

Our school at a glance



Postal address	45 Flying Fish Point Road Innisfail 4860
Phone	(07) 4078 0222
Fax	(07) 4078 0200
Email	the.principal@innisfailsc.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mrs Kate MacDonald, Principal, or Mrs Alana Robertson, Business Services Manager.

Principal's foreword

Introduction

Welcome to the 2013 Annual Report for the Innisfail State College 8-12 campus and Innisfail State College Diverse Learning Centre campus. This report provides a global picture of the College in 2013 in the areas of curriculum, staff and students. For detailed information, we welcome direct enquiries so we can tell you the stories that go with the numbers.

School Annual Report for Innisfail State College Diverse Learning Centre in 2013

The Special School enrolment in 2013 was 24 with students from 6 yrs to 18 yrs. In addition, the ECDP conducted a class on Thursdays for 16 children aged birth to Pre-Prep incorporating the My Time program with parents and class time without parents.

Priorities for 2013:

Australian Curriculum: Teachers began using the C2C units designed for students with disabilities in English, Mathematics and Science using age appropriate materials while taking content descriptors from the Australian Curriculum at ability levels for all our students. Physical Activities each morning was extended to 45 minutes and form class reduced to 30 minutes to accommodate this. Teachers still need to accommodate the differing needs of each student. In particular, their communication needs using symbols, ALS boards, iPads for our non-verbal students which enable them to access and engage with the curriculum determines how the curriculum is delivered.

Reading programme: We established a timetabled an individual reading programme for each student on Mondays and Tuesdays using Concepts of Print, PM Benchmarks, Reading My Way (whole word reading scheme), computer-assisted reading programmes eg Reading Eggs, PM eCollection as well as age appropriate reading books for older students.

Improving Pedagogy: Through ongoing professional development, sharing and coaching, teachers have used the principles of Explicit Teaching when planning and delivering lessons with increasing confidence whether they are in the classroom or in another location eg playground. All lessons are highly scaffolded and expectations differentiated for each student in each class. Teacher aides support teachers in all classrooms for 100% of each day in addition to managing students personal and hygiene needs. An Eating Program to develop students' abilities to feed themselves is also conducted for identified students with the assistance of the Occupational Therapist.

Technology: Access to technology for our students has continued to improve with the use of iPads embedded into classroom practices and the connectivity working well to enable projection onto the larger screens for classroom use.

Work Experience programme: As part of our transition programme for each student, tasks were allocated within the school day as well as a formal work experience programme supported by our teacher aides for all students over 15 years. The support of local businesses enable this programme to be successful and provide diversity in opportunities.

Parent/Carer Engagement: Communication Books are completed daily and parents are also encouraged to write their messages. In addition, each term two focussed celebratory events were held to invite parents into the school to participate as well as Parent Chat Evenings of a more formal nature.

Future outlook:

Curriculum:

In 2014, we will introduce the C2C History units for SWD and the newly written units for English, Mathematics and Science. The Sensory Room will be upgraded to provide activities for the ECDP children and those in the Special School who require more sensory

Our school at a glance

type activities in their programme. The General Capabilities in the Australian Curriculum will be incorporated into learning for those students who are not yet working at Foundation level.

Assessment practices: SMART goals and Goal Assessment Scales will be incorporated into all assessment practices. Teachers will be involved in professional development followed up by sharing and coaching to write appropriate goals for each of our students across six categories.

Individual Learning Plans: ILPs will be written into OneSchool, with Goal Progress documented up to twice a term leading to end of semester reporting.

Quality Schools Inclusive Leaders Program: Staff will attend professional development and we will then examine our practices to identify three areas for which we will develop improvement plans over the next two years.

Characteristics of the student body:

The Diverse Learning Centre draws students from a broad region, including Babinda in the north to Tully in the south. 25% of students are Indigenous Australians.

Extra-curricular activities:

- Celebratory days for Harmony Day, Easter, Mothers' Day, Environment Day (incorporating our gardening programme and work experience watering programme at Brothers and RSL on a weekly basis)
- Townsville Challenge Games (3 days of sporting and social engagement for students with disabilities across North and Far North Queensland)
- Monthly Book club for students culminating in a Book Fair and Disco in November
- Annual Art Gallery presentation Wine and Cheese evening to celebrate our students' strengths
- Awards ceremony
- Participation in a range of whole College events including Swimming Carnival, Cross Country, Athletics Carnival

How Information and Communication Technologies are used to assist learning:

ICTs are integral in providing access to and engagement in the curriculum for all our students. All classrooms have up to 2 computers, with at least 3 iPads per classroom hooked to the LCD touchscreens through Apple TV units. iPads can be used as an individual device or for whole class activities. iPads are also used as a communication device for a small group of non-verbal students using relevant Apps. Teachers have become very competent in managing ICT resources within their classrooms and continue to share knowledge and attend professional development sessions where appropriate to enhance their knowledge and skills.

