



Ithaca Creek State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Ithaca Creek State School is situated in the inner Brisbane suburb of Bardon. Ithaca Creek State School is a co-educational 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!

School progress towards its goals in 2018

In 2018 a Peer Coaching model was developed and introduced with a focus on effective feedback to students. A coach was employed and undertook training in the Queensland Educational Leadership Institute, Peer Coaching course in May 2018. The coach commenced 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 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 included the Digital Technologies Curriculum and the Queensland Department of Education STEM agenda. Our e-Learning Coach worked with teachers throughout 2018 to upskill teachers and assist with planning and assessment. The school undertook a review of current technology resources and developed a proposal to the school community for feedback in Semester 2 2018 with a view to introducing a school managed 1:1 iPads resource hire scheme in Years 3-6.

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 commenced by engaging teachers from each year level in Professional Learning Communities (PLC). The writing of inquiry 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 was embedded in 2018. All teachers are now delivering Philosophy Hour with their classes each week. A school wide approach to supporting Critical and Creative Thinking across all learning areas is yet to be developed.

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

In 2018 the school collaborated with the School Council and the Department of Education and developed the school Masterplan. The school is reached enrolment capacity during 2018.

Future outlook

In 2019 we embedded our previous explicit improvement agenda, feedback to students, a whole school approach to the teaching of writing and Philosophical Inquiry. From 2019 our focus is to;

Develop a shared understanding of high quality teaching of numeracy, with a particular focus on the teaching of Mathematical Problem Solving and Mental Computation so that 80% of our students are achieving equal to or greater than a B Standard in Mathematics.

Develop a clear and visible Kindergarten to Year 2 Transitions Strategy capturing ICSS expected practices to support continuity of learning across the years K-2 and ensuring 100% of students are achieving reading benchmarks by the end of Year 1.

Refine a shared understanding of the school's pedagogical approach of Visible Learning, with a particular focus on the feedback Cycle and lesson study evidenced by 100% of students being able to articulate their next steps for learning.

Continue to monitor and assess the successful implementation of 1:1 iPads rollout in Years 3-6

Continue to increase staff awareness and skills ensuring all staff are proactively adopting inclusive practices.

In 2019 the school will undertake a school review to inform the 2020-2023 School Strategic Plan. Consultation with the whole school community and recommendations from the School Improvement Unit School Review will inform the Strategic drivers of this plan. School enrolment growth and facilities master planning will be a core priority for the school.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	509	546	551
Girls	260	259	278
Boys	249	287	273
Indigenous	5	6	4
Enrolment continuity (Feb. – Nov.)	97%	96%	97%

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](#) 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.

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	27	25	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) 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.

Curriculum delivery

Our approach to curriculum delivery

Ithaca Creek State School continues to offer a well-balanced school curriculum to reflect our school vision '*our students are confident and effective thinkers, 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.

- 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 for identified students
- A range and balance of age appropriate pedagogies to support the 'whole child' as a learner
- *Visible Learning* as the research based informing the school's pedagogical approach

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
- Tech Know Time
- Philosophical Inquiry
- Nature Pedagogy
- Mindfulness
- Mount Coot-tha Cluster enrichment and extension programs such as Young Writers, GRIPPS,
- Competitions

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. All teachers utilise Interactive Whiteboards and class sets of iPads and laptops are available for classes to use regularly in the teaching and learning cycle. In preparation for the rollout 1:1 iPads in years 3-6 from 2019, our Head of eLearning has engaged the school community, teachers and students in a comprehensive change management strategy to ensure the full implementation of the Digital Technologies curriculum by 2020. 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 in all learning areas. The 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 and trauma informed practices. All teachers undertake classroom profiling of *Essential Skills for Classroom Management* to support consistent practices across the school. 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. The school works closely with the PandC to support a cohesive and inclusive community. Positive programming through Mindfulness, Philosophical Inquiry, lunchtime clubs such as maker space and gardening and acknowledgement of effort through weekly assemblies is embedded throughout the school.

