

Ironside 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

The intent of the School Annual Report is to provide parents and members of the community with information which is common for all State and Non-State Schools in Queensland. It provides an overview of the highlights and successes of Ironside State School in 2015. We are very proud of our school's successes and are pleased to have the opportunity to share them through this report.

School progress towards its goals in 2015

At Ironside State School we continued to deepen our knowledge of the Australian Curriculum. We enhanced the school-wide approach to improving reading skills for all students through targeted intervention. Extension programs in writing were implemented across selected year levels.

We implemented a school-wide approach to improving mathematical problem solving skills for our students, this school wide approach is based on Polya's model. Explicit problem solving strategies are sequenced and taught across all primary years. Our Mathematics curriculum focussed on thinking skills within the context of the Australian Curriculum.

A deliberate and targeted mentoring program for our teachers was implemented to improve practice and ensure high quality teaching. We refined the implementation of the pedagogical framework. We reviewed our "Ironside Way" STARS awards program.

Future outlook

Develop the explicit Whole School Curriculum Framework across all key KLA's based on the Australian Curriculum.

Recruit and select Ironside's third Deputy Principal.

Recruit and select second Curriculum Leader to support the work in whole school curriculum development and implementation.

Continue to capture the key artifacts that document and support key school processes and practices.

Work with the School Improvement Unit and Regional Experts in proactive response to the School Review.

Work with all key stakeholders to develop the next School Strategic Plan 2017-2020.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	906	428	478	1	90%
2014	953	468	485	1	93%
2015	967	489	478	1	91%

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:

Innside State School was established in 1870 and enjoys a reputation for academic, sporting and cultural excellence within the community. The school population is highly multicultural with approximately 40 different nationalities represented. 51% of our student population identify as English as an additional Language or Dialect. Less than 1% of our student population are Indigenous and approximately 2% of our students are verified as students with a disability. Our school numbers can fluctuate depending upon Visa requirements at any given time. The school population (students) now stabilises around 1050. The campus is quite small and it has been necessary to implement split lunch breaks. An enrolment management plan is in place that outlines the processes required for the enrolment of students who reside outside our catchment area.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	24	26
Year 4 – Year 7 Primary	25	23	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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	3	2	2
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

Ironside State School delivers the Australian Curriculum from Foundation (Prep) to year Six.

Extension Mathematics – offered to identified students in Year 5 and 6. This program utilised resources through the Australian Mathematics Trust. Supporting this was the Mathematicians in residence program, utilizing academic staff from the University of QLD.

Intensive Guided Reading program implemented from Prep- Year 3

Artist in Residence Program which involved all students from Prep to Year 6.

Japanese and Spanish Language and Culture activities for Year 5 and 6.

Student Wellbeing – offered to students from Prep to Year 6. This program is based upon the Values Education Framework and the You Can Do It Program.

Outstanding English as another Language or Dialect (EAL/D) program. This program supported the needs of approx. 400 students.

ICALe – a one to one laptop program available to students in Year 4, 5 and 6.

A school commitment to Science has continued and was celebrated through a variety of learning and community experiences.

Extra curricula activities

Instrumental Music Program – Strings, Brass, Woodwind and Percussion lessons.

Junior, Intermediate and Senior Choirs

Contemporary Music Ensemble.

Interschool and District Sport

School camping program – Years 5 and 6

Japan study tour and exchange

Swim Club – social and competitive swimming

Junior Rotary – Community involvement program for student in Years 7

How Information and Communication Technologies are used to improve learning

Computers are extensively used throughout the school. We have the ability to “turn-over” all classroom computers every four years to maintain the development of student skills with current technology.

All areas of the school are connected by our wireless service delivering anytime anywhere connection in the grounds to mobile devices.

ICALe – The Ironside Computer Assisted Learning environment provides students entering Year 4 (from 2015) the opportunity to purchase a laptop and take on the challenge of using this resource to delve deeper during classroom operations.

Through this approach we believe that our students will develop their potential:

- As a quality producer,
- As an active investigator,
- As an effective communicator,
- As a community contributor,
- As a leader and collaborator,
- As a designer and creator and
- As a reflective, self-directed learner

Social Climate

Our school mission states “We are a learner centred community, committed to excellence in education”. We embrace the motto of our region: “Every child, Every lesson, Every day”. The provision of pastoral care and the development of students’ social growth is very important to us.

