Principal’s foreword

Introduction

Ithaca Creek State School’s vision is to create a stable school that develops a learning environment which engages, enables and empowers students. Students are encouraged to think, create, communicate, investigate, participate, reflect and understand within the globalised society of the 21st Century.

Ithaca Creek is a proud member of the Mt Coot-tha Cluster of State Schools and incorporates the MCC vision of Excellence, Innovation and Futures into our Teaching-Learning programs.

Our philosophy and practices are underpinned by the values of:
- Building a learning community
- All kids matter
- We teach individuals, not classes
- Honesty, trustworthiness, Integrity, Respect and Responsibility
- Understanding, tolerance and inclusion

We believe every child should experience a learning environment which is challenging, structured, enjoyable and safe. We also believe that students should learn to enjoy learning, and be equipped with the appropriate tools and skills required to ensure this happens.

We believe children should become independent learners, able to work individually and/or collaboratively to achieve their goals.

To support each student’s success in learning, we believe our educational program needs to be built around a framework of basic skills in literacy, numeracy, social skills and technology.

Our purpose is for each student to develop the skills, competencies and confidence to become:
- A knowledgeable person with deep understandings
- A complex thinker
- A responsive creator
- An active investigator
- An effective communicator
- A participant in an interdependent world
- A reflective and self-directed learner
- A life-long learner and a lover of learning
School progress towards its goals in 2012

- An ongoing focus on developing teaching and learning strategies in literacy and numeracy.
- Enhancing the integration of ICT in school operations, curriculum and teaching and learning.
- 6 interactive whiteboards were purchased to allow teachers to become familiar with the technologies.
- Technology ‘learning lounges’ were held to assist staff improve their technology skills around IWB; class webpages; use of webcams and digital cameras.
- Utilise the MOE rollout, utilise the Smart Classrooms agenda to its fullest extent, The Learning Place, Smart Classrooms and Oneschool suites are being accessed to assist in the development and support of teaching/learning programs.
- Cohort planning of key unit overview and assessment strategies are planned on-line and cooperatively.
- A two year cycle curriculum framework was developed using the essentials from ACARA / QCAR.
- Cyber Safety.
- All students are given instruction as to how to deal with inappropriate websites being accessed and how to deal with inappropriate communications.
- Strategies for the Responsible use of ICT technology are taught to all students.

Future outlook

**Whole School Curriculum Plan**

- Ithaca Creek State School continues to offer a well-balanced school curriculum to reflect the ethos of DETE: Skilled, Clever and Creative and our school motto “Strive to Improve”
- Consistent curriculum programs implemented across all year levels.
- All Key Learning Areas are delivered to meet the diverse learning needs of students with a strong focus on English, Mathematics and Science.
- Consolidation of units of work developed to deliver the Australian Curriculum and QSA syllabus. This will include refining intervention, support and extension programs.
- Continuation of enrichment opportunities within the curriculum to emphasis The Arts and cultural pursuits eg LOTE – German (3-7) and Junior Arts and Movement (Yr1Prep -2).
- Resource acquisition to support the delivery of the Key Learning Areas and intervention and extension programs.

**English**

- The teaching of Reading will be explicitly taught across all year levels. A focus will be on developing the higher levels of comprehension. (QAR: make inferences, interpret & evaluate; Blooms: Analysis, Synthesis & Evaluation)
- Revise and implement a spelling program that is developed from a research base.
- Identify and implement resources that will support spelling and phonological awareness such as Thrass, Elf, Jolly Phonics, C2C.
MATHEMATICS
- Consistent approach to the teaching of mathematics with a focus on number facts
- Develop and implement a whole school approach to mathematics problem solving
- Provide mathematics extension programs for those who require extension or consolidation.

SCIENCE
- The teaching of science to be a balance of explicit teaching and activity based enquiry.

CONSISTENT PEDAGOGICAL PRACTICE
- Developing a common pedagogical approach to teaching using Marzano’s 10 Design Questions
- Embrace concepts of effective teaching – High expectations, academic rigour and reflection strategies are prioritised to ensure students are engaged and challenged for improved learning outcomes.

EVIDENCE BASED DECISION MAKING
- Continue to provide ongoing professional develop to build a culture of data where all teachers have the skills necessary to integrate data to assist student learning needs.
- School administration and leadership team to develop capacity to lead discussions through more detailed interrogation of a full range of data to establish “next step” in student learning.
- Moderation of student work to occur at a school level and with Mt Coot-tha Cluster colleagues to ensure consistency of judgements.

PLANNING – UNDERSTANDING THE CURRICULUM
- Staff and Curriculum Leader to continue to engage in The Australian Curriculum using term planning days and Pupil Free Days. Staff will continue to be provided with regular time as part of our Staff Meeting / Cohort Team planning sessions to work in their year level planning teams.

