Ingleside State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

Contact information

Postal address	893 Tallebudgera Creek Road Tallebudgera Valley 4228
Phone	(07) 5507 4333
Fax	(07) 5533 8277
Email	principal@inglesidess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Mr Crichton Roberts Principal

From the 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.

School progress towards its goals in 2018

PRIORITY	STRATEGY	IMPLEMENTED 2018	PARTIALLY COMPLETED	2019
Facilitate high quality teaching practices	Guided Reading to be implemented across all year levels, with explicit teaching of comprehension strategies.	X		
	Daily Writing in all classes	X		
Facilitate evidence-based decision making	Review the School Assessment Framework	X		X
	Moderation of Writing with Cluster schools		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			
School Infrastructure Management Plan	Gain funding from Gold Coast City Council and South East Region for the redevelopment of school entrance and car park.		X	
	Plan of car park and entrance	X		
	Redevelopment of school entrance and car park			X

In 2018 Ingleside State School results continued to show improvements across the KLAs. These pleasing results occurred due to the commitment, hard work and dedication of all the staff and volunteers who have worked with our students. The great successes in 2018 include:

- increase in the % of children receiving C or better in English.
- 100% of Year 3 and 5 children are above the National Minimum Standard in Reading and Numeracy.
- recognition in the media for our continued improvement in the NAPLAN writing assessment.
- Attendance rate continues to improve, 94.3% for 2018
- The % of children with attendance < 85% has reduced to 9.8%

Our work over to 2018 to assist our students attain a C in English and Numeracy has been very successful with 84.9% of students now at that level. Our focus will now be to move our C students into the A and B categories. We will be allocating resources to assist our students in this area . The percentage of students in the U2B will benefit from this focus.

Future outlook

IMPROVEMENT PRIORTY	ACTIONS	TARGETS	TIMELINES
Reading Comprehension	Explicit instruction of reading comprehension strategies. Teachers will visit cluster schools to observe good practice.	-100% 0f teachers	2019
	Focus on comprehension and vocabulary across all KLA using Regional staff	-100% -	2019
	Data collection and analysis: enact teacher analysis of systemic and school based data to create class profiles and data walls to inform targeted teaching.	-100% of students to have a profile -100% of students to use goals in Reading -100% of teachers inputting data into class dashboard in OneSchool.	2019
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	All year levels	2019
	Build the capacity of staff to deliver evidence-based teaching of Literacy and Numeracy.	-100% of teachers are using data to differentiate programs for the children	2019
	Teachers to Develop Performance Development Plan	-100% of teachers	2019
Numeracy	Continued work on developing school wide approach in teaching Numeracy.	Agreed practice in place	2019
	Number facts consolidated across all year levels	100% of students receiving a C in Mathematics	2019

2019 will be a year where our improvements in Reading will be consolidated, with an increased focus on Writing and Numeracy. It is imperative to continue the development of teacher's capability in presenting the curriculum in a way that every child at Ingleside State School can reach their potential.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	95	109	104
Girls	51	55	53
Boys	44	54	51
Indigenous	3	3	3
Enrolment continuity (Feb. – Nov.)	95%	93%	95%

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 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The Ingleside State School community is very diverse. We have families whose heritage can be traced back to over 30 different countries. Our school is a 15 minute drive from Burleigh Heads and as a result we have a wonderful blend of country and city children. Our school is both caring and nurturing. This provides every child the opportunity to learn and grow in a safe and happy environment. For many years we have had families travelling great distances to enrol their children at Ingleside so that they too can embrace the culture, community and philosophy of Ingleside State School.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	22
Year 4 – Year 6	21	23	17

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 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 every student.
- 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

- Academic competitions
- Gardening
- Lunch time clubs
- XCELerate Program at Elanora High School
- School Camp Program Years 3/4/5/6
- Speechmakers Competition
- Tennis and basketball lessons- run by the P & C
- Sporting Schools Program
- Surfing Years 5/6
- Swimming Prep-Year 4
- Clean Up Australia Day
- Gifted and Talented Program
- Easter Hat Parade

How information and communication technologies are used to assist learning

ICTs are incorporated throughout the curriculum by using Ed Studios and online programs that relate to the areas being studied. All classes have acces to touch screen monitors or interactive whiteboards.

The Prep and Year 1 classes have access to 9 desktops, 3 laptops and 10 iPads. The 2/3 class has 5 desktops, 7 laptops and 5 iPads. The 3/4/5/6 block have 4 desktops, 20 laptops and 13 iPads.

The P & C provided funds to purchase 6 Dash robots which are used by all students to learn coding.

The students have access to the following online programs;

Reading Eggs, Soundwaves Online, Typing Tournament, Sunshine Reading, Educational apps on iPads and Educational websites

Social climate

Overview

The social climate of stability and calm has continued throughout 2018. We take pride in ensuring that all families are welcomed and respected at our school. Parent 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 5 keys provide children with the strategies to self-manage and seek assistance when required. This program allows the staff to monitor inappropriate behaviour and structure support for any child who may be struggling in the school environment. 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 and likes being at this school