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

* 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)	95%	93%	100%
• they like being at their school* (S2036)	95%	87%	92%
• they feel safe at their school* (S2037)	95%	99%	100%
• their teachers motivate them to learn* (S2038)	95%	94%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	85%	94%
• teachers treat students fairly at their school* (S2041)	90%	74%	85%
• they can talk to their teachers about their concerns* (S2042)	89%	80%	87%
• their school takes students' opinions seriously* (S2043)	87%	78%	92%
• student behaviour is well managed at their school* (S2044)	90%	74%	87%
• their school looks for ways to improve* (S2045)	97%	93%	100%
• their school is well maintained* (S2046)	97%	85%	98%
• their school gives them opportunities to do interesting things* (S2047)	92%	83%	89%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	96%	96%	100%
• they feel that their school is a safe place in which to work (S2070)	96%	96%	100%
• they receive useful feedback about their work at their school (S2071)	88%	85%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	95%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	96%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	96%	88%	92%
• their school takes staff opinions seriously (S2076)	96%	92%	89%
• their school looks for ways to improve (S2077)	96%	96%	100%
• their school is well maintained (S2078)	91%	96%	95%
• their school gives them opportunities to do interesting things (S2079)	96%	96%	97%

* 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 have multiple processes for keeping parents informed of school activities, programs and student achievement, through beginning of year parent information evenings, weekly e-newsletters, parent interviews, open classrooms, 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. The Parent Representatives meet each month with the Principal and Deputy Principal to support transparent and timely communication. 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. This group Learning Difficulties Support Group meet monthly. The PandC supported parent and community seminars *The Source* are run each term on topics of mutual interest to educators and parents supporting the educational needs of our learners.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. Relationships and sexuality education (RSE) for students in years 5 and 6 is delivered by *True Relationships*. True's approach to RSE involves respectful facilitation, free of discrimination and mindful of the diversity that exists in different relationships and families. All program content and activities are age-appropriate and align with the curriculum. 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 (based on the principles of Positive Psychology) has been embedded and is taught to every student each week. Close collaboration with the Character Builders Program to deliver leadership education in Year 5 and 6 is a priority for our school. Cyber-safety education is delivered to all students in years 3-6.

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
Short suspensions – 1 to 10 days	1	2	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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.

Environmental footprint

Reducing this 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. An increase in student enrolments has also impacted on consumption. The school has an active environmental group (EcoMarines) made up of students, parents and staff who regularly engage the whole school community in raising awareness and implementing strategies to reduce the school's environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	134,768	145,916	185,464
Water (kL)	1,163	1,561	1,933

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.

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.

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.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	40	22	<5
Full-time equivalents	33	14	<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
Doctorate	
Masters	10
Graduate Diploma etc.*	14
Bachelor degree	14
Diploma	2
Certificate	

*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 2018 were \$ 30 916. 49

The major professional development initiatives are as follows:

- Coaching for Feedback
- Philosophical Inquiry
- Australian Curriculum Planning
- Literacy –The teaching of reading
- Peer Coaching
- Visible Learning
- Wellness – Mindfulness

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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	95%	95%	95%
Attendance rate for Indigenous** students at this school	96%	93%	97%

* 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
Prep	94%	96%	95%
Year 1	95%	94%	95%
Year 2	95%	95%	95%
Year 3	96%	95%	96%
Year 4	95%	95%	94%
Year 5	96%	96%	96%
Year 6	96%	95%	96%

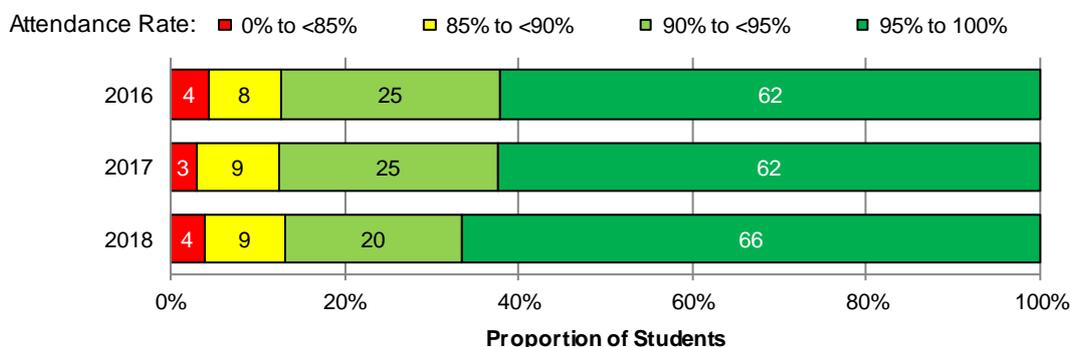
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

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](#); 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 Deputy Principal.
- Deputy Principal/Office staff will contact parents, verify reason for absence and record in Oneschool
- Deputy 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 NAPLAN tests are available via the [My School](#) 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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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](#)) is an annual assessment for students in Years 3, 5, 7 and 9.