DIFFERENTIATED CLASSROOM LEARNING
- Continued professional discussion around how best to differentiate for students
- Continually reviewing and improving Student Services programs and systems
- Teachers to continue to differentiate the content, process, product and environment to meet the needs of all learners.
- Research, develop and implement a defined strategy for middle phase students that addresses student learning needs, teacher strengths and pedagogy. Provide specific program differentiation in years 4-7 with a focus on boys in education

LEARNING ENHANCEMENT
- Continue to refine Learning Enhancement processes and articulate the range and balance of support strategies (eg ELF, Regional Booster Projects) that attend to the diverse learning needs of students. (special needs, gifted and talented)

DEVELOPING WORKFORCE PERFORMANCE
- Staff Performance Development Plans implemented to cater for professional and personal growth.

COLLABORATIVE PRACTICES
- Continue Collegial Approach to enhance teaching pedagogy. This will involve visits from administration as well as colleagues. The focus will be on sharing and refining best practice.
- Mentoring opportunities provided to allow teachers to view and adopt best practice.
PROFESSIONAL DEVELOPMENT

- Professional Development to focus on a small number of initiatives. This will allow depth of knowledge to be developed and time to implement newly acquired skills.
- Professional Development and In-service Plan to cater for both administration, teaching and non-teaching staff. PD to reflect objectives of the Strategic Improvement Plan.
- Optional Thursday afternoon Professional Development opportunities to continue.
- A focus on all staff having competent computer literacies.
- Investment in ICT resources and teacher training to maximise the benefits of technology.

INSTRUCTIONAL LEADERSHIP

- Develop the capacity and involvement of the school leadership team in supervising and coaching teachers to deliver high quality teaching & learning strategies for all students, in all classrooms.

SCHOOL COMMUNITY PARTNERSHIPS

- Provide parent skilling sessions to support student learning at home in the areas of English and Mathematics.
- Ithaca Creek State School community to continue to work together to provide distinctive offerings for our students:
  - Kilometre Club, Creeky Café, Creeky Christmas, Mystery Festival, Art Show
  - Student Council to continue to support community endeavours.

COMMUNICATION

- P&C Parent Reps utilised to assist with providing timely and efficient distribution of communication to the school community.

STUDENT WELFARE

- Review the school Responsible Behaviour Plan and ensure that it is embraced consistently by all staff members.
- Responsible Behaviour Plan is reflective of the community values and standards.
- Continue the “Kids Matter” program to optimise the social, emotional, and academic outcomes of all young people.
Our school at a glance

School Profile

Record:
Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>409</td>
<td>202</td>
<td>207</td>
<td>97%</td>
</tr>
<tr>
<td>2011</td>
<td>437</td>
<td>206</td>
<td>231</td>
<td>97%</td>
</tr>
<tr>
<td>2012</td>
<td>488</td>
<td>253</td>
<td>235</td>
<td>98%</td>
</tr>
</tbody>
</table>

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:
Our students come predominately from within our catchment zone. Our students are well supported by their parents or caregivers and have a well-developed sense of community.

The majority of students are involved in extra-curricular activities (for many students more than one extra-curricular activity is undertaken) and these interests are recognised and success celebrated by the school.

While the student body is primarily Australian and Caucasian, there is an increasing number of students from other countries and ESL / NESB students enrolling.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>2</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Ithaca Creek offers the same curriculum as similar schools within the local and cluster. Our primary difference is that a multi-age philosophy is practised across the Years 1-7. Our classes are composite in structure and are designed to fit within the key juncture points of the Australian National Curriculum (Years 2, 4 and 6). Classroom pedagogy is designed to follow a multi-age philosophy where the students are considered to be one class (as opposed to year levels) for teaching and assessment purposes. An individual student's year level becomes significant only at reporting time, when the student is rated against the appropriate standard.

Extra curricula activities

- Sports Clinics
- Classroom Music Program including Choir
- Instrumental Music program for strings and brass/woodwind/percussion.
- Extension music through Wild catz / Jazz catz program; Music Honour camps and GRIPPS
- Sports Education Program – Soccer, Netball, Cricket, AFL, Touch Football
- German LOTE Program Years 3-7
- Active Maths Program
- Mathletics
- Murder Under The Microscope
- Learning Support – intervention and extension programs for students
- Guidance Officer – Learning and counselling support
- Curriculum related excursions
- Mystery Festival (using science to sleuth)
- Under 8s Day Festivities (an ‘ekka sideshow’ type experience celebrating being a person who is Under 8)

How Information and Communication Technologies are used to assist learning

ICTs are seen as important as a pencil, a pen or a television and where possible these resources are a part of everyday learning. Every classroom has been provided with a minimum of 3 desktop computers, a webcam, a digital camera, a supply of rechargeable batteries and a charger. The early years classes have their own data projector; and there are 6 data projectors shared between 10 classes in the upper school. An agreement has been reached with the School P&C to upgrade and resource ICTs as a major project over the next 3 years. All classroom teachers have earned their Technology Certificate and some teachers are working towards Pedagogical Licence accreditation.

