

Irvinebank State School

Queensland State School Reporting

2015 School Annual Report



Postal address	High Street Irvinebank 4887
Phone	(07) 4096 4187
Fax	(07) 4096 4115
Email	principal@irvinebankss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Katherine de Mey

Principal's foreword

Introduction

Irvinebank State School is a small, rural school situated on the western Atherton Tablelands. The students are offered individualised programs that allow them to progress at their own pace. The school is a member of the Atherton Cluster of Educators (ACE). It is an integral part of the community and parents and community members play a crucial role in ensuring the success of the students.

School progress towards its goals in 2015

Irvinebank State School's focus is quality teaching and learning for all.

The focus for 2015 was:

Explicit teaching

- Implementing the improving teaching system
- Focus on high quality bookwork
- Individualised instruction for students falling below the benchmarks
- Build staff capacity in explicit teaching and consolidation utilizing a coaching strategy
- Professional development addressing the needs of staff in the areas of reading, writing and numeracy
- Develop and implement a strategy to address the needs of students in the upper two bands (NAPLAN)

Refining and embedding data based decision making

- Embed the used of individual data profiles for every student
- Continually monitor student achievement
- Utilize data to set targets and modify curriculum for every student
- Use of differentiation XLS sheet in conjunction with individual learning plan
- Review school based assessment framework

Refining and embedding planning and accountability systems at all leadership levels

- Developing performance framework with every staff member
- Implement positive behaviours
- Implement and embed Junior Secondary plan
- Prepare for audit
- Embed use of FNQ systems

Connecting parents and caregivers with their children's learning

- Continue to build partnerships with parents and community members to foster and promote high expectations of teaching and learning
- Investigate and implement a pre-prep strategy

Future outlook

The focus for 2016 is:

Review and refine the school attendance policy to improve attendance for targeted students

- Following up with students absences as soon as possible
- Implementing a whole school reward system for students attending school every day

Improving practices

- Extending, refining and embedding coaching strategies into the school
- Enhancing staff capacity through focused coaching sessions and data conversations

Learning

- Creating individual curriculum plans for students
- Establish learning goals for each student
- Establish and maintain effective feedback systems for students
- Participating in professional development opportunities that develop skills in creating individual curriculum plans
- Student data to be shared with student, staff, parents and caregivers.

School and Community engagement

- Continue to strengthen existing relationships between the school and stakeholders by collaboratively identifying needs and aspirations of students
- Continue to actively involve P and C in decision making at the school
- Hold regular P and C meetings, at least two per term
- Encourage parent engagement in the school through weekly parades, performances, individual reading, art projects, an arts performance at the end of each term

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	11	7	4		100%
2014	11	10	1	2	100%
2015	4	2	2		36%

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:

The students of Irvinebank State School all live in the Irvinebank township. They are a close knit community group who support each other both in and out of school.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	9	7	5
Year 4 – Year 7 Primary			
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	0	0	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.

Curriculum delivery

Our approach to curriculum delivery

The approach taken to curriculum delivery is the establishment of foundation programs, explicit teaching, regular feedback all provided in an individual learning program.

Foundation programs: including Jolly Phonics, Jolly Grammar, Cars and Stars, Mental Maths and EMMs and JEMMs

Individual learning programs: for all students. The students are taught through explicit teaching with consolidations implemented for both mathematics and literacy.

Extra curricula activities

The extra curricula activities offered at Irvinebank State School are as follows:

Jump Rope for Heart

Curriculum based excursions

Whole school camps

Leadership camps

Gardening club – this is run for an hour, once a week after school. The students are involved in weeding the existing gardens, tending to the plants they have planted. Students have been learning skills to look after “plants in need” and have begun growing many different types of plants. Once the small plants have taken hold, the students will become involved in selling them at the local Irvinebank Markets.

How Information and Communication Technologies are used to improve learning

iPads are utilised across the school for student and staff use. Each classroom area has an interactive whiteboard, so most lessons are conducted using this medium. Students are encouraged to use technology to complete a range of tasks including research projects, mathematics and reading eggs are used to consolidate teaching in mathematics and English, the students are involved in Digital Technology units of work that enable them to work cross curricula.

Social Climate

The school provides a supportive environment for the students and encourages them to demonstrate the school values of diligence, integrity and empathy. The school newsletters are produced monthly and are available from the school, on the school website and from the post office. Due to the small numbers at Irvinebank State School it is possible to implement individual learning plans, whereby the individual needs and interests of the students can be met. Both parents and children indicated a very high satisfaction that the children were: "safe at school", "we're treated fairly" and "we're happy with the standards of behavior and discipline at school". There is very little bullying at Irvinebank State School, this is due to the strong relationships between parents, staff, students and community members. The students are supported through any incidents that occur and, where possible, are encouraged to work through them using the high five strategy.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school (S2001)	100%	100%	DW
their child feels safe at this school (S2002)	100%	100%	DW
their child's learning needs are being met at this school (S2003)	100%	100%	DW
their child is making good progress at this school (S2004)	100%	100%	DW
teachers at this school expect their child to do his or her best (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	DW
teachers at this school motivate their child to learn (S2007)	100%	100%	DW
teachers at this school treat students fairly (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns (S2009)	100%	100%	DW
this school works with them to support their child's learning (S2010)	100%	100%	DW
this school takes parents' opinions seriously (S2011)	100%	100%	DW
student behaviour is well managed at this school (S2012)	100%	100%	DW
this school looks for ways to improve (S2013)	100%	100%	DW
this school is well maintained (S2014)	100%	100%	DW

