

# Innisfail State College

## Queensland State School Reporting

### 2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Mrs Kate MacDonald (Principal) Mrs Lois Laidlaw (Associate Principal, Diverse Learning Cntr) Mrs Alana Robertson (Business Services Manager)

## Principal's foreword

### Introduction

This report provides a brief outline of the Innisfail State College community in 2014. It lists the goals and achievements of our 8 – 12 campus and our diverse learning centre.

### School progress towards its goals in 2014

In 2014 our college focused on rolling out our signature pedagogy of Explicit Instruction and improving student attendance. This was significantly achieved, with direct positive relationships between improved attendance and improved student outcomes achieved and shown to our community. Our work in preparing our community for the transition of year 7 to high school from 2015 continued with strong energy and positive support in our primary partner schools and in the community generally.

### Future outlook

In 2015, our college will continue to focus on the three key areas of improving teaching, attendance, and a college-wide approach to improving reading.

### Innisfail State College' Diverse Learning Centre

#### Key improvement areas for 2015:

#### IMPROVE TEACHING

- Continue to improve classroom pedagogy by reinforcing EDI and introducing Intensive Interaction for students with very high level special needs particularly in the area of communication
- Establish individual communication goals for each student
- Continue to develop the inclusion of ICT in all classroom activities
- Refine the Reading Program and introduce a one on one numeracy program with ICT support

#### REFINE AND EMBED DATA BASED DECISION MAKING

- Develop baseline ICPs for all students in subjects of English, Mathematics, Science, History, Geography, The Arts – Visual Arts, Music
- Therapy support staff to use Sensitive Case Records on OneSchool for all student referral information
- Staff to participate in PD around further use of OneSchool for recording student information
- Reporting processes around ICPs to be implemented from Semester 1 and refined for Semester 2

#### DEVELOP PERSONAL DEVELOPMENT PLANS FOR ALL TEACHING STAFF USING THE PROFESSIONAL STANDARDS FOR TEACHERS

#### CONNECTING PARENTS AND CAREGIVERS WITH THEIR CHILDREN'S LEARNING

- Parents Chat evening is held at the beginning of the year.
- ICP/ISP meetings with all parents at the beginning of each semester

- Parents involved in celebratory events each term
- Monthly letters go home highlighting student activities and upcoming events
- All students have a communication book which is completed at least three times a week and enables two-way communication with staff.
- MyTime Playgroup is conducted eight times per term for pre school students who have been identified with developmental delays with parents in attendance.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Early Childhood - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	659	325	334	90%
2013	693	344	349	89%
2014	711	358	353	92%

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

### Characteristics of the student body:

ISC students are drawn from the Innisfail district, with students coming to our college from primary partner schools at Silkwood, South Johnstone, Mena Creek, Mundoo, Mourilyan, Flying Fish Point, Innisfail East, Goondi, and Innisfail State Schools. The students are a mix of rural and town students. Just over 30% of the students bring the richness of Indigeneity to the college. A growing number (about 12% presently) are of Indian descent. Our students live in a variety of family structures, but generally are not wealthy. Our school ICSEA value of 897, with twice the national average in the bottom quarter clearly indicates socio-educational disadvantage.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	21	22	21
Year 11 – Year 12	17	18	19

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	121	166	160
Long Suspensions - 6 to 20 days	26	37	12
Exclusions <sup>#</sup>	2	6	4

Cancellations of Enrolment	4	1	4
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# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

Our college provides instruction in English, mathematics, science, social science, the arts, languages other than English, and technology to all year 7, 8 and 9 students, with English and mathematics studied every day in years 7 and 8. A core of English, mathematics, science and social science remains throughout year 10, with English and mathematics remaining core in years 11 and 12.

Year 10 students complete a Certificate II in Information, Digital Media and Technologies, gaining sound ICT skills as a foundation for year 11 and 12 studies and also securing four QCE points.

Opportunities are presented to students in years 10, 11 and 12 to participate in Certificate II studies in Agriculture, in addition to other science subjects of physics, chemistry, biology, and marine science.

ISC provides a very broad range of technology subjects from robotics in year 7 to ITD and Engineering in 8, 9 and 10 and the senior subjects of Construction, Engineering, Furnishing and Graphics. Our Engineering is offered in partnership with TAFE North, qualifying students for both the SAS Engineering and also the Certificate II Engineering.

Our Hospitality students gain real industry experience in our college's own licensed restaurant, "Peppertree", which is open to the public.

At ISC, we aim to engage every student in "at-level learning". To this end we provide Accelerated, Core and Foundation classes in mathematics and English. In other subjects we establish heterogeneous class groupings and teachers provide differentiation to students within each class.

Within HPE, junior students are invited to apply for inclusion in our Rugby League program.

### Extra curricula activities

Zumba is free every Monday at lunch time, and attracts students from all year levels – and staff! Our concert band went on tour to Brisbane, playing at Southbank, Roma St Station on Ekka Day, visiting The Con and participating in workshops at Kelvin Grove College. Our Strings Ensemble and Pop Band also had several play-outs during the year. Year 12 students participate in a ski trip to Australia's Snowy Mountains. Student council arranges many social activities, including school dances. ISC also runs a camp program for years 8s (day camps), while years 9 and 11 students participate in three-day-camps focused on team building and personal leadership.

