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	Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* w ebsite and the Queensland Government data w ebsite.
	Contact Person	Mrs Kate MacDonald, Principal.

Principal's foreword

Introduction

The School Annual Report for 2012 provides a brief synopsis of the achievements of Innisfail State College, including the Diverse Learning Centre w hich is based at the College. Innisfail State College provides Years 8 to 12 co-ed secondary education to the young people of the Innisfail District. The Diverse Learning Centre provides a special schooling curriculum and education to children from pre-prep to secondary, with enrolments from the Cardw ell, Tully, Innisfail and Babinda areas.   Report information specific to Innisfail State College 8 – 12 campus is reported in green. Report Information specific to the Diverse Learning Centre is reported in blue. General information or information w hich reflects the joint results of both areas of the College are reported in black.

School progress towards its goals in 2012

Innisfail State College 8 – 12 campus

The Annual Implementation Plan for the 8 – 12 campus had as key focus areas, the following:

Reading, Writing and Numeracy for Years 8 and 9 incl. development of Teaching Reading
A middle-school specialist teacher w as engaged specifically to w ork with Year 8 classes in the transition from primary to secondary in core areas of Maths and English.
Implementation of the C2C in Maths, Science and English across Years 8 – 10
C2Cs w ere explored in great detail and implemented fully in English. Science and Maths KLA Teams implemented C2Cs in semester one before pulling back to utilise C2Cs as a teacher resource in semester tw o.
Coaching and Feedback – improving the capability and capacity of teachers
Performance Development Program w as implemented at line management meetings for the identification of areas for professional learning focus.
Improving Teaching including developing a whole of College pedagogical approach
An ICT take-home program w as initiated for Year 9 and 10 students.
Increasing Student Achievement – through development of targets and differentiation
Staff professional development in the use of student achievement data to identify and implement differentiated curriculum and pedagogy w as a focus during 2012.
Improving Stakeholder Satisfaction
The College w orked hard to inform the community of College practices and successes, breaking dow n communication barriers.
Increasing Student Attendance target of 90%
An Attendance Officer was appointed. Targeted intervention w as successful in improving attendance of targeted students, but overall attendance did not improve and target of 90% w as not achieved.

The Special School' enrolment in 2012 w as 17 with students from 6 yrs to 18 yrs. In addition, the ECDP conducted a class on Thursdays incorporating the MyTime program w ith parents and class time w ithout parents.

Priorities for 2012:

Australian Curriculum: Changes to the **timetable structure** to formalise learning and to begin to align to the intent of the Australian Curriculum. Our timetable for 2012 w as changed to include subject specific lessons for English, Mathematics, Integrated Studies (Social Science/Science) and Physical Activities for half an hour each morning. Communication and sensory needs were integrated into each class. Selected C2C units w ere adjusted and modified in these subjects.

Pedagogy: Teachers began to explore the elements of Explicit Teaching and how that can relate to their lessons.

Parent/Carer engagement: Communication Books are completed daily and parents are encouraged to w rite their messages. In addition, each term tw o focussed celebratory events were held to invite parents into the school to participate as w ell as Parent Chat evenings.

Technology: Access to technology for our students improved with the introduction of touch LCD screens in two classrooms to supplement the SmartBoards and the introduction of iPads as a learning tool for students and a productivity tool for staff.

Future outlook

In 2013, Innisfail State College 8 – 12 Campus will continue several of the previous year's priorities:

Define and move to common practice our curriculum policy including explicit teaching
Develop the ISC data plan and incorporate use of data to inform explicit teaching
Design and implement with all staff the ISC Coaching Model
Design and implement innovative feedback procedures to involve and include parents in education progress
Design and implement executive and leadership team planning systems
Refine plans for the implementation of Flying Start – Yr 7 in 2015

Curriculum: In 2013 we will begin to use the C2C units for English and Mathematics written for Students with a Disabiity and continue to explore Explicit Teaching Techniques. As additional C2C units are written for History and Science (SWD), these will be integrated into our Curriculum. The levels of the General Capabilities and using some of the indicators in the Victorian Early Years for SWD will be explored for our students not yet able to meet the requirements of Foundation syllabuses.

The timetable will be expanded to include History and Science classes and an individual Reading Programme for most students. All students will be involved in 3 **Communication classes per** week to practise appropriate ways of communicating in a range of social settings culminating in excursions into the community to practise these skills.

