Ironside State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

Ironside State School was established in 1870 and enjoys a reputation for academic, sporting and cultural excellence within the community. It reflects a highly multi-cultural community with over 40 nationalities. The school with a population of approximately 1115 pupils is co-educational with students attending from Prep to Year 6. Our vision states: "***Ironside State School outstanding education. Inspiring our students to make a difference locally and worldwide"***. As the campus is quite small it has been necessary to implement an enrolment management plan which restricts enrolment to students who reside in the school's catchment area. The heart of our school-based pedagogy is Inquiry Learning. We believe children's natural curiosity should be encouraged and learning should be focused on "doing". Teachers are skilled in questioning techniques and encourage students to "investigate" all aspects of the Australian Curriculum and to apply their knowledge to real life situations.

School progress towards its goals in 2018

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 Student Support Team (SST). This delivered targeted interventions for identified students across the key domains of literacy and numeracy. Extension programs in writing were implemented across selected year levels.

We implemented with fidelity the second year of our School Strategic Plan. This plan identifies the four (4) key pillars for school improvement through to 2020. Academic Achievement, Community, Sport and the Arts are the pillars that frame our strategies and actions.

Future outlook

Deepen and embed the explicit Whole School Curriculum Framework across all Learning Areas based on the Australian Curriculum.

Technologies Development

Targeted Teaching through assessment, moderation and reporting practices.

Implement the updated Ironside Responsible Behaviour Plan for Students (RBPS).

Develop clear identification processes and pathways to maximize academic achievement and support for students.

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Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1036	1086	1129
Girls	525	552	568
Boys	511	534	561
Indigenous	6	4	3
Enrolment continuity (Feb. – Nov.)	92%	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

Ironside State School was established in 1870 and enjoys a reputation for academic, sporting and cultural excellence within the community. The student population is highly multicultural with approximately 40 different nationalities represented. 51% of our student population identify as English as an additional Language or Dialect (EAL/D). Less than 1% of our student population are Indigenous and approximately 2% of our students are verified as students with a disability (SWD). Our school numbers can fluctuate depending upon Visa requirements at any given time. The school population (students) now stabilises around 1115. 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	25	24
Year 4 – Year 6	25	25	26
Year 7 – Year 10			
Year 11 – Year 12			

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

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.

A one to one laptop program available to students in Years 4, 5 and 6.

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.

Ironside's 1 to 1 laptop program provides students entering Years 4, 5 and 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: Outstanding education. Inspiring our students to make a difference locally and worldwide. Starting locally, an emphasis on positive behaviour and engagement in learning, grounds lifelong success in the context of 21st century society.

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

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)	94%	95%	96%
• this is a good school (S2035)	96%	94%	96%
• their child likes being at this school* (S2001)	97%	96%	96%
• their child feels safe at this school* (S2002)	98%	95%	97%
• their child's learning needs are being met at this school* (S2003)	91%	91%	93%
• their child is making good progress at this school* (S2004)	89%	94%	93%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	91%	93%
• teachers at this school motivate their child to learn* (S2007)	91%	91%	96%
• teachers at this school treat students fairly* (S2008)	91%	95%	93%
• they can talk to their child's teachers about their concerns* (S2009)	93%	96%	97%
• this school works with them to support their child's learning* (S2010)	90%	92%	91%
• this school takes parents' opinions seriously* (S2011)	87%	93%	92%
• student behaviour is well managed at this school* (S2012)	95%	94%	89%
• this school looks for ways to improve* (S2013)	96%	96%	95%
• this school is well maintained* (S2014)	92%	93%	95%

* 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)	99%	100%	98%
• they like being at their school* (S2036)	96%	98%	96%
• they feel safe at their school* (S2037)	97%	100%	97%
• their teachers motivate them to learn* (S2038)	95%	98%	97%
• their teachers expect them to do their best* (S2039)	100%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	95%
• teachers treat students fairly at their school* (S2041)	83%	96%	89%
• they can talk to their teachers about their concerns* (S2042)	87%	91%	90%
• their school takes students' opinions seriously* (S2043)	86%	94%	91%
• student behaviour is well managed at their school* (S2044)	91%	94%	88%
• their school looks for ways to improve* (S2045)	97%	100%	97%
• their school is well maintained* (S2046)	93%	94%	96%
• their school gives them opportunities to do interesting things* (S2047)	93%	96%	95%