Student Leadership:

Leadership qualities are strongly emphasised in students here at Ironside State School. Students are continually encouraged to be organised, show initiative, treat people fairly and display courage by “giving things a go”. Students were encouraged to consider themselves “ambassadors” of the school whenever they are in uniform and be great role models to other children.

Each year all Year 6 students are eligible to apply to become Student Leaders.

The Student Council provides leadership opportunities for students in Years 3, 4, 5 and 6 to develop skills and contribute to school decisions. Peer leaders and student leaders assist the Early Years students with games and social skills as well as raising funds for a nominated charity.

A Student Wellbeing Program (Prep – 6) based on Values Education provides students with support and affirmation in relation to the development of virtues, citizenship, conflict resolution skills and the development of self-esteem.

Student behaviour is generally of a very high standard at Ironside State School. In the playground, behaviour and interactions are monitored and recorded (when required) by staff on duty – providing valuable information to track both positive and negative student interactions over time. This information is used to continually support and develop our students.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	95%	97%
this is a good school (S2035)	94%	92%	97%
their child likes being at this school (S2001)	93%	96%	97%
their child feels safe at this school (S2002)	97%	97%	97%
their child's learning needs are being met at this school (S2003)	86%	91%	89%
their child is making good progress at this school (S2004)	93%	92%	96%
teachers at this school expect their child to do his or her best (S2005)	93%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	89%	97%
teachers at this school motivate their child to learn (S2007)	94%	90%	95%
teachers at this school treat students fairly (S2008)	97%	95%	96%
they can talk to their child's teachers about their concerns (S2009)	97%	94%	99%
this school works with them to support their child's learning (S2010)	93%	88%	92%
this school takes parents' opinions seriously (S2011)	93%	84%	81%
student behaviour is well managed at this school (S2012)	93%	93%	89%
this school looks for ways to improve (S2013)	93%	91%	90%
this school is well maintained (S2014)	97%	90%	90%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	99%	99%
they like being at their school (S2036)	98%	99%	97%
they feel safe at their school (S2037)	100%	100%	98%
their teachers motivate them to learn (S2038)	97%	96%	100%
their teachers expect them to do their best (S2039)	100%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	98%	98%	98%
teachers treat students fairly at their school (S2041)	89%	95%	90%
they can talk to their teachers about their concerns (S2042)	93%	90%	98%
their school takes students' opinions seriously (S2043)	86%	90%	91%
student behaviour is well managed at their school (S2044)	84%	93%	88%
their school looks for ways to improve (S2045)	99%	98%	98%
their school is well maintained (S2046)	95%	95%	98%
their school gives them opportunities to do interesting things (S2047)	92%	99%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	90%	98%	93%
they feel that their school is a safe place in which to work (S2070)	87%	95%	96%
they receive useful feedback about their work at their school (S2071)	70%	83%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	93%	83%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	90%	97%	99%
student behaviour is well managed at their school (S2074)	90%	98%	99%
staff are well supported at their school (S2075)	62%	81%	79%
their school takes staff opinions seriously (S2076)	66%	85%	82%
their school looks for ways to improve (S2077)	76%	95%	94%
their school is well maintained (S2078)	77%	95%	97%
their school gives them opportunities to do interesting things (S2079)	79%	90%	90%

[#] '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 and community are key stakeholders of Ironside State School. Opportunities for involvement are outlined at enrolment interviews, orientation sessions, parent teacher nights, welcome to new families barbeque, curriculum information sessions, information posted on the school website and in the school and class newsletters.

The philosophy of Ironside State School embraces communication between school and home and acknowledges that this is paramount. Our open door policy, facilitates discussions between parents, teachers and students. Open, honest and respectful dialogue is encouraged in order to provide the best possible schooling experience for our students and their families.

Information relevant to the topics of study within year levels is provided to parents. Parents are encouraged to join with the school community to share their knowledge and expertise. Parents regularly join classroom teachers and assist with reading, maths, art, cooking and sport. Special events are widely supported by the school community.

