|  |
| --- |
| 0519 |
| Irvinebank State School |
| ANNUAL REPORT |
| 2019 |
| Queensland State School Reporting |
| Every student succeeding State Schools Strategy Department of Education |

|  |
| --- |
| Contact information |
|  |

|  |  |
| --- | --- |
| Postal address | High Street Irvinebank 4887 |
| Phone | (07) 4096 4187 |
| Fax | (07) 4096 4115 |
| Email | principal@irvinebankss.eq.edu.au |
| Webpages | Additional information about Queensland state schools is located on:* the [*My School*](http://www.myschool.edu.au/) website
* the [Queensland Government data](http://data.qld.gov.au/) website
* the Queensland Government [schools directory](https://schoolsdirectory.eq.edu.au/) website.
 |
| Contact person | Katherine de MeyPrincipal |

|  |
| --- |
| From the Principal |
|  |

School overview

Irvinebank State School is located 24 km west of Herberton on the Herberton-Petford Road. The last 12 km of the road to Irvinebank are unsealed. The school was established in 1886 and the school building dates from 1889. Irvinebank is one of only two towns in Queensland to have its townscape heritage listed. The former tin mining boom town now has a stable population of about 100 who have a strong tradition of supporting their school. The school caters to students from Prep to Year 7 in a multi age, supportive and caring environment. All students' individual needs are catered for and strengths are developed. The school has a strong focus on literacy and numeracy and prepares students for entry into secondary schooling and participation in the wider community by ensuring high standards of academic rigour are maintained. Irvinebank State School students participate in all district cultural and sporting activities. They see the relative isolation of their school as an advantage to be preserved.

School progress towards its goals in 2018

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

During 2018 the focus was:

 Writing

* Embed a whole school writing program ensuring consistency of language and strategies.
* Continuing to implement Jolly Spelling and Jolly Grammar across all year levels to address grammar, punctuation and spelling needs.

Reading

* Develop a whole school approach to guided reading.
* Develop a whole school approach to the teaching of comprehension and to
* Review, implement and embed the current practices.

Evidence Based Decision Making

* Review, implement and embed the school’s data plan and data storage processes.
* Collect and collate all students achievement, intervention and behaviour information in One School and to
* Create and implement a rubric that ensures consistency in assessing student effort and behaviour on report cards.

Future outlook

The focus for 2019 is:

Reading

* The Principal will take part in the Teaching Reading Series for years 3-5 and will provide feedback to staff around this Professional Development.
* The school will develop a whole school approach to the teaching of reading at Irvinebank State School. The staff will use the information gained through the Teaching Reading Series to assist in this process.
* The teaching staff will be involved in Professional Development around the teaching of reading.
* The teaching staff will become familiar with the literacy continuum as a tool to goal set from.

|  |
| --- |
| 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 | 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](https://earlychildhood.qld.gov.au/early-years/kindergarten-programs/kindergarten-in-indigenous-communities) 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. |
| Total | 4 | 7 | 9 |
| Girls | 2 | 3 | 5 |
| Boys | 2 | 4 | 4 |
| Indigenous |  |  | 2 |
| Enrolment continuity (Feb. – Nov.) | 100% | 75% | 90% |

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

Characteristics of the student body

Overview

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phase of schooling | 2016 | 2017 | 2018 | Note:The [class size](https://qed.qld.gov.au/publications/reports/statistics/schooling/schools) 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. |
| Prep – Year 3 | 4 | 8 | 10 |
| Year 4 – Year 6 |  |  |  |
| Year 7 – Year 10 |  |  |  |
| Year 11 – Year 12 |  |  |  |

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, and Mental Maths.

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

Co-curricular 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

How information and communication technologies are used to assist 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, Mathletics 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

Overview

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 behaviour 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

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)
 | DW | DW | DW |
| * this is a good school (S2035)
 | DW | DW | DW |
| * their child likes being at this school\* (S2001)
 | DW | DW | DW |
| * their child feels safe at this school\* (S2002)
 | DW | DW | DW |
| * their child's learning needs are being met at this school\* (S2003)
 | DW | DW | DW |
| * their child is making good progress at this school\* (S2004)
 | DW | DW | DW |
| * teachers at this school expect their child to do his or her best\* (S2005)
 | DW | DW | DW |
| * teachers at this school provide their child with useful feedback about his or her school work\* (S2006)
 | DW | DW | DW |
| * teachers at this school motivate their child to learn\* (S2007)
 | DW | DW | DW |
| * teachers at this school treat students fairly\* (S2008)
 | DW | DW | DW |
| * they can talk to their child's teachers about their concerns\* (S2009)
 | DW | DW | DW |
| * this school works with them to support their child's learning\* (S2010)
 | DW | DW | DW |
| * this school takes parents' opinions seriously\* (S2011)
 | DW | DW | DW |
| * student behaviour is well managed at this school\* (S2012)
 | DW | DW | DW |
| * this school looks for ways to improve\* (S2013)
 | DW | DW | DW |
| * this school is well maintained\* (S2014)
 | DW | DW | DW |
| \* 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% | 100% | 100% |
| * they like being at their school\* (S2036)
 | 100% | 100% | 100% |
| * they feel safe at their school\* (S2037)
 | 100% | 100% | 100% |
| * their teachers motivate them to learn\* (S2038)
 | 100% | 100% | 100% |
| * their teachers expect them to do their best\* (S2039)
 | 100% | 100% | 100% |
| * their teachers provide them with useful feedback about their school work\* (S2040)
 | 100% | 100% | 100% |
| * teachers treat students fairly at their school\* (S2041)
 | 100% | 100% | 100% |
| * they can talk to their teachers about their concerns\* (S2042)
 | 100% | 100% | 100% |
| * their school takes students' opinions seriously\* (S2043)
 | 100% | 80% | 100% |
| * student behaviour is well managed at their school\* (S2044)
 | 100% | 100% | 100% |
| * their school looks for ways to improve\* (S2045)
 | 100% | 100% | 100% |
| * their school is well maintained\* (S2046)
 | 100% | 100% | 100% |
| * their school gives them opportunities to do interesting things\* (S2047)
 | 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. |

