



Ithaca Creek 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

Ithaca Creek State School is situated in the inner Brisbane suburb of Bardon. The school mostly attracts students from the neighbouring suburbs of Bardon, Ashgrove, Paddington and Red Hill. Ithaca Creek State School is a co-educational school which currently caters for students from Preparatory Year to Year 6. We have a current enrolment over 550 students. The school has experienced a steady growth in enrolments over the past few years. Our Mission is based on Teaching Individuals, Respecting Individuality and Building a Learning Community. Ithaca Creek State School aims to create and sustain a supportive learning community and to prepare confident, responsible, self directed, adaptable and life long learners who are able to participate effectively in an ever-changing world.

Principal's Forward

Introduction

Ithaca Creek State School is representative of the community it serves. We are particularly proud of our student centred learning, age appropriate pedagogies, responsive and inclusive philosophy, extension and enrichment programs, information communication technologies and consistently high academic standards and achievement. Queensland schools annually publish meaningful information for parents about student and school performance. This document contains important information about our school's journey in 2016 towards the key directions of the School Strategic Plan 2016-2020

School Progress towards its goals in 2016

In 2015 the school undertook a school review engaging the School Improvement Unit. The following recommendations were made and some significant gains have been made in response. The progress is outlined in bold.

- Develop a clearly articulated whole school improvement agenda which is narrow, sharp and accompanied by appropriate and collaboratively determined targets, timelines, resourcing and professional development for all school personnel.

Completed Term 2 2016

- Strengthen the school's communication strategies to ensure that all staff, students and parents have a clear understanding of the strategic direction of the school.

A visioning evening in October 2016 "Yellow Brick Road" brought together the whole school community to collaboratively develop a set of key priorities for school improvement. Strengthening of the Parent Representative group, parent information and communication systems have been improved.

- Collaboratively develop and implement a formal systematic coaching and feedback protocol across the school.

This has commenced and will continue throughout 2017 -2019

- Collaboratively review whole-school differentiation practices based on longitudinal data analysis to determine whether current practices are improving outcomes for the full range of students enrolled at the school.

Completed and ongoing through semester student learning data conversations with the Deputy Principal, Head of Student Services and Classroom Teachers in Term 1 and Term 3

- Collaboratively clarify and embed the pedagogical framework to ensure continued fit for purpose and ownership of the framework at all levels.

This is ongoing as the school moves towards full implementation of Version 8 of the Australian curriculum. Consistent input from classroom teachers to ensure ownership and shared understanding has been prioritised.

Future Outlook

In 2017 the school's explicit improvement focus continues to be the teaching of writing.

Our key strategies for improvement are actioned through staff meetings and collaborative inquiry sessions according to the ICSS Writing Improvement Plan;

1. Content mastery of writing instruction and planning explicit writing lessons using;
 - 10 Components –NAP Writing Criteria
 - Sheena Cameron Writing

2. Monitoring and Responding to Student Progress through 'Faces on The Data' Conversations
 - Document, monitor and analyse student progress towards school writing targets
 - Plan writing lessons based on the ongoing use of student achievement data
 - Use Year Level Writing Standard Checklists for Feedback to students
 - Student learning portfolios - compile and communicate evidence of learning

3. Building Capacity and Celebrating Success
 - All students are able to articulate writing progress goals, reflect on progress and respond to 'next steps'
 - WOW -staff are engaged in collegial coaching, receiving formal and informal feedback on their practice
 - Student success is celebrated through assembly 'Super Sentences' award

Regular inserts into staff newsletters, weekly writing awards on assembly, ongoing staff meeting professional learning and the introduction of a 2 x term school magazine have lifted the profile and celebration of writing progress in the whole school community.

In Term 3 Moderation of Student Work will occur with the Mount Coot-tha Cluster of schools

The introduction of Philosophical Inquiry is a highlight of 2017. We look forward to seeing the positive results in not only student engagement but also in academic outcomes. All teachers will be coached in 2017 and in 2018 philosophy incorporated into unit plans.

In 2017 all teachers in year 5 will commence coaching in providing effective feedback to students. This is part of a 3 year research project with the University of Queensland Brain Institute.

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	519	257	262	6	98%
2015*	491	244	247	4	98%
2016	509	260	249	5	97%

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

Ithaca Creek State School students are very keen to be involved in the life of the school and its community. The gender distribution is slightly more girls and over 97% of students continue at Ithaca Creek for the whole of their primary education. Ithaca Creek students are distinguished by their love of learning and their willingness to be involved in all that is a school. The ICSEA (Index of Community Socio-Educational Advantage) is at the 98% percentile indicating that our students are from relatively high socio-educational advantage backgrounds. 2% of the Student population have a verified disability.

