Ithaca Creek State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Ithaca Creek State School is situated in the inner Brisbane suburb of Bardon. Ithaca Creek State School is an Independent Public School which caters for students from Preparatory Year to Year 6. We have a current enrolment of 550 students. It is our vision that Ithaca Creek State School students are confident and effective thinkers, creators and communicators who make a positive contribution to the world around them. Our teachers are committed to delivery of the Australian Curriculum so that every student is learning and experiencing success. Our teachers work tirelessly to know and respond to the needs of individual students by planning feedback to students and developing personalised learning plans whilst ensuring students experience safety, joy and challenge every day. Our students participate in weekly Philosophy lessons that support the development of critical, creative and ethical thinking. Mindfulness and citizenship is valued and facilitated through lessons and our student leadership program. Ithaca Creek State School enjoys beautiful facilities and grounds with a well-resourced Teaching and Learning Centre, school swimming pool, dedicated Outside School Hours Care facility and nature play areas. We are MAD about learning and Strive to Improve in all we do!

Principal's Foreword

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 2017 towards the key directions of the School Strategic Plan 2016-2019

School Progress towards its goals in 2017

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

Our key strategies for improvement were actioned through staff meetings and collaborative inquiry sessions. In alignment to the ICSS Writing Improvement Plan, content mastery of writing instruction and planning explicit writing lessons using the National Assessment Program Writing Criteria and monitoring and responding to student progress through classroom data conversations was embedded.
Building the capacity of staff to deliver a whole school approach for assessing writing enabled students to articulate writing progress goals, reflect on progress and respond to 'next steps'.

Regular inserts into staff newsletters, weekly writing awards on assembly, ongoing staff meeting professional learning, lifted the profile and celebration of writing progress in the whole school community.

The introduction of Philosophical Inquiry was a highlight of 2017. All teachers began coaching in 2017.

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

Through PandC funding, the entire school was air-conditioned in 2017. Additionally the refurbishment of the school hall has made a significant difference to the comfort and effective use of our school facilities.

Future Outlook

In 2018 a Peer Coaching model will be developed and introduced with a focus on Feedback for Learning.
A coach has been nominated to enrol in the Queensland Educational Leadership Institute, Peer Coaching course in May 2018. The coach will commence leading teachers through Phase 1 of the Lesson Study Approach to Peer Coaching with a focus on *Feedback for Learning* pedagogy (embedding aspects of the UQ Research Project the school is partnering with).

A review of our Curriculum Framework and Pedagogical Framework has identified the need for collaboration and participation at the cluster and regional level to ensure Ithaca Creek State School is prepared to deliver Version 8 of the Australian Curriculum in 2020. This includes the Digital Technologies Curriculum and the Queensland Department of Education STEM agenda. An e-Learning Coach will work with teachers throughout 2018 to upskill teachers and assist with planning and assessment. The school will undertake a review of current technology resources and develop a proposal to the school community for feedback in Semester 2 2018.

The development of a futures approach to embedding an inquiry and Project Based Learning approach to the learning areas other than English, Maths and Science. Planning for Project and Place Based Learning units will commence with trial units to be developed for implementation in 2019.

Ethical Understanding and Critical and Creative thinking through full implementation of Philosophical Inquiry will be embedded in 2018. All teachers will be delivering Philosophy Hour with their classes each week and a school wide approach to supporting Critical and Creative Thinking across the curriculum developed.

A consistent and systematic approach to the teaching of reading will be reviewed in 2018.

In 2018 the school will collaborate with the School Council and the Department of Education to ensure the development of the Ithaca Creek State School Infrastructure plan. The school is currently at enrolment capacity.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school: 550

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	491	244	247	4	98%
2016	509	260	249	5	97%
2017	546	259	287	6	96%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

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 school extra curricula activities. The ICSEA (Index of Community Socio-Educational Advantage) is at the 97% percentile indicating that our students are from relatively high socio-educational advantage backgrounds. Approximately 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	2015	2016	2017
Prep – Year 3	22	23	23
Year 4 – Year 6	25	27	25
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Ithaca Creek State School continues to offer a well-balanced school curriculum to reflect our school vision. That is, for our students to be confident and effective creators and communicators who make a positive contribution to the world around them. Our school motto "Strive to Improve" embodies the culture of learning and achievement at the school.