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% | 80% | 100% |
| * 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)
 | 100% | 75% | 100% |
| * students are treated fairly at their school (S2073)
 | 100% | 100% | 100% |
| * student behaviour is well managed at their school (S2074)
 | 100% | 100% | 100% |
| * staff are well supported at their school (S2075)
 | 100% | 100% | 100% |
| * their school takes staff opinions seriously (S2076)
 | 100% | 100% | 100% |
| * their school looks for ways to improve (S2077)
 | 100% | 100% | 100% |
| * their school is well maintained (S2078)
 | 100% | 100% | 80% |
| * 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

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, cooking and craft activities and other activities occurring in the school.

Parents and community members are also encouraged to share their skills and knowledge with the school community.

Respectful relationships education programs

Irvinebank State School has implemented The *Respectful relationships education program* which takes a developmental approach to content and delivery. Over the years of schooling from Prep through to Year 6, students will be exposed to learning opportunities that help them build respectful relationships in their lives.

Specifically in Prep to Year 2 students develop the capacity to understand and self-regulate their emotions in ways that account for their feelings and the feelings of others. They also develop skills to initiate social interactions.

The program content explores the people who are important to these young students and develops their capacity to initiate and maintain respectful relationships in different contexts, including at school, at home and in the classroom. Students explore their own sense of self and the factors that contribute to and influence their identities. They learn about emotions and how to enhance their interactions with others as they grow older.

Specifically in Years 3 to 6 the program begins to broaden focus to include the knowledge, understanding and skills required to support students‘ wellbeing and that of their family and friends. Personal and social skills take on an increasing importance as they look to family, peers and the community for role models. They develop communication skills, social skills and behaviours required for respectful relationships.

They also begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. Students explore knowledge, understanding and skills that help them build and maintain respectful relationships. They also develop skills to manage their emotions and examine how the nature of their relationships may change over time.

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 | 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. |
| Short suspensions – 1 to 10 days | 0 | 0 | 0 |
| Long suspensions – 11 to 20days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of enrolment | 0 | 0 | 0 |

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 | 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. |
| --- | --- | --- | --- | --- |
| Electricity (kWh) | 6,969 | 6,525 | 6,476 |
| Water (kL) |  |  |  |
|  |  |  |  |

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*](http://www.myschool.edu.au/) 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.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘Finances’ and select the appropriate year to view the school financial information.



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

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.

Table 8: Workforce composition for this school

| Description | Teaching staff\* | Non-teaching staff | Indigenous\*\* staff |
| --- | --- | --- | --- |
| Headcounts | 2 | 4 | <5 |
| Full-time equivalents | 1 | 1 | <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 | \*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |
| --- | --- | --- |
| Doctorate |  |
| Masters |  |
| Graduate Diploma etc.\* |  |
| Bachelor degree | 2 |
| Diploma |  |
| Certificate |  |

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $7000.

The major professional development initiatives are as follows:

* Explicit teaching,
* The teaching of Reading and Writing

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. | 99% | 97% | 93% |

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 | 92% | 86% | 92% |
| Attendance rate for Indigenous\*\* students at this school |  |  | 99% |
| \* 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 | 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. |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prep |  | 96% |  |  | Year 7 | N/A | N/A | N/A |
| Year 1 | DW |  | 97% |  | Year 8 | N/A | N/A | N/A |
| Year 2 | DW | 83% |  |  | Year 9 | N/A | N/A | N/A |
| Year 3 |  | DW | DW |  | Year 10 | N/A | N/A | N/A |
| Year 4 | 92% |  | 90% |  | Year 11 | N/A | N/A | N/A |
| Year 5 |  | 91% |  |  | Year 12 | N/A | N/A | N/A |
| Year 6 |  | 76% | 90% |  |  |  |  |  |

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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*](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Absences-and-Enforcing-Enrolment-and-Attendance-at-State-Schools.aspx); and [*Roll Marking in State Schools*](http://ppr.det.qld.gov.au/education/management/Pages/Roll-Marking-in-State-Schools.aspx)*,* which outline processes for managing and recording student attendance and absenteeism.

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.

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*](http://www.myschool.edu.au/) 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.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. 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](http://www.nap.edu.au/naplan)) is an annual assessment for students in Years 3, 5, 7 and 9.