

# Isabella State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Isabella State School's 2015 School Annual Report provides parents, staff, students and the community with a comprehensive and concise picture of our state school and the progress we have made towards our goals over the past year. It outlines aspects of our school's progress and highlights our achievements as it relates to 2015. It also provides an overview of our priorities for 2016. It contains information regarding our students, staff and community. In particular, it outlines our progress towards goals, future outlook, enrolment figures, class sizes, school disciplinary absences and staff qualifications. It also contains information pertaining to the School Opinion Surveys and the how our Year 3, 5 and 7 students performed in the NAPLAN tests. I hope that you will find reading about our school's progress and reviewing the results detailed in this Annual Report informative.

### School progress towards its goals in 2015

In 2015, our ninth year of operation, our goal continued to be the establishment of positive relationships within our school learning community ensuring we provided opportunities for all students to reach their potential within a safe, supportive and stimulating learning environment. We also continued our focus on curriculum engagement through explicit teaching, school wide curriculum programs to support the consistency of learning and further improving our student's literacy and numeracy skills and knowledge.

Our progress towards achieving these goals has been pleasing. Our school continued a positive trend in enrolments with higher enrolment continuity. The results of the systemic testing of student learning outcomes were solid while the results of our Student, Parent and Staff Opinion Surveys were testimony to the continued positive tone and culture of the school. At Isabella State School we have maintained our core values of Learning, Respect and Safety and continue in our pursuit of excellence in education.

### Future outlook

The main priority for 2015 was to continue to refine and embed the agreed upon school wide

pedagogy and school wide learning programs in order to improve student learning outcomes especially in the areas of Literacy and Numeracy. In 2015 Isabella State School continued to be part of the Fleming Project which has as its priority the development of explicit teaching practices of Consolidation, I Do, We Do, You Do, and Ploughing Back or Review. We believe this focus on quality, high yield teaching will ensure that all students are achieving at our school. Our goal is to take the school into the ranks of a high performing school within the next 2 years. As part of the implementation of the explicit teaching methodology, teachers will be observed and coached by administration staff. Teachers will also engage in collaborative professional development activities to improve teaching and learning outcomes.

Our focus for 2015 was clearly defined in our school improvement priorities detailed in the school's Annual Implementation Plan. They are:

Improving teaching

Refining and embedding data based decision making

Refining and embedding planning and accountability systems at all leadership levels

Connecting parents and caregivers with their children's learning

School Wide Positive Behaviour for Learning

In 2016 our focus will be on improving our student A-E data by having a target of 80% of students achieving at a C level or higher in English, Maths and Science.

We will also keep a focus on our school target of 95% of Year 3 and Year 6 students achieving NMS in their NAPLAN testing as well as striving for 50% of students in both year levels achieving in the Upper Two Bands of NAPLAN testing.

The spotlight will remain on attendance each year so that all students strive for a 95% attendance rate.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Early Childhood - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	609	299	310	197	89%
2014	623	317	306	214	91%
2015	614	308	306	192	93%

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 2015, 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:

In 2015 Indigenous students made up approx. 31% of the school enrolment. There was a mix of families from a range of ethnic backgrounds including European, Hmong, German, Japanese, Cook Islands and New Zealand. The school has an Enrolment Management Plan to ensure the growth of the school is managed so that facilities and resources are not over extended, and students have the opportunity to attend their closest state school.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	23	21
Year 4 – Year 7 Primary	27	26	18
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents

	2013	2014*	2015**
Short Suspensions - 1 to 5 days	132	64	25
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* 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.

## Curriculum delivery

### Our approach to curriculum delivery

We cater for the Key Learning Areas of English, Maths, Science, Technology, History, Geography, The Arts, Languages Other Than English (Chinese), and Health and Physical Education.

In addition to the 8 Key Learning Areas, Isabella State School offered the following distinctive curriculum offerings:

- Instrumental Music Years 4-7 (Strings, Brass, Woodwind, Percussion)
- Support programs for Students with Special Needs
- Focus on literacy and numeracy
- Swimming program for the junior school
- Interschool Sports Years 4-7
- Athletics Day
- Cross Country
- Student Leadership Camp and Program
- Student Council

### Extra curricula activities

- Excursions P-7
- School ANZAC Ceremony
- Edmonton ANZAC Day March
- Westpac Maths Competition
- Optiminds Challenge
- Premier's Reading Challenge
- Under 8s Day
- Camps Year 6
- Music camps (instrumental music students)
- Choir
- Concert band
- Rock band
- Discos
- Arts Council Performances
- Whole-school Reward Days (SWPBL)
- Chappy Sport
- Friendship groups
- Lunchtime activities for both junior and senior students

## How Information and Communication Technologies are used to improve learning

Our students access new facilities and resources particularly in relation to technology and ICTs. Isabella State School is equipped with the latest in technology to motivate and engage students with interactive whiteboards in all Prep – Year 3 classrooms and ceiling mounted data projectors and wall speakers in all classrooms as well as in the Resource Centre. The school is fully networked and all classrooms have access to the Internet and E-mail. All classrooms also utilise document cameras as a way to project information and model learning activities. Desktop and laptop computers are available for students to allow ICTs to be accessible as required in classrooms or labs. ICTs play a critical role in the teaching and learning process at our school, and all teachers use a laptop computer for their everyday planning and teaching as part of the Computers for Teachers program. The provision of IT hardware has greatly enhanced teaching and learning opportunities and will continue to be a priority as the school grows.