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	22	22	23
Year 4 – Year 7	23	25	27
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

Ithaca Creek State School continues to offer a well-balanced school curriculum to reflect the ethos of DET: Skilled, Clever and Creative. Our school motto “Strive to Improve” embodies the culture of learning and achievement at the school.

- Consistent curriculum programs aligned to relevant Curricula, implemented across all year levels.
- All 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.
- Continuation of enrichment opportunities within the curriculum to emphasis The Arts and cultural pursuits such as dance, drama and music
- Ongoing identification of appropriate resources and resource acquisition to support the delivery of intervention and extension programs.

Co-curricular Activities

- Sports Clinics
- Classroom Music Program including Choir
- Instrumental Music program for strings and brass/woodwind/percussion.
- Extension music through Music Honour camps and GRIPPS
- Sports Education Program – Soccer, Netball, Cricket, AFL, Touch Football
- German Languages Program Years 6-7
- Athletics
- 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
- Philosophy
- Coding and Robotics
- Dance

How Information and Communication Technologies are used to Assist Learning

ICTs are seen as integral to the effective delivery of curriculum to our digital learners. Every classroom has been provided with Interactive Whiteboards and class sets of ipads and laptops are available for classes to use regularly in the teaching and learning cycle. A green room is utilised regularly as part of the media and digital technology curriculum. The ongoing professional learning of teachers is considered vital to the successful integration of ICTs to enhance student outcomes and an active Technology Committee works strategically to allocate resources and professional support.

Social Climate

Overview

Ithaca Creek State School enjoys an exceptional learning culture. Student disciplinary action is minimal with the response to behavioral incidences focused on restorative justice. One disciplinary absence has been recorded at the school in the past five years. Classrooms are quiet with students focused on learning. Instruction is rarely disrupted to address behavior. An active Student Support Services committee meets weekly to address the needs of students requiring social, academic or access support.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	90%	96%
this is a good school (S2035)	96%	90%	97%
their child likes being at this school* (S2001)	98%	100%	95%
their child feels safe at this school* (S2002)	99%	100%	99%
their child's learning needs are being met at this school* (S2003)	94%	89%	92%
their child is making good progress at this school* (S2004)	92%	93%	90%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	92%	91%
teachers at this school motivate their child to learn* (S2007)	88%	89%	89%
teachers at this school treat students fairly* (S2008)	93%	95%	93%
they can talk to their child's teachers about their concerns* (S2009)	99%	93%	96%
this school works with them to support their child's learning* (S2010)	90%	88%	96%
this school takes parents' opinions seriously* (S2011)	90%	83%	94%
student behaviour is well managed at this school* (S2012)	94%	98%	99%
this school looks for ways to improve* (S2013)	96%	89%	100%
this school is well maintained* (S2014)	96%	92%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	94%	95%
they like being at their school* (S2036)	97%	97%	95%
they feel safe at their school* (S2037)	99%	99%	95%
their teachers motivate them to learn* (S2038)	100%	96%	95%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	93%	93%
teachers treat students fairly at their school* (S2041)	92%	92%	90%
they can talk to their teachers about their concerns* (S2042)	88%	83%	89%
their school takes students' opinions seriously* (S2043)	93%	80%	87%
student behaviour is well managed at their school* (S2044)	96%	85%	90%
their school looks for ways to improve* (S2045)	100%	94%	97%
their school is well maintained* (S2046)	97%	85%	97%
their school gives them opportunities to do interesting things* (S2047)	94%	94%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	100%	96%
they feel that their school is a safe place in which to work (S2070)	97%	100%	96%
they receive useful feedback about their work at their school (S2071)	83%	85%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	90%	96%	96%
their school takes staff opinions seriously (S2076)	90%	100%	96%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	97%	96%	91%
their school gives them opportunities to do interesting things (S2079)	97%	96%	96%

* 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 caregivers are recognised as valuable members of our community, who provide useful insights to supporting the educational and social needs of the students. We attempt to keep parents informed of school activities, programs and student achievement, through beginning of year parent information evenings, weekly newsletters, phone calls and parent interviews, and via our highly viewed school website. Parents are encouraged to play an active role within classrooms and in school activities and are often invited to be part of special celebrations. The Parents and Citizens Association is a vibrant group, which makes considerable contribution to the school community. The P&C have established parent representatives for each class in an endeavour to include more parents and caregivers in the life of the school. Additionally we have strong links with the local community, through our participation in local events and collaboration with various community groups. Strong links have been established with the local kindergartens and pre-prep providers. Regular opportunities for parents to meet with teachers and school support staff to discuss individual student needs are extended. The school has a Parent Support group for those parents who have a child with exceptional needs.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. All students are explicitly taught the High Five strategy for managing conflict or unwanted treatment from others. The school values of Respect, Personal Responsibility and Safety are addressed weekly as core curriculum. The Smiling Minds program has been introduced and is taught to every student.