Key Events for 2015 included:

Welcome BBQ

Sports Days

Year 6 Graduation

The International Breakfast/Concert

Special Whole School Assemblies

Excursions and camps

Musical performances

Hands on Art

Parents also join in committees such as:

School Council

P&C Association

The Overseas Family Network

Friends of the Arts Parent Representatives

Reducing the school's environmental footprint

We are continuing to work on becoming a more environmentally sustainable school. With growing enrolments, additional buildings and staff, our utilities costs have increased. The Green Team has become a key group within the school investigating and actioning ways to reduce our Environmental Footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	290,645	1,905
2013-2014	296,808	1,162
2014-2015	315,036	3,665

*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.

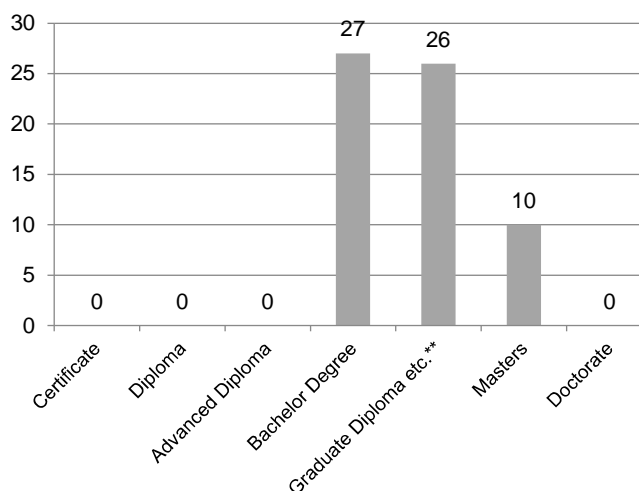
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	63	31	<5
Full-time equivalents	57	19	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	27
Graduate Diploma etc.**	26
Masters	10
Doctorate	0
Total	63



*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 \$ 62,820.40

The major professional development initiatives are as follows:

Inquiry Based Learning
 Seven Steps to Writing
 Supporting beginning teachers
 Autistic Spectrum Disorder
 Epipen and diabetes workshop
 Auditory processing
 Jolly Phonics
 QAR and 3 Level Guide
 Maths Problem solving
 Understanding data analysis
 OneSchool training

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.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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

Sector:

Government

Non-government

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).	94%	95%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	DW	DW

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)

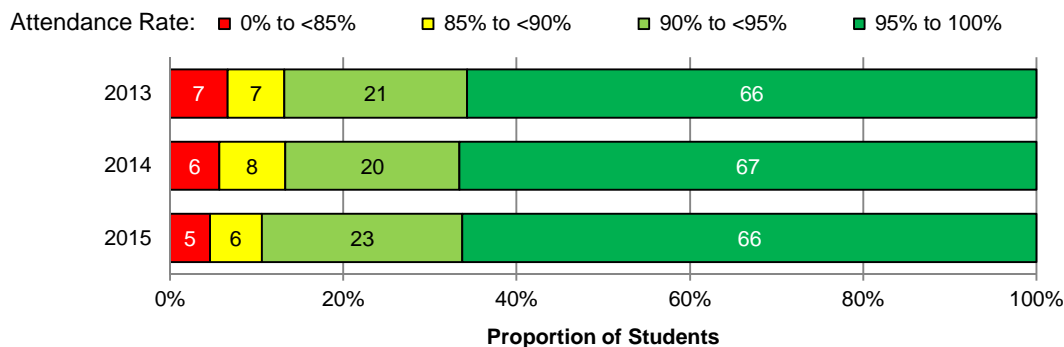
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	94%	94%	95%	94%	95%	92%	94%	100%				
2014	96%	96%	95%	96%	94%	96%	95%	95%					
2015	96%	96%	96%	96%	97%	95%	94%						

*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.

Ironside State School utilizes an SMS system to alert parents when children have an unexplained absence from school.

Rolls are marked twice per day at 9.00am and 2.00pm. Unexplained absences are followed up by office staff, class teacher and administration.

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.

Find a school

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 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.