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- Consistently delivered curriculum programs aligned to the Australian Curriculum implemented across all year levels.

- All Learning Areas are delivered to meet the diverse learning needs of students with a priority focus on English, Mathematics and Science.

- Ongoing identification of appropriate resources and resource acquisition to support the delivery of intervention and extension programs.

- A range and balance of Age Appropriate Pedagogies that support the 'whole child' as a learner

Co-curricular Activities

Continuation of enrichment opportunities beyond the curriculum to expose and develop talent through initiatives such as;

- Student Leadership Program
- Tangalooma Eco-marines
- School Musical
- Art Soiree
- Instrumental Music Program
- Choir
- Interschool Sport
- Tech Know Kids
- Philosophical Inquiry
- Nature Pedagogy

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 a Head of e-Learning 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. Three disciplinary absences have 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, emotional or academic support.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	90%	96%	93%
this is a good school (S2035)	90%	97%	97%

Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
their child likes being at this school* (S2001)	100%	95%	96%
their child feels safe at this school* (S2002)	100%	99%	99%
their child's learning needs are being met at this school* (S2003)	89%	92%	90%
their child is making good progress at this school* (S2004)	93%	90%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	95%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%	94%
teachers at this school motivate their child to learn* (S2007)	89%	89%	93%
teachers at this school treat students fairly* (S2008)	95%	93%	93%
they can talk to their child's teachers about their concerns* (S2009)	93%	96%	96%
this school works with them to support their child's learning* (S2010)	88%	96%	93%
this school takes parents' opinions seriously* (S2011)	83%	94%	94%
student behaviour is well managed at this school* (S2012)	98%	99%	97%
this school looks for ways to improve* (S2013)	89%	100%	97%
this school is well maintained* (S2014)	92%	95%	99%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	94%	95%	93%
they like being at their school* (S2036)	97%	95%	87%
they feel safe at their school* (S2037)	99%	95%	99%
their teachers motivate them to learn* (S2038)	96%	95%	94%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	93%	85%
teachers treat students fairly at their school* (S2041)	92%	90%	74%
they can talk to their teachers about their concerns* (S2042)	83%	89%	80%
their school takes students' opinions seriously* (S2043)	80%	87%	78%
student behaviour is well managed at their school* (S2044)	85%	90%	74%
their school looks for ways to improve* (S2045)	94%	97%	93%
their school is well maintained* (S2046)	85%	97%	85%
their school gives them opportunities to do interesting things* (S2047)	94%	92%	83%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	100%	96%	96%
they feel that their school is a safe place in which to work (S2070)	100%	96%	96%
they receive useful feedback about their work at their school (S2071)	85%	88%	85%

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Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	96%	96%	88%
their school takes staff opinions seriously (S2076)	100%	96%	92%
their school looks for ways to improve (S2077)	100%	96%	96%
their school is well maintained (S2078)	96%	91%	96%
their school gives them opportunities to do interesting things (S2079)	96%	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 e-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 that focuses on appropriate, respectful and healthy relationships. All students are explicitly taught the High Five strategy for managing conflict or unwanted treatment from others and the Restorative Practices approach is used in isolated incidents such as bullying or aggression. 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. Close collaboration with the Character Builders Program to deliver relationships education incursions in Year 5 and 6 is a priority for our school.

