



Ironsides 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



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School Overview

Ironside State School was established in 1870 and enjoys a reputation for both academic and music excellence within the school community. It reflects a highly multi-cultural community with over 40 nationalities. The school with a population of approximately 1100, is co-educational with students attending from Prep to Year 6.

Our vision states - Ironside State School, recognised globally for outstanding education. Inspiring our students to make a difference locally and worldwide.

Ironside's campus is quite small. It has been necessary to implement an Enrolment Management Plan (EMP) which restricts enrolment to students who reside in the school's catchment area.

The heart of our school-based pedagogy is Inquiry Learning.

Principal's Forward

Introduction

School Progress towards its goals in 2016

At Ironside State School we continued to deepen our knowledge of the Australian Curriculum. We enhanced the school-wide approach to providing additional support for students through the creation of the Student Support Team (SST) and delivering targeted interventions. 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.

The School Improvement Unit provided close contact and support, in partnership with the Metropolitan Region, through 2016. The Priority School Review and twelve month action planning process was a key part of the strategic planning cycle for Ironside 2017-2020.

Future Outlook

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

Targeted Teaching through assessment, moderation and reporting practices.

Embed the work of the Student Support Team (SST) as a key strategy to maximize support and achievement of all students.

Review the Ironside Responsible Behaviour Plan for Students (RBPS).

Develop clear identification processes and pathways to maximize support for G&T students.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	953	468	485	1	93%
2015*	967	489	478	1	91%
2016	1036	525	511	6	92%

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

Ironside 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 1100. 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	26	25
Year 4 – Year 7	23	26	25
Year 8 – 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.

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

Visual Arts Program which involved all students from Prep to Year 6.

Japanese and Spanish Language and Culture lessons for Years 3,4,5 and 6.

Student Wellbeing – offered to students from Prep to Year 6. This program is a part of KidsMatter.

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 5 and 6.

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

Co-curricular 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 6

How Information and Communication Technologies are used to Assist Learning

Computers and devices are extensively used throughout the school. We have the ability roll over and maintain up to date technology to ensure students develop skills commensurate with 21st century life and learning.

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 5 and Year 6 the opportunity to purchase a laptop and take on the challenge of using this resource to support their learning.

Social Climate

Overview

Our school vision states that Ironside State School – Recognised globally for outstanding education. Inspiring our students to make a difference locally and worldwide. Starting locally, with an emphasis on positive behaviours is vital to lifelong success in 21st century active citizenship.

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 are 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 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 Kids Matters 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

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree[#] that:			
their child is getting a good education at school (S2016)	95%	97%	94%
this is a good school (S2035)	92%	97%	96%
their child likes being at this school* (S2001)	96%	97%	97%
their child feels safe at this school* (S2002)	97%	97%	98%
their child's learning needs are being met at this school* (S2003)	91%	89%	91%
their child is making good progress at this school* (S2004)	92%	96%	89%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	97%	90%
teachers at this school motivate their child to learn* (S2007)	90%	95%	91%
teachers at this school treat students fairly* (S2008)	95%	96%	91%
they can talk to their child's teachers about their concerns* (S2009)	94%	99%	93%
this school works with them to support their child's learning* (S2010)	88%	92%	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	84%	81%	87%
student behaviour is well managed at this school* (S2012)	93%	89%	95%
this school looks for ways to improve* (S2013)	91%	90%	96%
this school is well maintained* (S2014)	90%	90%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	99%	99%
they like being at their school* (S2036)	99%	97%	96%
they feel safe at their school* (S2037)	100%	98%	97%
their teachers motivate them to learn* (S2038)	96%	100%	95%
their teachers expect them to do their best* (S2039)	98%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	96%
teachers treat students fairly at their school* (S2041)	95%	90%	83%
they can talk to their teachers about their concerns* (S2042)	90%	98%	87%
their school takes students' opinions seriously* (S2043)	90%	91%	86%
student behaviour is well managed at their school* (S2044)	93%	88%	91%
their school looks for ways to improve* (S2045)	98%	98%	97%
their school is well maintained* (S2046)	95%	98%	93%
their school gives them opportunities to do interesting things* (S2047)	99%	93%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	93%	96%
they feel that their school is a safe place in which to work (S2070)	95%	96%	98%
they receive useful feedback about their work at their school (S2071)	83%	90%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	83%	87%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	97%	99%	96%
student behaviour is well managed at their school (S2074)	98%	99%	74%
staff are well supported at their school (S2075)	81%	79%	84%
their school takes staff opinions seriously (S2076)	85%	82%	87%
their school looks for ways to improve (S2077)	95%	94%	98%
their school is well maintained (S2078)	95%	97%	89%
their school gives them opportunities to do interesting things (S2079)	90%	90%	87%

* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016

'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 2016 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

The Student Support Team (SST) through the coordinators, SWD and EALD, work in partnership with parents and staff to ensure that all students with specific identified needs are catered for. This team consists of the Principal, (1) Deputy Principal, (2) Coordinators (SWD/EALD), Guidance Officer and (2) STLaN's. This team meets weekly to identify, prioritise, allocate and review school additional HR resources, assistive technologies and curriculum programs targeted to maximising student achievement. Parents are key stakeholders in their child's education and are active with the work of the SST.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. At Ironside, 'The Ironside Way' is the framework that guides and



supports actions and behaviours that maintain respectful relationships. The Ironside Way articulated as being an Ironside STAR.

- S – Safe and responsible actions
- T – Think positively
- A – Active learning
- R – Respect for self and others

Ironside is a Kids Matter school. This provides the support and resources to assist working with students and young people in the space of wellbeing and mental health.

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	2	2	0
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

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 school staff and student group within the school investigating and implementing ways to reduce our Environmental Footprint. Recycling has been the focus in 2016.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	296,808	1,162
2014-2015	315,036	3,665
2015-2016	341,739	1,584

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	68	30	<5
Full-time Equivalent	60	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Graduate Diploma etc.**	28
Bachelor degree	30
Diploma	0
Certificate	0

*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 \$79,686.00

The major professional development initiatives are as follows:

- Australian Curriculum
- Assessment and Moderation
- Teaching Reading and Writing
- Inquiry Based Learning
- Seven Steps to Writing
- Supporting beginning teachers
- Autistic Spectrum Disorder
- 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 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.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% 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).	95%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	93%

*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%.

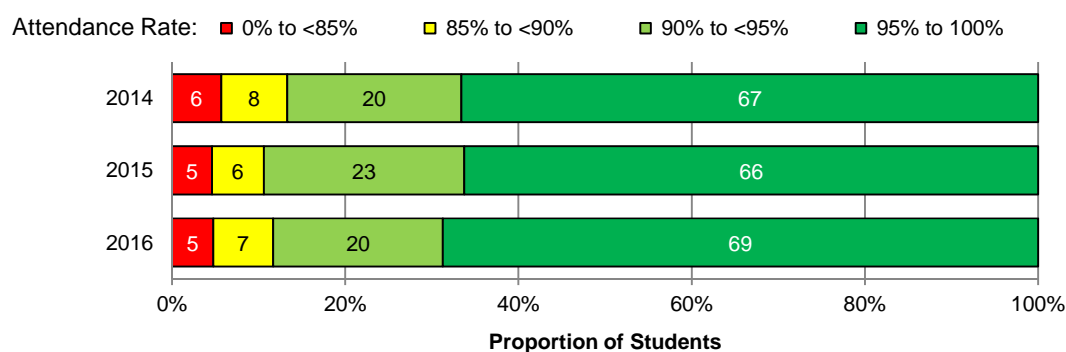
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	96%	95%	96%	94%	96%	95%	95%					
2015	96%	96%	96%	96%	97%	95%	94%						
2016	95%	96%	95%	96%	96%	96%	95%						

*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 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.

Targeted and differentiated teaching and learning, in combination with wide and varied opportunities for co-curricular and extra-curricular activities, are key strategies to maximize student engagement and attendance at Ironside within a safe and supportive learning environment.

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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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

Thank you for your time in accessing and perusing our School Annual Report for 2016.

Ironside State School – *Recognised globally for outstanding education. Inspiring our students to make a difference locally and worldwide.*

Servabo Fidem – *I will be trustworthy, I will keep faith in humanity, I will be honourable, I will not give up faith*