Technology: With the increased capacity of iPads in our classrooms, teachers will receive further Professional Development to ensure that they can become an integral part of their classroom practice.

Parent/Carer engagement: We will continue the twice a term celebratory contact with parents/carers and ensure that communication books continue to become a daily contact for our families.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Pre-Prep - Year 12, Year 8 – Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	762	370	392	89%
2011	697	333	364	86%
2012	659	325	334	90%

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

Characteristics of the student body:

Enrolments at Innisfail State College are drawn from the primary partner schools including Innisfail, Innisfail East, Goondi, Silkwood including Kurrimine and Cowli Beaches, Mourilyan, Flying Fish Point, Moresby, Mena Creek. The student population has declined in the wake of firstly Cyclone Larry in 2006 and more recently Cyclone Yasi in 2010 as our rural location means that many of our parents are reliant upon rural sector employment. The student population comprises a variety of backgrounds. 26% of students are Indigenous Australians.

The Diverse Learning Centre draws students from a broader region, including Babinda in the north and Tully in the south.

Our school at a glance

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 8 – Year 10	21	22	21
Year 11 – Year 12	16	18	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	266	187	121
Long Suspensions - 6 to 20 days	58	44	26
Exclusions	8	5	2
Cancellations of Enrolment	5	0	4

Curriculum offerings

Our distinctive curriculum offerings

Yr 8 Accelerated Maths, Yr 10 Engineering, Cert IIs in Engineering, Furnishing, Tourism, Hospitality, Sampling & Measurement, Rural Operations, Outdoor Recreation, Community Recreation, Visual Arts, plus TAFE Certificate IIs in Business, Children's Services, Automotive, Engineering, Aged Care, Beauty.

Peppertree Restaurant operates at Innisfail State College 24 nights each year, providing Hospitality students opportunities to manage every aspect of a fully functional, licensed a-la-carte restaurant. It is open to the public and is booked out within days of the dates being advertised.

Extra curricula activities

Innisfail State College has a great strength in the community, cultural and sporting events which complement our academic program. Specific events in 2012 included:

MAD (Music Art Dance) Night themed "Winter Wonderland" showcasing student talents across all Arts disciplines

Year 8 Maths Quiz – interschool team maths competition held on district-wide and region-wide basis

Instrumental Music Program: Concert Band and String Ensemble travelled to Melbourne to compete in the Billy Hyde Music Festival Schools' Competition and many other play-outs in and around our community and district.

Challenge Games (3 days of sporting and social engagement for students with disabilities across North Queensland)

Book Club for students

How Information and Communication Technologies are used to assist learning

All classrooms (including ECDP) in the Diverse Learning Centre (Special School) are equipped with Smart Boards or touch LCD screens which enable students to interact with the curriculum activities being offered. iPads have become an integral part of each subject and each classroom providing activities/tasks for students to complete individually or as a class group wirelessly using Apple TV units to mirror the image onto the big screen while enabling the iPad to be moved around the room for students to operate. iPads are also being used as communication devices for a small group of non-verbal students using specific Apps.

Year 9 and 10 students were involved in the 1:1 computers for students program. Many teachers were using virtual classrooms and using OneNote to share information with Students. Teachers were involved in "Pocket PD" sessions, where expertise was shared to improve overall teacher skill and comfort levels.

Social climate

Innisfail State College and the Diverse Learning Centre are highly respected in the community for the positive and supportive social climate established on our campuses. We have many deliberate strategies to support this. These include, but are not limited to:

Peer Mentor program which skills Yr 11 and Yr 12 students to work closely to support Year 8 and Yr 9 students with social and emotional support (through referral to experts) as well as with school-related issues.
Year 10 Careers program for every Yr 10 student one lesson per week. This provides academic monitoring as well as aspirational goal-setting and skilling.
Student Welfare Action Team (SWAT) comprising Deputy Principals, Year Co-ordinators, School Based Youth Health Nurse, Youth Support Co-ordinator, Chaplain, Guidance Officers. SWAT meets fortnightly to deal with referrals, appoint case managers and review student progress for students at risk.
Girls' Club operated at lunchtimes for identified Special Education Program students by the HOSES and SBYHN in an effort to provide social skilling and personal development opportunities for girls.
Year Co-ordinators who look after the well-being of their year group cohort of students and provide guidance, support, encouragement and also activities designed to meet the social and emotional needs of the groups eg Year 8 and 9 social excursions after school hours.

