



Isabella State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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.

Introduction

Isabella State School's 2018 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 2018. It also provides an overview of our priorities for 2019. It contains information regarding our students, staff and community. It is hoped that you will find reading our school's progress and reviewing the results detailed in this Annual Report informative.

School progress towards its goals in 2018

In 2018, Isabella State School focussed on two improvement areas to ensure succinct, concise and proactive strategies are embedded for all staff and students. Teacher pedagogical practice, aligned with improving student outcomes, have continued to be the foci, enabling all students to access not only the curriculum to the best of their ability, but in a supportive and safe learning community.

All staff proactively work with families and students to provide a holistic approach towards the learning and achieving of all students within the school context. The results of the systemic testing of student learning outcomes continued to display an improvement in student achievement, 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

2019 is set to be another exciting and rewarding year for Isabella State School. The key targets for 2019 continue to be:

- 80% of students achieving C or higher in English, Mathematics and Science.
- 95% of Year 3 and year 5 students at or above NMS in NAPLAN
- 50% of Year 3 and Year 5 students in U2Bin NAPLAN
- 95% school attendance rate

The listed targets will continue to be a focus until our school data reflects these targets.

Our improvement priorities for 2019 remain: improving the consistency of quality teaching practice across the school and improving outcomes for all students.

Isabella State School employs the following strategies to reach the stated targets:

1. Improving quality teaching practice:
 - Appoint year level co-ordinators in each year level
 - Continue to refine consolidations to ensure recite, recall, apply elements exist in all year levels
 - Explicit teaching is the primary pedagogical approach
 - Australian Curriculum expansion through classroom planning, planning meetings and moderation

- Data Analysis
- 2. Improving outcomes for all students
- Implement coaching and mentoring for staff within curriculum design, implementation and student achievement
- Attendance analysis, review and promotion
- Embed Positive Behaviour for Learning within all areas of the school and community

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	625	589	600
Girls	294	276	280
Boys	331	313	320
Indigenous	194	208	231
Enrolment continuity (Feb. – Nov.)	89%	93%	89%

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

In 2018 Isabella State School educated students from a range of ethnic backgrounds including European, Hmong, German, Japanese, Cook Islands and New Zealand. Our Indigenous students make up approximately 36% of our school population. 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

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	26	27	26

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

The Australian Curriculum is the corner stone from which all curriculum development occurs. Encompassed in the Australian Curriculum are the following Key Learning Areas which we cater for: English, Mathematics, Science, Technology, History and Social Sciences, The Arts, Languages Other Than English (Chinese) and Health and Physical Education.

In addition to the implementation of the Australian Curriculum, Isabella State School offered the following distinctive curriculum offerings:

- Instrumental Music Years 4-6 (Strings, Brass, Woodwind, Percussion)
- Support Programs - supporting students with learning difficulties and special needs
- Focus on literacy and numeracy through the employment of a HOC and Master Teacher
- Swimming program for the junior school
- Athletics Day
- Student Leadership Camp and Program
- Student Council
- Robotics and Coding Club

Co-curricular activities

- Excursions and incursions Prep – Year 6
- ANZAC Ceremonies: School and Edmonton Community March
- Extension interschool challenges: Westpac Maths Competition, Optiminds, Mt Sheridan Spelling Bee, Premiers Reading Challenge
- Music extension programs: Choir, Concert and Rock Bands, Music Camps
- Chaplaincy programs including activities such as lunchtime sport
- Organised lunchtime activities for senior and junior school students
- Whole School Rewards Days
- Discos

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 iPad 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, feel safe and happy in a supportive, holistic learning environment. Our focus is on building a school environment in which students feel respected, supported and are learners. 95% of students surveyed during the annual School Opinion Data collection, felt that they were getting a good education at our school. As a Positive Behaviour for Learning school, we focus on creating a supportive environment for all students to learn – social skills, tolerance and good citizenship are developed through explicit teaching and modelling. Students are taught skills and strategies to ensure successful learning partnerships are fostered between peers and staff. Disruptive, bullying or unsafe behaviours that interrupt learning are not tolerated. 95% and 90% respectively of parents agreed that their child likes being at this school and feels safe.

A sense of community has been developed at Isabella State School, whereby staff, students and families support one another and work towards a common goal. As well as a Head of Special Education and associated

staff, we have a Guidance Officer and Chaplain visit the school to provide support to all students and staff where and when needed. 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 to ensure the best learning opportunities are provided for our students. There are open lines of communication we encourage staff to develop a shared vision of continual improvement. We measure our progress by external and internal benchmarks and staff are committed to recognising, rewarding and celebrating achievement.

Our students and their families are the focus of our school and we value developing and maintaining relationships.