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

With 236 desktop computers, 383 laptops and two dozen iPads in use around the college, computers and the internet are integral to teaching and learning at ISC. All classrooms are equipped with data projectors and each teacher has their own laptop. Most lessons are delivered using Powerpoint.

### Social Climate

A focus on student well-being at ISC began for our year 6 and 7 Canecutter cluster primary school students through the implementation of the cluster transition plan. A total of 191 year 6 and 7 students visited ISC four times for orientation days and the remaining 76 students involved in the HOTHSHOTS (Helping Our Top Students Have Opportunities To Shine) program visited ISC between 7-16 times. These students will be the best-prepared students we have had entering ISC.

The ISC junior secondary team has continued to support students' cognitive, social and emotional development through the mentoring program. Each student is assigned a mentor from the JS team made up of a Deputy Principal and 2 Junior Secondary HODs. This team is also responsible for developing and implementing the JS student well-being program including year level camps, teacher/student team building days, resilient youth Australia surveys and the JET plan process.

The ISC senior secondary team continues the social and emotional support of our students in years 10-12. This team is made up of a Deputy Principal, Senior Schooling HOD and two Youth Support Coordinators. This team works with students and parents through SET plan processes, QCE and qualification attainment, work experience and career education, and leadership development.

Both the JS and SS teams liaise and work with the ISC Guidance Officer, School Based Youth Health Nurse, Community Education Counsellor and Chaplain.

ISC's Head of Inclusive Education also works closely with students with disability to support them and their families to maximize their involvement in and benefit from education at our college.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	92%	96%	94%
this is a good school (S2035)	100%	96%	89%
their child likes being at this school* (S2001)	100%	96%	94%
their child feels safe at this school* (S2002)	100%	96%	94%
their child's learning needs are being met at this school* (S2003)	100%	96%	93%
their child is making good progress at this school* (S2004)	100%	96%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	93%	93%
teachers at this school motivate their child to learn* (S2007)	92%	85%	85%
teachers at this school treat students fairly* (S2008)	73%	93%	83%
they can talk to their child's teachers about their concerns* (S2009)	92%	96%	91%
this school works with them to support their child's learning* (S2010)	92%	96%	87%
this school takes parents' opinions seriously* (S2011)	85%	92%	83%
student behaviour is well managed at this school* (S2012)	92%	81%	72%
this school looks for ways to improve* (S2013)	100%	100%	89%
this school is well maintained* (S2014)	100%	100%	94%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	87%	96%	91%
they like being at their school* (S2036)	90%	93%	84%
they feel safe at their school* (S2037)	91%	93%	95%
their teachers motivate them to learn* (S2038)	85%	89%	88%
their teachers expect them to do their best* (S2039)	99%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	89%	93%	90%
teachers treat students fairly at their school* (S2041)	80%	86%	82%
they can talk to their teachers about their concerns* (S2042)	71%	87%	77%
their school takes students' opinions seriously* (S2043)	73%	84%	75%
student behaviour is well managed at their school* (S2044)	64%	72%	75%
their school looks for ways to improve* (S2045)	88%	97%	90%
their school is well maintained* (S2046)	83%	94%	91%
their school gives them opportunities to do interesting things* (S2047)	79%	93%	80%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		92%	90%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they feel that their school is a safe place in which to work (S2070)		90%	98%
they receive useful feedback about their work at their school (S2071)		78%	78%
students are encouraged to do their best at their school (S2072)		90%	93%
students are treated fairly at their school (S2073)		93%	88%
student behaviour is well managed at their school (S2074)		62%	70%
staff are well supported at their school (S2075)		79%	75%
their school takes staff opinions seriously (S2076)		75%	73%
their school looks for ways to improve (S2077)		87%	90%
their school is well maintained (S2078)		95%	98%
their school gives them opportunities to do interesting things (S2079)		87%	88%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Parents commence involvement at their child's enrolment interview in year 6. This is the beginning of the relationship between student, parent and mentor, representing the connection between home and school. The mentor remains connected to the family throughout years 7, 8 and 9. During this time, parents are involved in the usual twice-yearly parent-teacher interviews, but on top of this at ISC, parents are involved in JET planning. In this process, academic and social progress is measured and reviewed, and goals set collaboratively between students, families and the school in interviews which take place every term.

Case management continues in years 10, 11 and 12 with the senior schooling team, which monitors every term for students indicating any risk factors that may impede their success in senior schooling. Interventions are tailored for all students who required them.

A small but mighty P&C Association is open for all parents to join, and a small number volunteer to help out at the Canteen operated daily by the P&C.

Families attend our annual athletics carnival and swimming carnival and also provide an essential audience for our senior music concerts, held each semester.

### Reducing the school's environmental footprint

ISC monitors closely the use of air conditioners, lights and fans in classrooms. Our cleaning team is especially focused on reducing water usage around the college. Our college water infrastructure is, in part, aged and as pipes fail, they are replaced.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	977,003	2,976
2012-2013	541,973	3,507
2013-2014	995,974	5,125

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.