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	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	0	1	2
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

With the installation of Air Conditioning throughout the school in 2017 the school community is conscious of the environmental footprint implications. Automated temperature and running settings has enabled conservative and responsible use of this resource. Collaboration with student leaders, parents, PandC and local community has increased the school's awareness of responsible use of plastics and food waste. Water consumption is minimized through fittings. The year round use of the school swimming pool has impacted on water consumption. The watering of garden beds including the Kitchen Garden mostly utilizes harvested rain water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	157,260	535
2015-2016	134,768	1,163
2016-2017	145,916	1,561

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

School name	GO
Suburb, town or postcode	

Sector:

☑ Government

☑ Non-government

SEARCH

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	21	<5
Full-time Equivalents	32	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	10
Graduate Diploma etc.**	14
Bachelor degree	11
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 2017 were $ 73 849

The major professional development initiatives are as follows:

- Develop Writing Checklists for feedback and goal setting for students
- Moderation of Whole School Writing Tasks
- Sheena Cameron and Louise Dempsey Professional Development
- UQ – Brain Institute -Cam Brooks – Feedback for Learning Research – Staff coaching
- Teacher Training – Philosophy in the Classroom
- Teacher Coach -delivering Philosophy lessons
- Resources – Classroom Texts

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

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Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
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).	95%	96%	93%

*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.

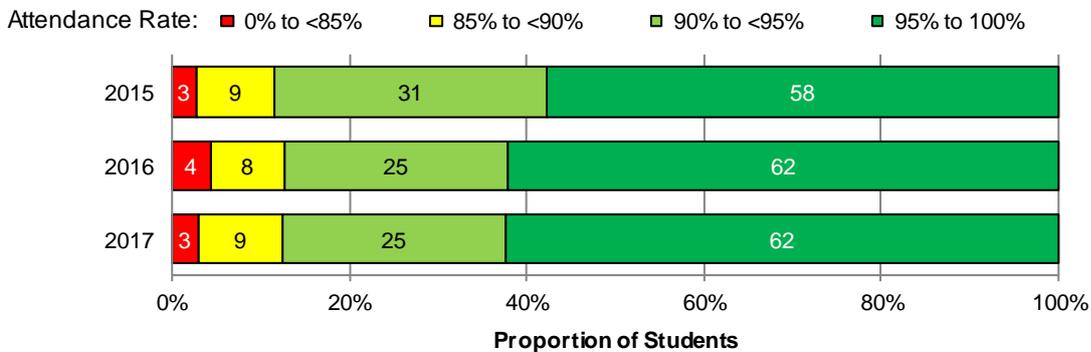The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

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
2015	95%	95%	95%	95%	95%	95%	94%	N/A	N/A	N/A	N/A	N/A	N/A
2016	94%	95%	95%	96%	95%	96%	96%	N/A	N/A	N/A	N/A	N/A	N/A
2017	96%	94%	95%	95%	95%	96%	95%	N/A	N/A	N/A	N/A	N/A	N/A

*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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

- 2015: 3 | 9 | 31 | 58
- 2016: 4 | 8 | 25 | 62
- 2017: 3 | 9 | 25 | 62

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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
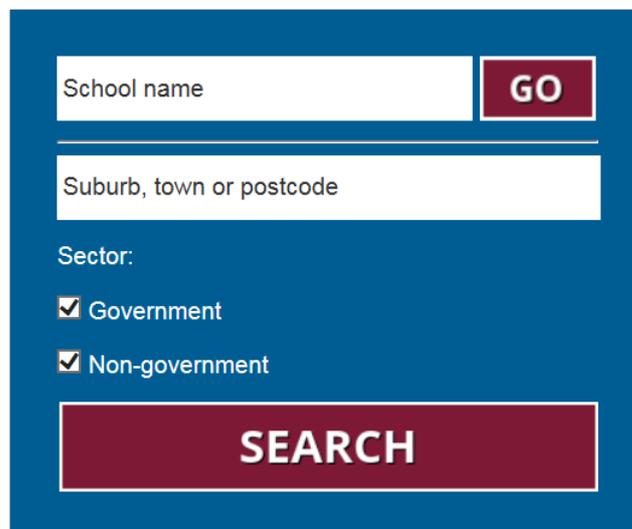• In person to the office or class teacher

Unexplained absences are followed up each day at 9.15am with an automated text message sent to parents
Responses from parents are recorded and non-response is followed up immediately with a direct phone call
All correspondence regarding unexplained absences is recorded as a contact in Oneschool

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.**

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.

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