Percentage of students who agree# that:	2016	2017	2018

* 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)	96%	98%	97%
• they feel that their school is a safe place in which to work (S2070)	98%	98%	97%
• they receive useful feedback about their work at their school (S2071)	80%	82%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	85%	85%
• students are encouraged to do their best at their school (S2072)	100%	98%	100%
• students are treated fairly at their school (S2073)	96%	98%	99%
• student behaviour is well managed at their school (S2074)	74%	97%	90%
• staff are well supported at their school (S2075)	84%	90%	74%
• their school takes staff opinions seriously (S2076)	87%	93%	75%
• their school looks for ways to improve (S2077)	98%	95%	88%
• their school is well maintained (S2078)	89%	97%	90%
• their school gives them opportunities to do interesting things (S2079)	87%	88%	81%

* 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 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 2018 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 education 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

This provides support and resources to assist working with students and young people in the space of wellbeing and mental health.

Ironside State School Implements the Bridge Builders program to develop student leadership and support students with strategies to manage and resolve conflict.

Ironside State School staff undergo diversity training.

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	0	2	0
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

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. Water reduction has been the focus in 2018.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	341,739	375,877	391,131
Water (kL)	1,584	934	494

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	75	34	<5
Full-time equivalents	69	22	<5

*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	1
Masters	10
Graduate Diploma etc.*	28
Bachelor degree	36
Diploma	0
Certificate	0

*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 $140,747.19.

The major professional development initiatives were as follows:

  Australian Curriculum
  Growth Coaching
  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 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 temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% 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	96%	96%	96%
Attendance rate for Indigenous** students at this school	93%	82%	87%

* 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	2016	2017	2018		Year level	2016	2017	2018
Prep	95%	96%	95%		Year 7			
Year 1	96%	95%	96%		Year 8			
Year 2	95%	95%	95%		Year 9			
Year 3	96%	97%	96%		Year 10			
Year 4	96%	97%	96%		Year 11			
Year 5	96%	96%	96%		Year 12			
Year 6	95%	96%	95%					

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	5	7	20	69
2017	4	6	20	70
2018	5	6	20	69

Proportion of Students
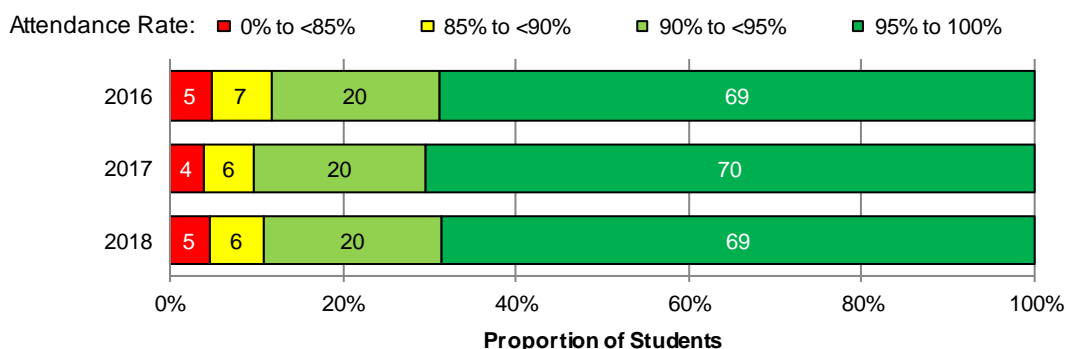
Description of how this school manages non-attendance

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.

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.

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 9.15am and 2.15pm. Office staff, class teacher(s) and administration follow up unexplained absences.

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 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.

Conclusion

Thank you for your time in accessing and perusing our School Annual Report for 2018.

Ironside State School – *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*