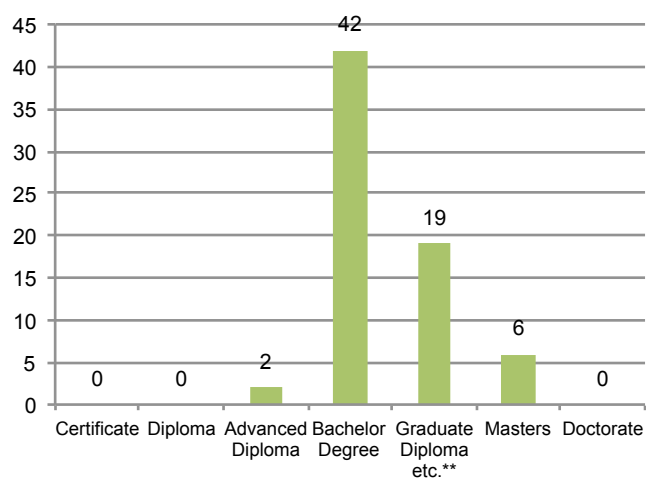
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	69	52	<5
Full-time equivalents	65	37	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	2
Bachelor Degree	42
Graduate Diploma etc.**	19
Masters	6
Doctorate	0
<b>Total</b>	<b>69</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 2014 were \$37 760.

The major professional development initiatives are as follows:

Explicit Teaching PD was our college focus. Half of the teaching staff attended a one-day seminar with Dr Anita Archer in the Easter holidays. Twenty participated in a term-long coaching program with two EDI Coaches from District Office.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

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

From the end of the previous school year, 92% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	86%	91%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

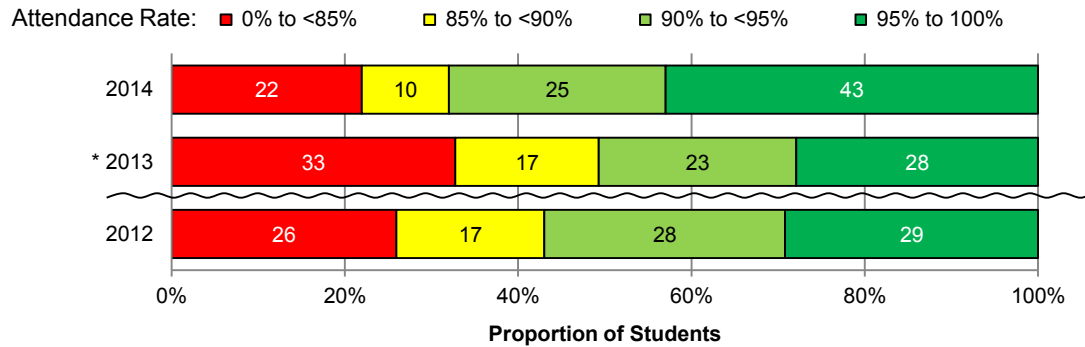
#### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								92%	88%	87%	87%	88%
2013								89%	88%	85%	83%	84%
2014								92%	90%	91%	90%	90%

DW = Data withheld to ensure confidentiality.

#### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Attendance is an area of focus at ISC. Attendance is monitored daily, and measured and reported to students weekly. Students with absences are followed up by Heads of Junior and Senior and Deputy Principals. Families are contacted to confirm legitimate absences. Attendance targets are published and progress is also published. Individual student attendance rates are measured and letters sent home to each student to report attendance improvement or decline.

### 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.

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Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

ISC has made progress in improving attendance and retention rates for Indigenous students. Although our achievement rates are good, they are not as good as they need to be and this remains an area of focus in all departments and in both junior and senior sectors of the college. This is particularly the case in the senior school, where the gap between Indigenous and non-Indigenous outcomes remains.



<b>Apparent retention rates Year 10 to Year 12</b>	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	79%	86%

<b>Outcomes for our Year 12 cohorts</b>	2012	2013	2014
Number of students receiving a Senior Statement	122	104	109
Number of students awarded a Queensland Certificate of Individual Achievement.	6	2	1
Number of students receiving an Overall Position (OP)	45	29	38
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	22	8	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	89	96	52
Number of students awarded an Australian Qualification Framework Certificate II or above.	71	76	50
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	97	87	99
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	76%	72%	68%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	92%	94%	91%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	100%	100%

As at 19 February 2015. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	7	15	12	10	1
2013	2	12	7	5	3
2014	5	6	15	11	1

As at 19 February 2015. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	53	70	4
2013	74	76	4
2014	2	43	19

As at 19 February 2015. The above values exclude VISA students.

Year 10 students at ISC complete Certificate II in IMD. Other certificates are offered for students to select, including: Certificate II Community Activities, and Certificate II Kitchen Operations. Through other providers, students may complete Certificates in Warehousing, Retail, and Certificate III in Fitness.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Early leavers typically move to employment in the district. Some migrate to other education options, including work readiness or certificate courses with such groups as Vocational Pathways Group. Our college's policy is to follow up early school leavers to ensure that they are completing appropriate learning or earning options, dependent upon their age.