## Social Climate

At Isabella State School, we believe all students have the right to learn and feel safe and happy in a supportive and socially just environment. Our focus is on building a school environment in which students feel safe, respected and supported. 94% of students surveyed in 2015 felt safe and liked being at our school. A high emphasis is placed on the relationship of staff with students, and students with each other. We are a School-Wide Positive Behaviours School, in which social skills, good manners, tolerance and good citizenship need to be developed through explicit teaching and modelling, with an understanding that students are accountable for their own behaviour. Disruptive behaviours that interrupt learning and bullying or other unsafe behaviour are not tolerated at our school. More parents are agreeing that student behaviour is well managed at our school.

A sense of community is also present at our school, whereby students, staff and families support one another and work towards a common goal. As well as having a Head of Special Education and students with disabilities teachers on site we also have a Guidance Officer and Chaplain visit the school to provide support to students and staff where needed, through developed programs and strategies. Our school continues to grow as a learning community and develop working relationships with outside agencies. Our school community values people, facilitates learning and continually questions our organisational and pedagogical practices. There are open lines of communication and we encourage staff to develop a shared vision. We measure our progress by external and internal benchmarks and staff is committed to recognising, rewarding and celebrating achievement. Our goal is to be a high performing school and we are committed to achieving this goal.

Students and their families are the focus of the school and we value developing and maintaining relationships.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	95%	90%	88%
this is a good school (S2035)	95%	86%	88%
their child likes being at this school (S2001)	95%	86%	94%
their child feels safe at this school (S2002)	100%	86%	94%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child's learning needs are being met at this school (S2003)	86%	76%	88%
their child is making good progress at this school (S2004)	95%	83%	88%
teachers at this school expect their child to do his or her best (S2005)	86%	100%	88%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	86%	81%
teachers at this school motivate their child to learn (S2007)	86%	86%	88%
teachers at this school treat students fairly (S2008)	90%	79%	87%
they can talk to their child's teachers about their concerns (S2009)	100%	86%	88%
this school works with them to support their child's learning (S2010)	100%	86%	87%
this school takes parents' opinions seriously (S2011)	75%	75%	80%
student behaviour is well managed at this school (S2012)	73%	71%	81%
this school looks for ways to improve (S2013)	79%	85%	87%
this school is well maintained (S2014)	91%	90%	81%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	87%	98%
they like being at their school (S2036)	91%	86%	96%
they feel safe at their school (S2037)	79%	90%	93%
their teachers motivate them to learn (S2038)	95%	98%	97%
their teachers expect them to do their best (S2039)	100%	97%	99%
their teachers provide them with useful feedback about their school work (S2040)	95%	96%	99%
teachers treat students fairly at their school (S2041)	92%	86%	91%
they can talk to their teachers about their concerns (S2042)	85%	87%	90%
their school takes students' opinions seriously (S2043)	84%	75%	91%
student behaviour is well managed at their school (S2044)	78%	61%	89%
their school looks for ways to improve (S2045)	96%	94%	98%
their school is well maintained (S2046)	90%	86%	94%
their school gives them opportunities to do interesting things (S2047)	86%	89%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	98%	91%
they feel that their school is a safe place in which to work (S2070)	98%	95%	100%
they receive useful feedback about their work at their school (S2071)	81%	84%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	96%	65%
students are encouraged to do their best at their school (S2072)	100%	98%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
students are treated fairly at their school (S2073)	96%	93%	100%
student behaviour is well managed at their school (S2074)	91%	88%	100%
staff are well supported at their school (S2075)	81%	91%	82%
their school takes staff opinions seriously (S2076)	79%	80%	87%
their school looks for ways to improve (S2077)	91%	98%	100%
their school is well maintained (S2078)	83%	100%	97%
their school gives them opportunities to do interesting things (S2079)	74%	86%	77%

<sup>#</sup> '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

We encourage parents and carers to be involved in our school. We believe that education is a partnership between the home and the school, and we greatly value parent involvement as fully as time and commitments allow. Family support assists us to provide the very best education possible for our children, in a safe and happy environment.

Throughout 2015 parents were active participants in their child's education at Isabella State School in the following ways: attended information and introduction evenings; volunteered in classrooms; attended class celebrations and unit activities; attended parent teacher meetings and interviews ; attended P&C meetings; participated in P&C activities; assisted in special occasions including Sports Day, Cross Country, Under 8s day, term discos; attended parent education sessions ; attended open classroom sessions offered each term, participated as guest speakers and assisted in setting up resources across the school.