Parent, student and staff satisfaction with the school

Parent, student and staff satisfaction with Innisfail State College is very high, as evidenced by the School Opinion Survey results below.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012[#]
their child is getting a good education at school	92.3%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%

their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	92.3%
teachers at this school motivate their child to learn*	92.3%
teachers at this school treat students fairly*	72.7%
they can talk to their child's teachers about their concerns*	92.3%
this school works with them to support their child's learning*	92.3%
this school takes parents' opinions seriously*	84.6%
student behaviour is well managed at this school*	91.7%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	86.9%
they like being at their school*	89.7%
they feel safe at their school*	90.7%
their teachers motivate them to learn*	84.9%
their teachers expect them to do their best*	99.0%
their teachers provide them with useful feedback about their school work*	88.7%
teachers treat students fairly at their school*	80.2%
they can talk to their teachers about their concerns*	70.8%
their school takes students' opinions seriously*	72.5%
student behaviour is well managed at their school*	63.6%
their school looks for ways to improve*	88.3%
their school is well maintained*	82.7%
their school gives them opportunities to do interesting things*	79.2%

Performance measure *(Nationally agreed items shown*)*

Our school at a glance

Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	75.6%
with the individual staff morale items	95.2%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are involved in many different ways across the College. The following represent some of the invitations to parents to become more closely involved:

Art Gallery and Wine & Cheese, celebrating the artistic endeavours of the DLC students

Education Plan meetings and progress report meetings

Parent – Teacher "Meet and Greet" BBQ

Parent and Student information evenings for senior course selection; post-school life

Parent – Teacher – Student face-to-face progress interviews in Terms 1 and 3

Education Plan meetings and progress report meetings for SWD

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Water kl.

During 2012 students involved in Agriculture studies along with facilities staff undertook an audit of irrigation services within the college grounds identifying usage needs and implemented plans to recycle where possible and reduce water runoff.

An audit was conducted of all water pipes and any leaks identified were repaired.

It was identified that many of the Fire hose reels were unserviceable and permission was sought to remove any that were unnecessary thus eliminating leaks and water wastage.

Cleaners' programs were adjusted to reduce the number of times concrete areas were being hosed while still maintaining high levels of hygiene.

The newly established gardens throughout the college matured and with mulching were able to be maintained with a reduced watering regime.

Electricity Kwh

Staff and student education on the reduction in electricity usage continued. Air conditioning controllers were monitored to ensure that air conditioning units are set on 25 degrees in all classrooms.

The security lighting schedule has been adjusted to reduce the number of hours external lighting is on overnight. This has not negatively affected the security of the college environment.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	1,055,390	8,673
2011-2012	977,003	2,976

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	66	50	<5
Full-time equivalents	62.5	35.1	<5

Qualifications of all teachers

Doctorate	0
Masters	3
Bachelor degree	73
Diploma	23
Certificate	13
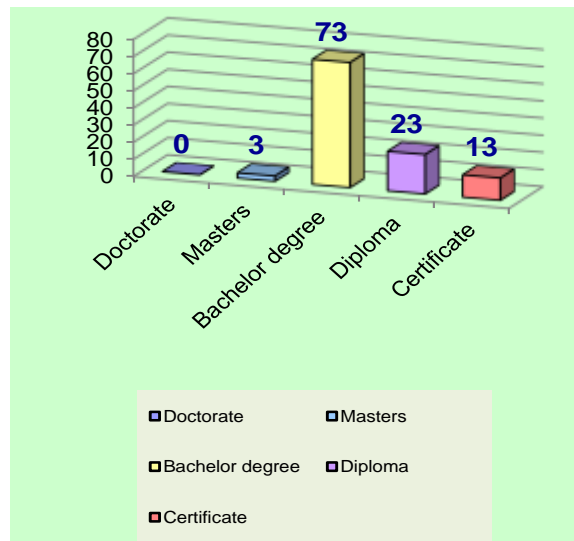
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $68 987.33.

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2012 were $68 987.33.

The major professional development initiatives are as follows:
- Advanced profiling training.
- Faculty release days to facilitate the embedding of ACARA and the national curriculum.
- Steve Francis positive thinking workshops.
- Staff induction processes for new staff to the school.