Involving parents in their child's education

The Diverse Learning Centre has an open door policy and parents know they can phone and come in as they require. Parents have many opportunities to involve themselves within our daily routines and at special events:

- Communication Books are completed daily with brief messages about the day, sometimes including photos. Parents are encouraged to place their messages and comments in this book to form teachers.
- Parent Chat evening held by end of Week 4 each year
- Celebratory events (listed previously) – at least twice a term
- Individual Learning Plan development meetings in February/March and July/August each year for all students often also involving external stakeholders who support the family including Flexibility, Arc Disability Services, Endeavour Respite and Speech, Occupational and Physio Therapists as appropriate.

Innisfail State College – 8-12 campus

School progress towards its goals in 2013

Our goals in 2013, as outlined in our Annual Implementation Plan, aligned with Far North Queensland's school improvement plan, and focused firmly on: improving teaching, refining and embedding data-based decision making, refining and embedding planning

Our school at a glance

and accountability systems and connecting parents and caregivers with their children's learning. We achieved significant ground in these areas.

AIP Goal	Define and move to common practice our curriculum policy including explicit teaching	
	Provide time and opportunity for staff to grow knowledge, understanding, expertise by setting aside weekly KLA team meetings to revise, refine and embed explicit planning and explicit teaching	Achieved
	Embed in practice all aspects of ISC Teaching Model	Significant progress
	Implement reading comprehension strategy across whole school; PEEL writing across whole school	Achieved
	Identify and implement foundation programs and instruction to support foundation level learners, especially in Year 8	Partial progress
	Implement Australian Curriculum	Achieved
AIP Goal	Develop the ISC data plan and incorporate use of data to inform explicit teaching	
	Develop the ISC data plan and data availability including establishment of school-wide digital markbook	Significant progress
	Plan class composition and coursework to match students' current functioning level in Year 8 Maths and Literacy	Achieved
	Develop targets and minimum benchmark levels for student achievement (including addressing CTG)	Partial progress
AIP Goal	Design and implement with all staff the ISC coaching model	
	Build teacher capacity and improve classroom practices through peer and supervisor review utilising collaboratively developed observation tools based on ISC Teaching Model and Curriculum Policy	Significant progress
AIP Goal	Design and implement innovative feedback procedures to involve and include parents in education progress	
	Deliver professional learning for teachers to improve the quality of feedback provided to improve student learning	Achieved
	Refine and implement bookwork policy with purpose of increasing opportunities for feedback to students	Achieved
AIP Goal	Flying Start – Year 7 in 2015	
	Refine plans for introduction of Year 7 to ISC in 2015, working with Canecutter Cluster primary partner school principals and P&C groups to provide input	Achieved
	Organise facilities and infrastructure to provide best opportunities for Year 7 from 2015	Significant progress
	Conduct workforce planning to be best positioned for Year 7 in 2015	Significant progress

Future outlook

Looking forward to 2014, the FNQ EQ priorities remain consistent. Innisfail State College maintains many of the 2013 actions as priorities. Implementation of the region-wide systems including Improving Teaching, Student Attendance and Positive Behaviours are three of these. College systems including Teacher Coaching, Standards of Practice and Data Ladders are also priorities into 2014.

Our school at a glance

Naturally, a significant area of focus in 2014 will be the transition of year 7 to secondary school and with it the further transformation of the junior secondary years.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preschool - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	697	333	364	86%
2012	659	325	334	90%
2013	693	344	349	89%

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

Characteristics of the student body:

Students at ISC represent families from across the district. They come mainly from our 9 primary partner schools and

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Year 7 Secondary – Year 10	22	21	22
Year 11 – Year 12	18	17	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	187	121	166
Long Suspensions - 6 to 20 days	44	26	37
Exclusions	5	2	6
Cancellations of Enrolment	0	4	1

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Distinctive curriculum in Junior Secondary includes a focus being established on At-level Learning. We have introduced in 2013, Accelerated Maths classes for Year 8 students who are working at on year 9 Australian curriculum. This is in addition to the existing Extension Maths in years 8 and 9, and Extension English in years 8, 9 and 10. In Junior Secondary, we also offer a Rugby League development class.

Senior Schooling opportunities for students includes Agriculture and Horticulture, Cert III in Fitness, as well as several courses offered in conjunction with our on-site TAFE college. These include Automotive, Children's Services, Beauty and Business. The College has a strong music and instrumental music program. These are complemented by senior subjects of authority music, authority extension music and music studies.

