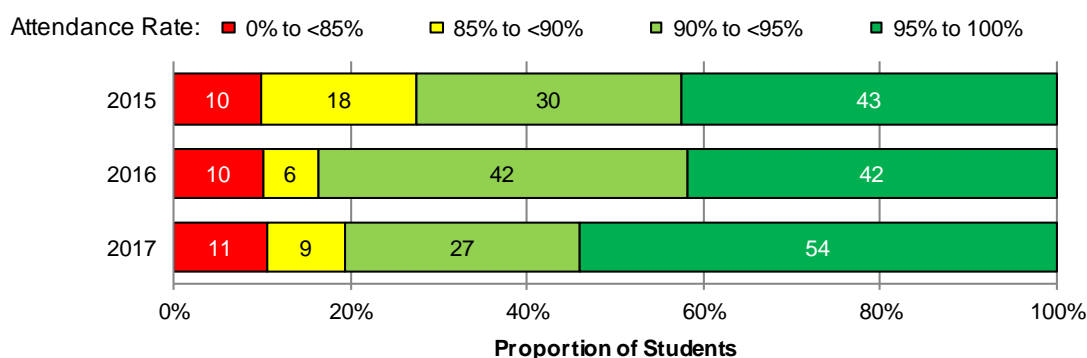
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL |      |        |        |        |        |        |        |        |        |        |         |         |         |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level   | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015   | 92%  | 95%    | 90%    | 92%    | 92%    | 91%    | 92%    |        |        |        |         |         |         |
| 2016   | 92%  | 92%    | 94%    | 95%    | 92%    | 95%    | 96%    |        |        |        |         |         |         |
| 2017   | 94%  | 92%    | 94%    | 94%    | 95%    | 93%    | 95%    |        |        |        |         |         |         |

\*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 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.

Class rolls are marked twice a day, at 9:00 am and 1:45 pm. Parents are encouraged to call or email the Office staff if their child is going to be absent. The AO3 calls any parent whose child has an unexplained absence. This call is made before 10:30 am. If a child is absent for 3 consecutive days the parents will be contacted by phone. If a student has poor attendance, a meeting with parents is organised to discuss strategies to improve attendance.

There is a high expectation that students are to attend school every day unless a satisfactory reason is given by parents. Parents must notify the Office if their child has arrived late or is leaving early. These notifications are recorded in OneSchool.

The 95% Club continues to be a very positive initiative. Children who have an attendance level of 95% or more are recognized at the school's End of Year Awards Ceremony and they receive a medallion. Class attendance rates are announced and celebrated at school parades.

## 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.

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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

This year has seen Ingleside State School make many improvements in the areas of curriculum and teacher capability. The entire staff have worked extremely hard to ensure that all students have an equal opportunity to access the curriculum in an environment which is safe, engaging and builds resilience.

The appointment of Joanne Mathison as Curriculum support teacher has allowed the school to move forward in the implementation of the National Curriculum. This new role at Ingleside State School has provided the staff with additional support and mentorship. This has provided teachers time to focus on delivering the National Curriculum, evaluating the success of units of work, teaching performance and providing differentiation across all KLAs.