



Isabella State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Isabella State School opened in January 2007 and caters for students from Prep to Year 6. Significant growth in student enrolment has been experienced since opening. The school is located in a rapidly expanding residential area south of Cairns. Our purpose is to provide opportunities for all students to achieve their potential (to be the best they can be). Our vision is the provision of quality educational services in a safe and supportive environment. We achieve this by providing programs that cater for the individual needs of all students, developing in students the skills and desire for lifelong learning, providing a safe, supportive and inclusive environment for all students supporting all staff in their development of professional competencies and establishing positive and productive partnerships with all stakeholders. As a YOU CAN DO IT! School we embrace the five foundations for achievement and social-emotional well-being providing explicit instruction in positive habits of the mind. We believe that education is a partnership between the home and the school and we greatly value parent involvement.

Principal's Foreword

Introduction

Isabella State School's 2016 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 2016. It also provides an overview of our priorities for 2017. 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 and 5 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 2016

In 2016, our tenth 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 slightly lower enrolment continuity reflecting a more general trend in the southern suburbs of Cairns. 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

2017 is set to be another exciting and rewarding year for Isabella State School. The key priorities for 2017 include:

- 80% of students achieving a C or higher in English, Maths and Science
- 95% of Year 3 and Year 5 students achieving above NMS on NAPLAN tests
- 50% of Year 3 and Year 5 students in the U2B in NAPLAN tests
- 95% of students attending every day

These will continue to be a focus until our school data reflects these goals. Strategies to reach our targets include:

The continued refinement and implementation of the school's explicit instruction and consolidation models

Refinement of our school reading programs in line with evidence based decision making

Using Investing for Success funding to implement reading and reading intervention programs in the Junior school

Continued roll out of the Prime Mathematics program

Continuation of the Master teacher role to support teachers

Classroom observation and coaching

All teachers engaging in data meetings and collaborative planning sessions

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	623	317	306	214	91%
2015*	614	308	306	192	93%
2016	625	294	331	194	89%

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

In 2016 Indigenous students made up approx. 31% of the school enrolment. There was also 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	23	23
Year 4 – Year 7	26	25	26
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

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
 Code Club
 Robotics

Co-curricular 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 at both lunch breaks

How Information and Communication Technologies are used to Assist Learning

ICT's are integrated into various key learning areas across all year levels. All classrooms are fully networked and feature wireless technology. Many units of work incorporate an ICT component. All teachers are provided with a laptop and I Pad to use with everyday teaching. Interactive whiteboards are used in the Junior school and data projectors and document cameras are used in all rooms to enhance teaching and learning. Desktop and laptop computers are available for students to allow ICTs to be accessible as required in classrooms or labs.

Social Climate

Overview

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. 97% of students surveyed in 2016 felt they were getting a good education 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 Behaviour for Learning 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. 100% of parents agreed that their child likes being at this school and feels safe.

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

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)	90%	88%	100%
this is a good school (S2035)	86%	88%	100%
their child likes being at this school* (S2001)	86%	94%	100%
their child feels safe at this school* (S2002)	86%	94%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child's learning needs are being met at this school* (S2003)	76%	88%	100%
their child is making good progress at this school* (S2004)	83%	88%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	88%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	81%	100%
teachers at this school motivate their child to learn* (S2007)	86%	88%	100%
teachers at this school treat students fairly* (S2008)	79%	87%	94%
they can talk to their child's teachers about their concerns* (S2009)	86%	88%	100%
this school works with them to support their child's learning* (S2010)	86%	87%	100%
this school takes parents' opinions seriously* (S2011)	75%	80%	89%
student behaviour is well managed at this school* (S2012)	71%	81%	94%
this school looks for ways to improve* (S2013)	85%	87%	100%
this school is well maintained* (S2014)	90%	81%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	87%	98%	97%
they like being at their school* (S2036)	86%	96%	93%
they feel safe at their school* (S2037)	90%	93%	87%
their teachers motivate them to learn* (S2038)	98%	97%	99%
their teachers expect them to do their best* (S2039)	97%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	97%
teachers treat students fairly at their school* (S2041)	86%	91%	91%
they can talk to their teachers about their concerns* (S2042)	87%	90%	88%
their school takes students' opinions seriously* (S2043)	75%	91%	86%
student behaviour is well managed at their school* (S2044)	61%	89%	75%
their school looks for ways to improve* (S2045)	94%	98%	93%
their school is well maintained* (S2046)	86%	94%	88%
their school gives them opportunities to do interesting things* (S2047)	89%	93%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	91%	96%
they feel that their school is a safe place in which to work (S2070)	95%	100%	98%
they receive useful feedback about their work at their school (S2071)	84%	85%	72%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	65%	79%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	93%	100%	96%
student behaviour is well managed at their school (S2074)	88%	100%	96%
staff are well supported at their school (S2075)	91%	82%	79%
their school takes staff opinions seriously (S2076)	80%	87%	78%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	100%	97%	89%
their school gives them opportunities to do interesting things (S2079)	86%	77%	80%