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	0	0	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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* 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

An active campaign to turn of lights, fans and air-conditioners when classrooms are empty has had positive effects.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	169,217	1,735
2014-2015	157,260	535
2015-2016	134,768	1,163

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

Sector:

Government

Non-government

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	36	16	<5
Full-time Equivalents	31	11	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	4
Bachelor degree	26
Diploma	2
Certificate	

*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 \$ 41 556

The major professional development initiatives are as follows:

- Griffith University – Age Appropriate Pedagogies
- Classroom Profiling
- Collaborative Planning and collaborative Inquiry
- Mount Coot-tha Cluster – Moderation

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%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	95%	96%

*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%.

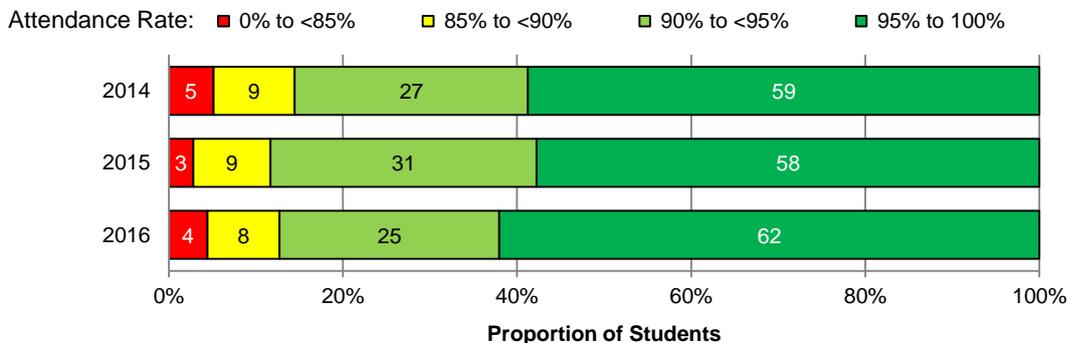
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	95%	94%	95%	95%	95%	96%	94%					
2015	95%	95%	95%	95%	95%	95%	94%						
2016	94%	95%	95%	96%	95%	96%	96%						

*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.

At Ithaca Creek State School we promote 100% attendance by:

- Promoting a positive and supportive school environment
- Consistent follow up of absences with parents/caregivers
- Working with students and families to reduce absenteeism

Responses to absences

At Ithaca Creek State School, we are committed to achieving the following targets in improving attendance:

- Reduce the number of students not attending more than 85% of school days to zero in each year level.
- Improve the school's overall attendance to >97%.

Extended Absence Policy

When a student is absent without explanation for three days or a pattern of absences has been identified, the school will take the following actions:

- Class teacher will notify the Principal.
- Principal/Office staff will contact parents, verify reason for absence and record in Oneschool
- Principal/Office staff will monitor for ongoing student absences

Result of Extended Absence

At Ithaca Creek State School the consequences or impacts of unexplained or unauthorised absences may include the following:

- Referral to Guidance Officer and/or outside agencies;
- Meeting with parents/guardians;
- Development of an Individual Attendance Plan for students;
- Formal processes as per Education Queensland policy up to and including referral by the Director General for prosecution under the Education (General Provisions) Act.

Reporting and monitoring attendance

At Ithaca Creek State School reports of absence or truanting are taken seriously. Parents, members of community and school staff may report an absence in the following ways:

- Telephone (school absence line) email to the school office
- Signed/dated note sent with the student
- In person to the office or class teacher

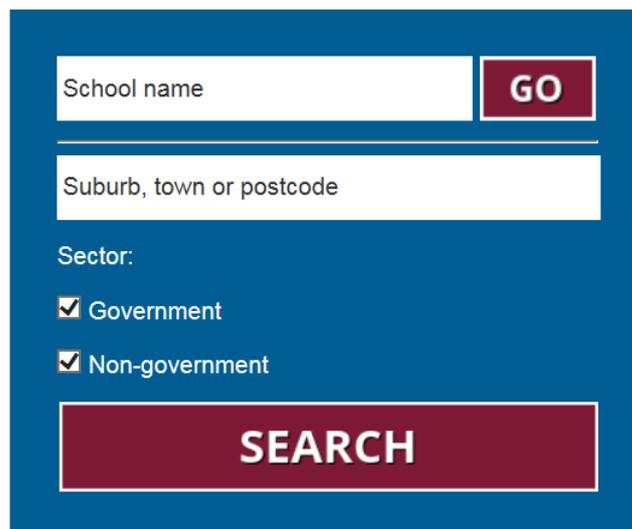
Unexplained absences are followed up each day at 9.15am with a text message sent to parents

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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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 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.