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	80%	100%	
they like being at their school (S2036)	100%	100%	
they feel safe at their school (S2037)	100%	100%	

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers motivate them to learn (S2038)	100%	100%	
their teachers expect them to do their best (S2039)	100%	100%	
their teachers provide them with useful feedback about their school work (S2040)	80%	100%	
teachers treat students fairly at their school (S2041)	80%	100%	
they can talk to their teachers about their concerns (S2042)	80%	100%	
their school takes students' opinions seriously (S2043)	100%	100%	
student behaviour is well managed at their school (S2044)	80%	100%	
their school looks for ways to improve (S2045)	80%	100%	
their school is well maintained (S2046)	100%	100%	
their school gives them opportunities to do interesting things (S2047)	80%	100%	

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	DW	100%	100%
they feel that their school is a safe place in which to work (S2070)	DW	100%	100%
they receive useful feedback about their work at their school (S2071)	DW	83%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	DW	100%	100%
students are treated fairly at their school (S2073)	DW	100%	100%
student behaviour is well managed at their school (S2074)	DW	100%	100%
staff are well supported at their school (S2075)	DW	83%	100%
their school takes staff opinions seriously (S2076)	DW	83%	100%
their school looks for ways to improve (S2077)	DW	100%	100%
their school is well maintained (S2078)	DW	83%	100%
their school gives them opportunities to do interesting things (S2079)	DW	100%	100%

'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

Most families are involved with the Irvinebank State School P & C and have had an input towards the running of the school and fundraising events. Regular informal meetings are held at drop off and pick up times, and when a parent has not been seen at the school for a while an informal call is made to the parent to check in with them about their child's progress or to discuss any arising issues or events. Parents are encouraged to visit the school when they can, and become involved in school activities. Parent helpers are engaged for daily reading, the gardening club and other activities occurring in the school. Parents and community members are also encouraged to share their skills and knowledge with the school community.

Reducing the school's environmental footprint

Irvinebank State School is a community that is very self-aware of the needs to be both energy efficient and independently sustainable. The school has a policy that involves turning off lights in rooms not being used, turning off electrical equipment that is not being used, and the making sure that only essential equipment is left on.

Environmental footprint indicators

Years	Electricity kWh	Water kL
2012-2013	6,823	0
2013-2014	3,448	0
2014-2015	3,067	

*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

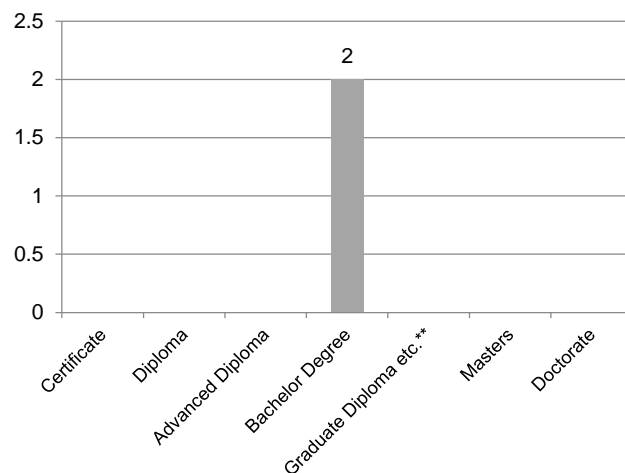
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	<5
Full-time equivalents	2	1	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	2
Graduate Diploma etc.**	
Masters	
Doctorate	
Total	2



*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 \$1870

The major professional development initiatives are as follows:

Principal's business meetings

Explicit teaching

Olly phonics

Jolly Grammar

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.	98%	99%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 31% 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

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).	95%	97%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	87%	83%

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)

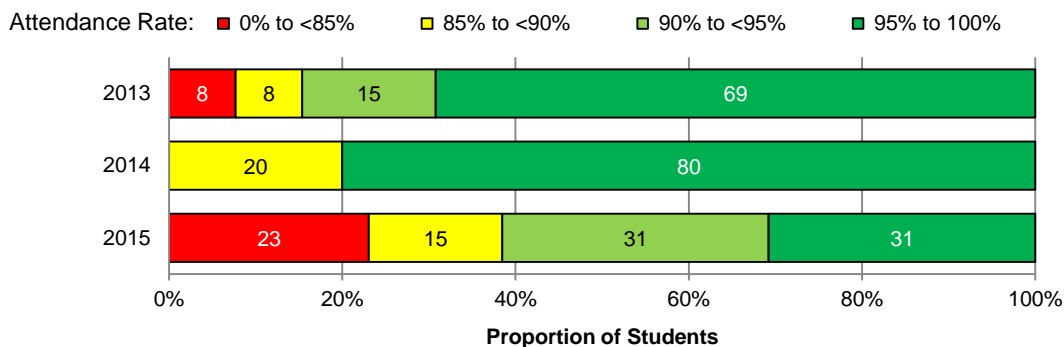
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		98%	93%	DW		94%		97%					
2014	DW		99%	DW	92%	DW	100%						
2015	89%	DW		92%	91%	88%	84%						

*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.

Irvinebank State School shares a close relationship with parents. Student absences are generally reported to the school by a parent or care giver and recorded in One School. If no contact is made on the day of absence, the school principal or administrative officer contacts the parent directly. Any resulting unexplained absences are followed up with a letter to parents requesting reasons for absence.

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

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 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.