Social climate

Ithaca Creek State School has developed a strong 'sense of community' and increasingly, the school site is being used as a community gathering area. (Some families request to use the school grounds/facilities for family celebrations). The schools P&C run a well organised and recognised Before and After School Care program and a varied Vacation Care program which provides and invaluable resource and support to an increasing number of families within the school community. The school has developed a clear behavioural program with explicit strategies to ensure that all students feel safe and respected while at school. Classes run weekly 'resilience' programs where students discuss the
Our school at a glance

Responsible Behaviour Plan and where societal behaviours and expectations are examined and learnt.
The 4 pillars of our Responsible Behaviour Plan are:
- Be Respectful
- Be Responsible
- Be Safe
- Own your own Behaviour
## Parent, student and staff satisfaction with the school

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>92.9%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>96.4%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>96.4%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>92.9%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>100.0%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>92.9%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>77.8%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>96.3%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>92.3%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
## Our school at a glance

### Performance measure *(Nationally agreed items shown)*

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*a</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>96.6%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>96.6%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>94.8%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>94.8%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>91.4%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>81.8%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>81.8%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>96.6%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>98.3%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>93.1%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>98.3%</td>
</tr>
</tbody>
</table>

### Performance measure *(Nationally agreed items shown)*

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*b</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>90.6%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>96.4%</td>
</tr>
</tbody>
</table>

*a Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

*b Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education

Parents and caregivers are encouraged to be involved in their child’s learning at home and at school. At school, parents and caregivers:

- are invited to act as classroom assistants;
- are an integral component of the success of
  - School Carnival Days
  - our Mystery Festival and
  - Under 8s festivities.

Parents and caregivers also provide assistance with:

- class webpages;
- gardening;
- animal husbandry
- ‘spotting’ at swimming lessons
- cooking and science activities
- supervision on excursions
- many other activities.

Reducing the school’s environmental footprint

2009-2010 and 2011-2012 saw electricity consumption rise due to the construction of an 8 classroom building and the BER projects that provided the school with a Teaching Learning Centre (including a library) and spaces for meetings, classes and catering for special activities. It is expected that ‘normal’ consumption of power will now be the norm.

Students from the Year 4/3 cohort are working with Men of the Trees and the local community to plant many trees and shrubs.

The school and its P&C subgroups manage a paper /cardboard recycling program.

The toilet cisterns in the Early Years Building are supplied water from two 5 000 litre water tanks that are filled from the school buildings. An additional 5 000 litre tank is available for class activity and gardening projects.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>121,601</td>
<td>1,461</td>
</tr>
<tr>
<td>2010-2011</td>
<td>822</td>
<td>1,365</td>
</tr>
<tr>
<td>2011-2012</td>
<td>217,083</td>
<td>2,147</td>
</tr>
</tbody>
</table>

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 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>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>33</td>
<td>19</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>27.3</td>
<td>10.1</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>11</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>15</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $25 000+.

The major professional development initiatives are as follows:

- peer coaching / mentoring
- first aid
- cluster moderation and ‘instructional rounds’
- Cluster Conference and Twilight PD mini-conferences
- ACARA curriculums

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

The proportion of the teaching staff participating is to be reported as a percentage.
Our staff profile

Average staff attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95.2%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.7% of staff was retained by the school for the entire 2012 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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95%</td>
<td>93%</td>
<td>94%</td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage).

The overall attendance rate in 2012 for all Queensland state Primary Schools was 93%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>2011</td>
<td>91%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>2012</td>
<td>94%</td>
<td>94%</td>
<td>96%</td>
<td>96%</td>
<td>91%</td>
<td>94%</td>
<td>92%</td>
</tr>
</tbody>
</table>

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Teachers mark the roll twice a day. Once before 9.00am and then after second break.

A list of students who are absent without explanation is sent to the office before 9.15am. This list is compared to received phone messages / email notifications to determine the ‘unauthorized absences’.

Parents / caregivers are contacted on the third consecutive day of unexplained absences. All absences are required to be explained.

Our school supports the Everyday, Every Lesson Counts initiative.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Ithaca Creek State School has an enrolment of less than 5 indigenous students at our school. The attendance, attainment and retention of indigenous students is monitored in a similar way to non-indigenous students.