Our staff profile

- Beginning teachers conference.
- QSA national history curriculum implementation.
- Staff training on the implementation of the college wide explicit direct instruction pedagogical framework.
- SWPBS state conference.
- Staff SWPBS workshops.
- Code of conduct and student protection training.
- Teacher boat licence and shipboard safety accreditation.
- First Aide training
- ICTs for students with disabilities
- Curriculum modification for students with disabilities

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.8%	96.6%	96.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 82.4% of staff was retained by the school for the entire 2012 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.**

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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	87%	89%	88%

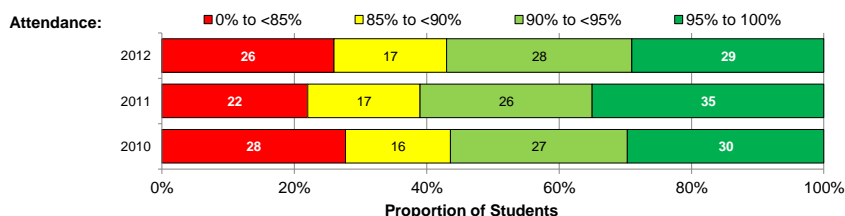The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.

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

	Year 8	Year 9	Year 10	Year 11	Year 12
2010	89%	84%	84%	88%	90%
2011	91%	87%	87%	91%	89%
2012	92%	88%	87%	87%	88%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance:	■ 0% to <85%	□ 85% to <90%	■ 90% to <95%	■ 95% to 100%
2012	26	17	28	29
2011	22	17	26	35
2010	28	16	27	30

Proportion of 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.

A full-time Attendance Officer was engaged for the 2012 school year. Whilst intervention with a number of targeted students was supportive and effective, the overall student attendance rate was not significantly changed.

Contact is made with families whose students are absent for three days without notice. Year co-ordinators and Form teachers follow up student absences.

Cancellation of Enrolment process is activated for post-compulsory phase students whose absences indicate that they are not fully participating in the program in which they are enrolled.

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.

Performance of our students

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' textbox.**

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

With 169 of the College's 670 student enrolments in 2012, Indigenous students comprised just over 25% of the student body. Although the gap between Indigenous and non-Indigenous students at ISC has not closed, results for this group are as good or stronger at ISC than for Indigenous student groups at schools across the region and the State.

| Reading Gap at ISC 45 | Reading Gap at FNQ schools 62 | Reading Gap at Qld schools 44 |
| Numeracy Gap at ISC 27 | Numeracy Gap at FNQ schools 62 | Numeracy Gap at Qld schools 44 |

From 2008 to 2012, the Attendance Gap has reduced from 11.9 to 5.4, achieving the Halving the Gap target.

Indigenous students are still over-represented in long term absent students and under-represented in the 90 – 100% attendance groups.

Indigenous students are still under-represented in the tertiary-bound graduating students.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	NA	NA	74%

Outcomes for our Year 12 cohorts	2010	2011	2012

Performance of our students

Number of students receiving a Senior Statement.	126	114	122
Number of students awarded a Queensland Certificate Individual Achievement.	3	2	6
Number of students receiving an Overall Position (OP).	36	47	45
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	27	26	22
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	82	92	89
Number of students awarded an Australian Qualification Framework Certificate II or above.	73	81	71
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	87	84	97
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP1-15 or an IBD.	83%	57%	76%
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.	84%	97%	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	90%	97%

As at 2 May 2013. 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
2010	7	12	11	4	2
2011	6	11	10	17	3
2012	7	15	12	10	1

As at 2 May 2013. 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
2010	12	73	3
2011	50	80	7
2012	53	70	4

As at 2 May 2013. The above values exclude VISA students.

Certificate I in Information Technology with the following modules:

ICAU1128B   Operate a personal computer   ICAU1129B   Operate a word processing application

ICAU1130B	Operate a spread sheet application	ICAU1131B	Operate a data base application
ICAU1132B	Operate a presentation package	ICAU1133B	Send and retrieve information using web browsers and email
ICAU2005B	Operate computer hardware	ICAU1204B	Locate and use relevant on-line information

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

Please write a brief description / statement about early leavers. Include mention of the school's approach to managing early leavers, and a general indication of where the early leavers move to (i.e., work study, overseas, interstate, etc).