- 100% of parents say that their child is getting a good education at school

- 96% of parents sat that this is a good school

Parents are welcomed into the school and the classroom. Ingleside State School has an open door policy and we believe that every parent/carer has the right to have any concerns addressed in a fair and timely manner.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	96%	100%
• this is a good school (S2035)	100%	100%	96%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	96%	96%
• their child is making good progress at this school* (S2004)	100%	96%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	92%	96%	91%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
• this school works with them to support their child's learning* (S2010)	100%	96%	96%
• this school takes parents' opinions seriously* (S2011)	85%	96%	91%
• student behaviour is well managed at this school* (S2012)	92%	96%	91%
• this school looks for ways to improve* (S2013)	85%	96%	87%
• this school is well maintained* (S2014)	100%	96%	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:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	96%	100%
• they like being at their school* (S2036)	90%	88%	100%
• they feel safe at their school* (S2037)	100%	96%	100%
• their teachers motivate them to learn* (S2038)	95%	96%	100%
• their teachers expect them to do their best* (S2039)	95%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	100%	96%
• teachers treat students fairly at their school* (S2041)	81%	85%	96%
• they can talk to their teachers about their concerns* (S2042)	95%	92%	100%
• their school takes students' opinions seriously* (S2043)	86%	92%	100%
• student behaviour is well managed at their school* (S2044)	95%	85%	92%
• their school looks for ways to improve* (S2045)	95%	100%	100%
• their school is well maintained* (S2046)	100%	96%	100%
• their school gives them opportunities to do interesting things* (S2047)	76%	96%	96%

* 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:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	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)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	91%
• student behaviour is well managed at their school (S2074)	100%	100%	91%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	90%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	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/Easter raffles, Colour Fun Run, Family Days and Mothers/Fathers' Day stalls). These funds are used in the school to purchase resources to enhance the learning of our students. Our parent volunteers assist in maintaining our gardens, transporting the children to special events, cover books and assist in the classroom.

We cater for all children through collaboration with all stakeholders. Parents are included in discussions between teachers, the Guidance Officer and Learning Support staff to ensure that the children receive the support required for them to reach their potential.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The children participate in Life Education programs. The Year 1 students are also involved in the 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 recognise, react and report when they or others feel 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

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	2	3
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 footprint

Reducing this school's environmental footprint

The staff and students closely monitor our electricity consumption. Our enrolment has stabilised. There has been a considerable reduction in the average kWh used per student over the last 5 years In 2015-2016 the average per student was 482 kW, 2016-2017 221kWh and 2017-2018 287 kWh.

All classrooms and the Administration building 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 rooms are not in use. We are in the process of replacing fluorescent lighting with LED lights.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	38,639	21,013	29,939
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon 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.
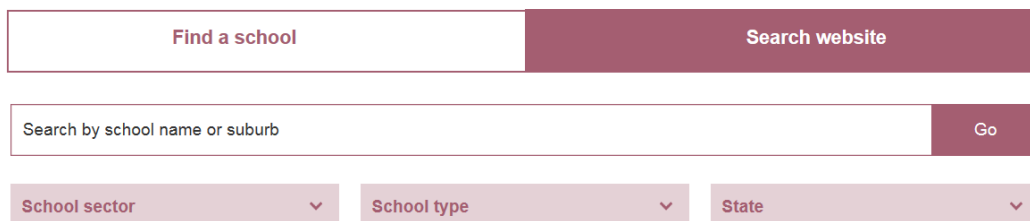
School funding

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 at.

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.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	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	15	7	0
Full-time equivalents	7	4	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	10
Diploma	3
Certificate	

*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 2018 were $8299.

The major professional development initiatives are as follows:

- First Aid
- Occupational Therapy
- Reading Comprehension
- Differentiation
- Data Collection
- Early Start
- Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and t emporary staff and school leaders.	97%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	96%	96%	97%

* 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.

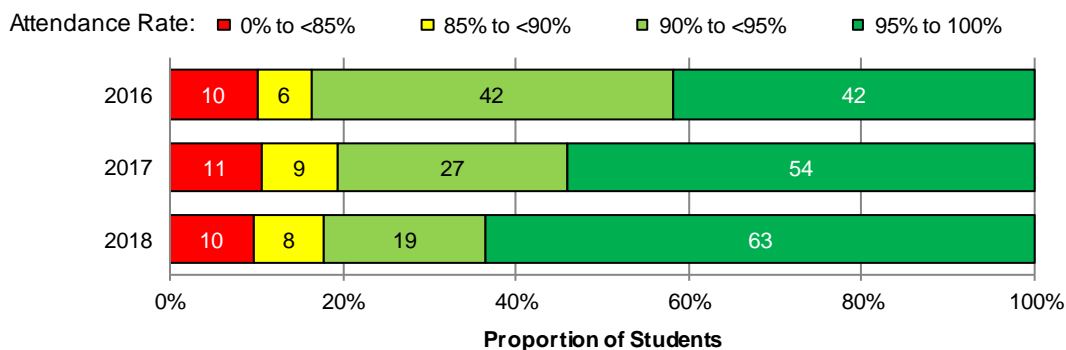Table 12: Average student attendance rates for each year level at this school

Year level	2 016	2017	2018
Prep	92%	94%	92%
Year 1	92%	92%	94%
Year 2	94%	94%	94%
Year 3	95%	94%	96%
Year 4	92%	95%	96%
Year 5	95%	93%	95%
Year 6	96%	95%	92%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	10	6	42	42
2017	11	9	27	54
2018	10	8	19	63

Proportion of Students (0% to 100%)

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.

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 will be made before 10:30 am. If a child is absent for 3 consecutive days the parents will be contacted by phone. If a child has attendance below 90%, a meeting will be arranged with the parents to discuss strategies to improve attendance.

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

The 95% Club continues to be a very positive initiative. Children who have an attendance level of 95% or more are recognised at the school's 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 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.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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.

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.