Extra curricula activities:

Camp program for Year 9 and 11 students	Student council activities including dances
Year level social activities eg year 8 and 9 movie nights	Year 12 ski trip
Bus trip to Cairns to attend Cairns High school musical	Inter-school sports competitions
School musical "2060 A space idiocty"	Lunch time intra-school sports competitions

How Information and Communication Technologies are used to assist learning

ISC relies on a mix of digital and other technologies to complement the teaching and learning in all subjects. In addition to 6 computer labs, the college students have access to pods of computers (laptops) in 18 general classrooms. Teachers integrate software and applications where appropriate. In the music department, there is a higher reliance upon ICTs, with 14 purpose-specific apple laptops available for student use, especially in composition. A range of technologies are incorporated into specific learning areas, for example student learn to manipulate horticultural growth conditions via the computer controlled watering systems in the greenhouses.

Social climate

At ISC, students are provided with a strong SWPBS guide to appropriate social interactions. This is reinforced through classroom teaching, parade focus addresses and playground interactions. During 2013, a second dedicated Head of Junior Secondary position was established, with the clear purpose of adding to the focus on the social climate in Junior secondary. Together with the DP and HOD JS already working in this field, this has formed the JS Team, which has been instrumental in providing appropriate instruction and support to our year 8 and 9 students. The complementary Senior School Team has been able to focus on instruction and support for students in years 10, 11 and 12. This was established in second semester and data is trending to indicate that focused support and intervention is resulting in a reduction of student disciplinary absences. This will be properly assessed at the end of the 2014 school year.

There are various opportunities for positive social interactions at ISC, through the school musical, DLC concert, Challenge Games, inter-school sports, school dances, student council social activities etc. There are also year-level specific opportunities like year 8 movie night, year 12 ski trip etc.

Our school at a glance

Parent, student and staff satisfaction with the school

Innisfail State College is well supported by the community. This SOS data represents input from the parents and staff of the 8-12 campus and the DLC campus. Student responses are drawn from the 8 – 12 campus.

Our SOS data is showing an upward trend. Key area for improvement is communication, as some of the lower results are due to a lack of community understanding of school practices and these need to be clearly communicated to overcome the perceptions and improve the level of community support.

Performance measure (Nationally agreed items shown*)

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

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	87%	96%
they like being at their school* (S2036)	90%	93%
they feel safe at their school* (S2037)	91%	93%
their teachers motivate them to learn* (S2038)	85%	89%
their teachers expect them to do their best* (S2039)	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	89%	93%
teachers treat students fairly at their school* (S2041)	80%	86%
they can talk to their teachers about their concerns* (S2042)	71%	87%
their school takes students' opinions seriously* (S2043)	73%	84%

Our school at a glance

student behaviour is well managed at their school* (S2044)	64%	72%
their school looks for ways to improve* (S2045)	88%	97%
their school is well maintained* (S2046)	83%	94%
their school gives them opportunities to do interesting things* (S2047)	79%	93%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		92%
they feel that their school is a safe place in which to work (S2070)		90%
they receive useful feedback about their work at their school (S2071)		78%
students are encouraged to do their best at their school (S2072)		90%
students are treated fairly at their school (S2073)		93%
student behaviour is well managed at their school (S2074)		62%
staff are well supported at their school (S2075)		79%
their school takes staff opinions seriously (S2076)		75%
their school looks for ways to improve (S2077)		87%
their school is well maintained (S2078)		95%
their school gives them opportunities to do interesting things (S2079)		87%

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

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.

Our school at a glance

Involving parents in their child's education

Parents and Citizens Association membership was boosted significantly in 2013, mainly due to the addition of new Year 8 parents. Other ways that parents are encouraged to participate in the life of the College include: volunteering at tuckshop, attending our occasional weekend science workshops with the students involved, attending parent-teacher interviews, attending parent information meetings for a range of events from camps to university entry.

Increasing Parent involvement was a key focus area and to this end, the College trialled a program in semester two, 2014, inviting parents of year 8 and 9 students to attend Junior Education & Training Plan meetings. Parents attended and assisted to review student performance (academic and social) and set goals for the following term. This was highly successful and will be rolled out fully in 2014.

Reducing the school's environmental footprint

Electricity usage was reduced during 2012-13 through the monitoring of air conditioning temperature settings (min 25). Air conditioners, lights and fans turned off during break times.