The school has an IRAP (Isabella Realising Achievement Potential) committee which meets every fortnight to discuss individual students who may be needing additional support in academic, social-emotional or behavioural areas in order to function successfully at school. All parents of students with diverse learning needs are involved in formal and informal discussions to talk about how best to cater for an individual student's learning needs

### Reducing the school's environmental footprint

In 2015 the school continued with the implementation of a Sustainability Environmental Management Plan (SEMP) which committed Isabella state school to making a difference to practice in the four main areas of Water, Waste Energy and Biodiversity. Energy usage was checked by classroom energy monitors who were responsible for turning off lights, air conditioners and fans when rooms were not in use. All classrooms were issued with food scraps buckets which were emptied into a compost area daily to reduce waste. Recycling continued with aluminium cans collected for use by a local scouting group. The energy usage is continually monitored by our Ecowarrior student body with key messages delivered to school assemblies. An increase in daily temperatures has meant that our airconditioning units were in use also in Terms 2 and 3 rather than just in Terms 1 and 4.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	282,959	6,147
2013-2014	300,644	4,285

2014-2015

314,822

1,213

\*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.

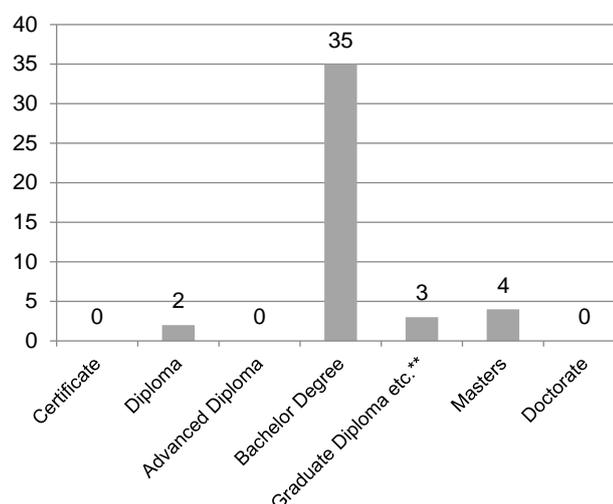
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	44	37	<5
Full-time equivalents	39	22	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.**	3
Masters	4
Doctorate	0
<b>Total</b>	<b>44</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$29947.00

The major professional development initiatives are as follows:

- Teacher release for classroom visits and attendance at workshops
- Involvement in the Fleming Explicit teaching Project
- E Learning and ICT workshops
- Profiling
- First Aid
- Leadership team professional development

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015

Staff attendance for permanent and temporary staff and school leaders.

97%

97%

97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 82% of staff was retained by the school for the entire 2015 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.

#### Find a school

Where it says '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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	86%	86%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

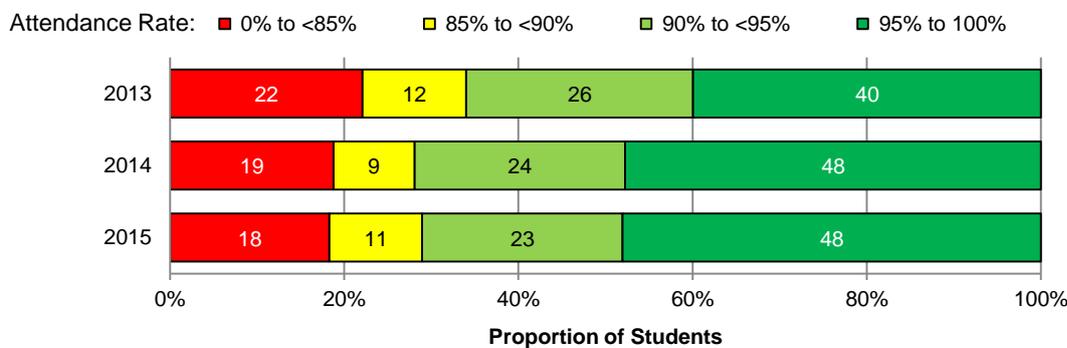
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	92%	90%	90%	91%	89%	87%	90%					
2014	93%	90%	91%	91%	92%	90%	92%	91%					
2015	91%	91%	88%	92%	91%	91%	90%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Rolls are marked electronically twice daily. As per our school Attendance Policy outlining the importance of 'Every Day Counts', parents are contacted when unexplained absences are greater than 2 days. Teachers and school administration phone homes of students who have a poor attendance rate to support families. A text messaging system is also in place to ensure that communication with families is regular and expedient. Our school attendance goal is 95%. Celebratory events were held to acknowledge classes with the highest attendance rates across the school each term. The class with the highest average weekly attendance data is the recipient of a trophy for the week which is handed over on parade. This is also acknowledged in the school newsletter and school noticeboard and individual classes track attendance data visually on a daily basis.

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.**

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

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Sector:

Government

Non-government

Where it says '**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.