* 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

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 2016 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; school fete, 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 behavioral 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

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. As a Positive Behaviour for Learning school we explicitly teach lessons that help instill within students the internal qualities necessary for achievement and social-emotional development by explicitly teaching skills linked to learning, safety and respect as well as conflict resolution skills and strategies for responding to bullying and harassment. Each year we revise and embed new lessons according to the school data which is reviewed every fortnight.

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	64	25	11
Long Suspensions – 6 to 20 days	0	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.

Environmental Footprint

Reducing the school's environmental footprint

In 2016 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 air-conditioning units were in use also in Terms 2 and 3 rather than just in Terms 1 and 4. Our spike in water usage was due to a major water leak which occurred with a water main.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	300,644	4,285
2014-2015	314,822	1,213
2015-2016	199,343	7,187

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	45	37	<5
Full-time Equivalents	40	21	<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.**	3
Bachelor degree	36
Diploma	2
Certificate	0

*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 \$35071

The major professional development initiatives are as follows:

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

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.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% 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).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	86%	87%

*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%.

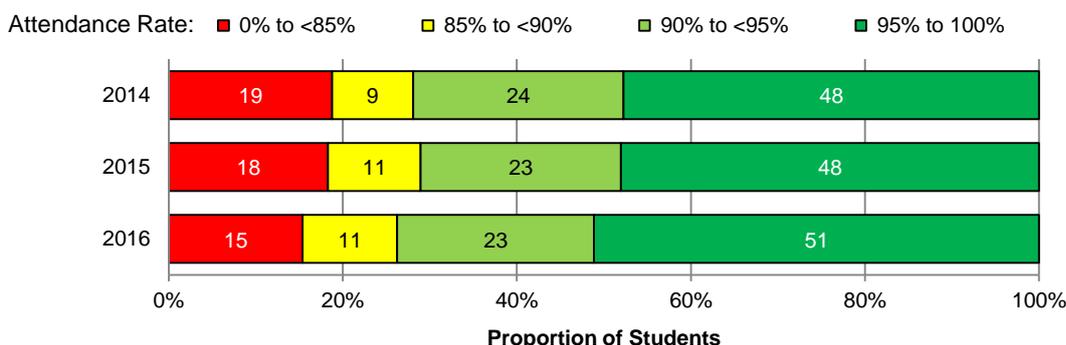
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	90%	91%	91%	92%	90%	92%	91%					
2015	91%	91%	88%	92%	91%	91%	90%						
2016	91%	92%	92%	91%	92%	92%	93%						

*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.

Rolls are marked electronically twice daily, once at the commencement of the school day and again after the second recess. 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. An outside agency is involved with a number of families to support students attending school. A text messaging system is also in place to ensure that communication with families is regular and expedient. Our school attendance

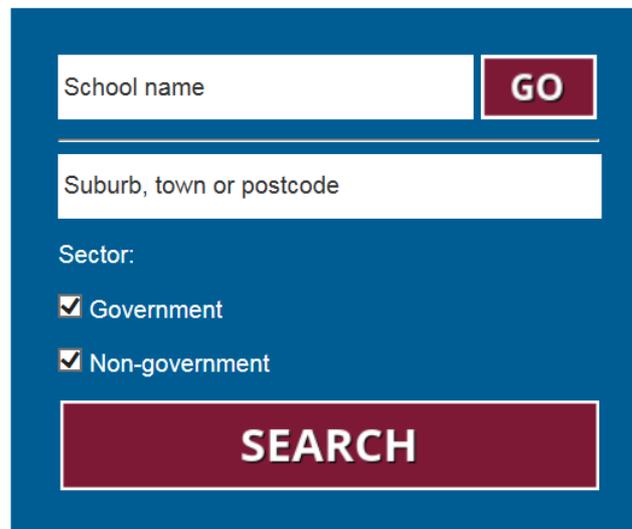
goal is 95%. Celebratory events were held to acknowledge classes with the highest attendance rates across the school each term. The class with the highest average weekly attendance data is the recipient of a trophy for the week which is handed over on parade. This is also acknowledged in the school newsletter and school noticeboard and individual classes track attendance data visually on a daily basis.

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 with two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

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.