Many older water lines have failed and been repaired asap. This upgrade in pipes and lines will reduce the amount of water lost during breakages. Cleaners reduced number of times each week concrete areas were hosed.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	1,055,390	8,673
2011-2012	977,003	2,976
2012-2013	541,973	3,507

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

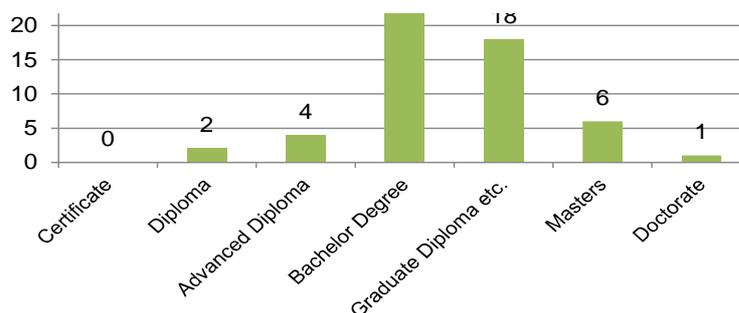
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	67	48	<5
Full-time equivalents	63	34	<5

Qualifications of all teachers

Advanced Diploma	4
Bachelor Degree	36
Graduate Diploma etc.	18
Masters	6
Doctorate	1
Total	67



* 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 2013 were \$33 830.

The major professional development initiatives are as follows: whole-school writing program, teacher release for collaborative planning incorporating exemplars, explicit instruction, and improving management systems for instructional leaders.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
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, 89% of staff was retained by the school for the entire 2013 school year.

Our staff profile

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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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

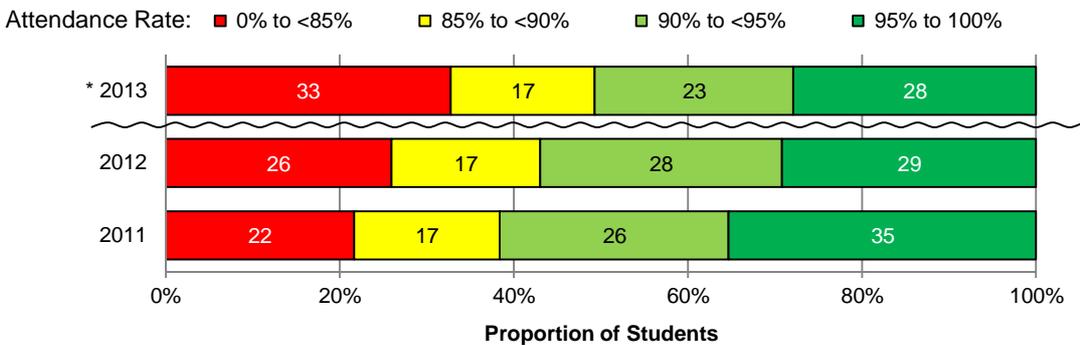
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	86%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

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
2011								91%	87%	87%	91%	89%
2012								92%	88%	87%	87%	88%
2013								89%	88%	85%	83%	84%

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 from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Innisfail State College has set a student attendance target college-wide of 95%. We have implemented the FNQ EQ student attendance plan to assist us to achieve this. In addition, students received an individualised attendance report each term in 2013, identifying their attendance rate and trend. This had a significant effect in improving student attendance and a corresponding positive effect in improving student outcomes at reporting.

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.

The image shows a web form titled "Find a school". It has two main sections. The first section is "Search by school name" with a text input field and a blue "GO" button. The second section is "Search by suburb, town or postcode" with a text input field, a "SEARCH" button, and two radio buttons labeled "Government" and "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

Indigenous student enrolment peaked in 2013, with 213 student enrolling. This is the highest indigenous enrolment in the life of the college. Indigenous student attendance remained marginally below the attendance rate of non-indigenous students, which is at State average. Significantly, indigenous students with a 90-100% attendance rate (our target range) represented 40% of students achieving this goal. However, indigenous students were over-represented at the lower end of the scale, with 43% of indigenous students attending less than 85% of school days. The college's apparent retention gap for indigenous students from year 10 to year 12 is a low 5.8%, about one-quarter the State and FNQ gap rate. Our year 9 NAPLAN gap in achievement between indigenous and non-indigenous students is significantly lower in reading and writing, and somewhat lower in numeracy than State and FNQ gap rates, however this is nonetheless a focus area for improvement. Indigenous students remain under-represented in tertiary study transition numbers and in OP eligible numbers generally.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.		74%	79%

Performance of our students

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	114	122	104
Number of students awarded a Queensland Certificate Individual Achievement.	2	6	2
Number of students receiving an Overall Position (OP).	47	45	29
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	26	22	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	92	89	96
Number of students awarded an Australian Qualification Framework Certificate II or above.	81	71	76
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	84	97	87
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.	57%	76%	72%
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.	97%	92%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	97%	100%

As at 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25.					
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	6	11	10	17	3
2012	7	15	12	10	1
2013	2	12	7	5	3

As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF).			
	Certificate I	Certificate II	Certificate III or above
2011	50	80	7
2012	53	70	4
2013	74	76	4

As at 5 May 2014. The above values exclude VISA students.

Performance of our students

We offered and students completed in 2011-2013. Certificate I courses in Construction, Business, Furnishings and Information Technology.

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 leavers information

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

Full time apprenticeships, full time work, part time work, left town as part of a transient family.