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)	100%	92%	98%
• this is a good school (S2035)	100%	94%	100%
• their child likes being at this school* (S2001)	100%	94%	95%
• their child feels safe at this school* (S2002)	100%	92%	90%
• their child's learning needs are being met at this school* (S2003)	100%	89%	98%
• their child is making good progress at this school* (S2004)	100%	92%	98%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%	95%
• teachers at this school motivate their child to learn* (S2007)	100%	92%	98%
• teachers at this school treat students fairly* (S2008)	94%	94%	95%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	100%
• this school works with them to support their child's learning* (S2010)	100%	92%	95%
• this school takes parents' opinions seriously* (S2011)	89%	91%	94%
• student behaviour is well managed at this school* (S2012)	94%	89%	75%
• this school looks for ways to improve* (S2013)	100%	94%	92%
• this school is well maintained* (S2014)	95%	94%	90%

* 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)	97%	96%	95%
• they like being at their school* (S2036)	93%	93%	92%
• they feel safe at their school* (S2037)	87%	87%	83%
• their teachers motivate them to learn* (S2038)	99%	97%	97%
• their teachers expect them to do their best* (S2039)	99%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	97%
• teachers treat students fairly at their school* (S2041)	91%	88%	87%

Percentage of students who agree# that:	2016	2017	2018
• they can talk to their teachers about their concerns* (S2042)	88%	89%	86%
• their school takes students' opinions seriously* (S2043)	86%	85%	82%
• student behaviour is well managed at their school* (S2044)	75%	74%	74%
• their school looks for ways to improve* (S2045)	93%	96%	92%
• their school is well maintained* (S2046)	88%	91%	86%
• their school gives them opportunities to do interesting things* (S2047)	87%	94%	92%

* 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%	100%	95%
• they feel that their school is a safe place in which to work (S2070)	98%	93%	89%
• they receive useful feedback about their work at their school (S2071)	72%	91%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	89%	93%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	96%	93%	91%
• student behaviour is well managed at their school (S2074)	96%	98%	75%
• staff are well supported at their school (S2075)	79%	93%	77%
• their school takes staff opinions seriously (S2076)	78%	95%	76%
• their school looks for ways to improve (S2077)	100%	100%	98%
• their school is well maintained (S2078)	89%	100%	93%
• their school gives them opportunities to do interesting things (S2079)	80%	98%	93%

* 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 in their child/s learning. Family support allows the staff at Isabella State School to provide the best educational opportunities for our students as individuals as well as a collective group.

Throughout 2018 parents were active participants in their child's education in the following ways by attending: information and introduction evenings; volunteered in classrooms; class celebrations and unit activities; parent/teacher meetings and interviews; P&C meetings and organised activities such as the school fete; parent education sessions and assisted during special events such as Sports Days, Cross Country, Under 8's Day and discos.

Isabella State School has an IRAP (Isabella Realising Achievement Potential) committee which meets fortnightly to discuss individual students who may be requiring additional support in academic, social/emotional or behavioural areas in order to function successfully at school. All parents 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 education programs

The school has developed and implemented a number of programs that focus on appropriate, respectful and healthy relationships. As a Positive Behaviour for Learning school we explicitly teach lessons that help instil within

students the internal qualities necessary for achievement and social/emotional development by explicitly teaching skills linked to learning, safety and respect. Each year we revise and embed new lessons according to the school data collated and reviewed fortnightly.

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	11	38	58
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

In 2018, 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 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 scrap buckets which were emptied into a compost area daily to reduce waste. Recycling continued with the Ecowarriors responsible for the program and ensuring the council collection worked smoothly. The energy usage is continually monitored by our Ecowarrior student body with key messages delivered to school parades.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	199,343	392,792	306,895
Water (kL)	7,187	1,099	2,064

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.

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

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

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	45	35	<5
Full-time equivalents	40	21	<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	0
Masters	4
Graduate Diploma etc.*	3
Bachelor degree	36
Diploma	2
Certificate	0

*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 \$38 082.45.

The major professional development initiatives are as follows:

- Teacher release for classroom visits and attendance at workshops.
- Collaborative planning days
- Curriculum based programs such as phonemic awareness, mathematics and reading
- Leadership team professional development

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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	92%	92%	91%
Attendance rate for Indigenous** students at this school	87%	89%	87%

* 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

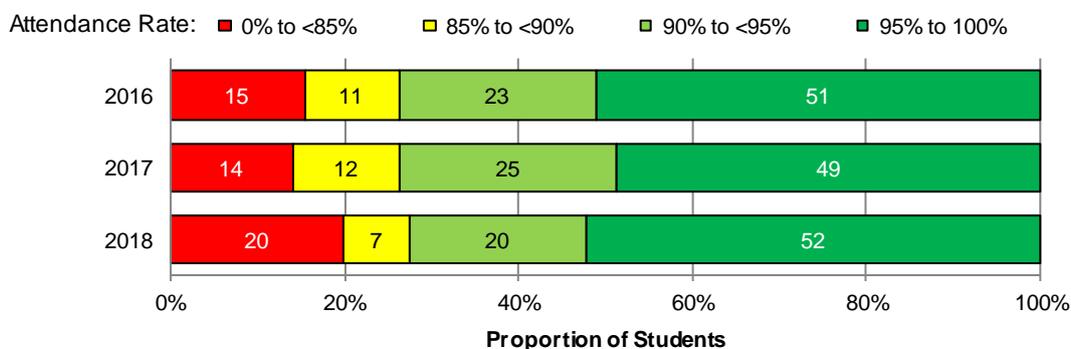
Year level	2016	2017	2018
Prep	91%	92%	92%
Year 1	92%	92%	90%
Year 2	92%	93%	91%
Year 3	91%	93%	93%
Year 4	92%	91%	91%
Year 5	92%	93%	89%
Year 6	93%	93%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

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 “Everyday Counts”, parents are contacted automatically by an SMS messaging system at 10:00am if their son/daughter is absent without an explanation. Teachers and a school attendance officer phone homes of students with poor attendance rates to support families.

Outside agencies are involved with a number of families to support students attending school. Teachers also email families 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 acknowledge in the school newsletter with individual classes tracking 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 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.



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



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.