Innisfail State College

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	45 Flying Fish Point Road Innisfail 4860
Phone:	(07) 4078 0222
Fax:	(07) 4078 0200
Email:	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 Innisfail State College or Mrs Lois Laidlaw, Associate Principal – Diverse Learning Centre

School Overview

Innisfail State College was built under the State Schools of Tomorrow program and saw the closure of Innisfail State High School, Innisfail Inclusive Education Centre and the Innisfail campus of Tropical North Queensland Institute of TAFE in 2009, to form the integrated campus of Innisfail State College.

The college occupies the site of the former Innisfail campus of TAFE, expanding the campus zone by 1.15 hectares to 26.5 hectares. Secondary students from years 7 to 12, Diverse Learning Centre - students (pre-prep to Yr 12) and TAFE students share all facilities in the integrated campus.

Principal's Forward

Introduction

School Progress towards its goals in 2016

Goals and priorities for ISC in 2016 included the following, and progress is as noted:

Priority 1: Improving Teaching and High Yield Pedagogy Strategy 1.1: Every teacher will implement Explicit Teaching practices in all lessons Strategy 1.2: Every teacher of Year 7 English, maths, science and social science plus every teacher of year 8 and 9 English and maths will be coached to improve delivery of Explicit Teaching and classroom routines Strategy 1.3: Every teacher will participate in classroom walk-throughs to promote implementation of ISC Standards of Practice Strategy 1.4: The Master Teacher and the Explicit Teaching Coach will work together to implement coaching to teachers of years 7, 8 and 9 and will measure improvement in teaching practice as per AITSL standards	All beginning teachers were coached by two expert in-house coaches in explicit teaching. Further to this, experienced staff were also coached.
Priority 2: Refining and embedding data based decision making. Strategy 2.1: Every teacher will use an assessment ladder with every class taught Strategy 2.2: Every teacher will discuss assessment ladders with students and HOD once per term Strategy 2.3: HODs will meet with the principal each semester to discuss student data	Teachers adopted an ISC assessment ladder. These were discussed with students and supervisors.
Priority 3: Reading Strategy 3.1: Cluster Reading Standard is adopted and maintained Strategy 3.2: ISC reading standard of practice is developed and implemented	Reading continues to be a focus at ISC.
Priority 4: Writing Strategy 4.1: continue to teach PEEL structure as *minimum* written response	Writing is the main focus again in 2017, expanding to a whole school approach to writing, beyond PEEL structures.

Queensland Government

Priority 5: Numeracy Strategy 5.1: Students receive at-level mathematics instruction in Accelerated, Core, Foundation classes Strategy 5.2: Lessons in years 7 and 8 are stranded to teach metalanguage and skills of maths	All students received at level instruction in maths. Accelerated students successfully completed year 12 Maths B in year 11.
Priority 6: Science Strategy 6.1: Students receive instruction in science, scientific literacy and scientific numeracy to learn the specific base skills of science in years 7 and 8	All students received instruction in science, scientific literacy and scientific numeracy in years 7 & 8.
Priority 7: Attendance Strategy 7.1: Daily attendance target is 95% minimum Strategy 7.2: Number of less-than-85% attenders will be halved	Attendance was very strong at ISC in 2016. It continues to be a focus.
Priority 8: Transition Strategy 8.1: Cluster 6 to 7 transition plan is implemented Strategy 8.2: Mentoring of all students 7 to 9 radically reduces early leavers	Our transition program was implemented and was well received by our community.
Priority 9: Connecting parents and caregivers with their children's learning. Strategy 4.1: Parents of students in years 7, 8 and 9 will be involved in case management of these students, meeting with mentor and student at least every term (once per semester with parents/carers) to review progress and set goals and complete JET planning Strategy 4.2: Parents of students in year 10 are involved in SET planning in semester two Strategy 4.3: Parents of students at risk in years 11 and 12 are involved in case management to support students to successful graduation and achievement of Service Commitment Strategy 4.4: Maintain and promote ISC's SWPBS plan	JET planning and SET planning was completed with parents and students. The ISC SWPBS plan was re-imagined and became the ISC PBL plan.

Future Outlook

2017 will see the college focus on improving students' writing skills. We will also develop programs to better connect Indigenous students with Indigenous culture and community.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016: Years 7 to 12 report in black;

Pre-prep to 12 special education at Diverse Learning Centre in blue.

Student enrolments for this school: **865**

28

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	711	358	353	212	92%
2015*	852	410	442	272	90%
2016	865	417	448	281	89%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview
ISC students are rural students. They come from a range of nine primary partner schools plus other catholic schools in our district. 33% have an Indigenous heritage and we have a growing enrolment of students with an Indian heritage.

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Diverse Learning Centre			
Year 7/8* – Year 10	21	22	22
Year 11 – Year 12	19	19	20

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery
HPE
- Junior HPE (7-9) compulsory including a delivery of health and movement units (do you want a list of these?)
- Computer Education (year 7) compulsory technology rotation including typing and basic software applications
- LOTE (year 7 & 8) compulsory including student choice of Chinese, Japanese and Italian.
- LOTE (year 9) elective for those students excelling in their language of choice
- Year 10 HPE – elective subject aimed at preparing students for the different strands in senior (mainly focusing towards Recreation Studies vs Physical Education choices).

Queensland Government

- Year 10 Certificate II in Information, Digital Media and Technology compulsory for all year 10 students giving them a nationally recognized qualification and 4 QCE points
- Year 11 and 12 – Elective authority (Physical Education, Health Education), authority-registered (Recreation Studies) and VET (Certificate III in Fitness and Certificate II in Sport and Recreation) subjects.

Hospitality & Industrial Technology:
- VETIS – SIT20213 Certificate II in Hospitality third party provision in partnership with school.
- OP – Graphics
- SAS – BSK, ESK, FSK
- Transition to ACARA in HOS and ITD

The Arts:
- Practical and immersive Visual and Performing Arts programs that focus on developing knowledge, skills and techniques through real world situations.
- Targeted appreciation and analysis activities to develop understanding of art forms and an appreciation for the use of skills and techniques in context.

Special Education Program:
- Foundation Literacy and Numeracy classes in Year 7
- Collaborative work with teachers and HODS in modification of assessment and delivery of differentiated and modified programming
- QCIA for students with requiring personalised programming in Years 11 and 12
- Personalised programming for SWD students through use of ASDAN in all year levels.
- Development of peer tutoring program for students with low literacy levels

Social Sciences:
- Follow Australian Curriculum framework for year 7-10
- Follow QCAA syllabus documents for years 11-12
- Use explicit teaching as the pedagogical framework

Mathematics:
- Junior:
- ability grouping for Mathematics, English, Science and Social Science (including accelerated classes)
- Senior:
- Accelerated Maths classes according to ability grouping

DIVERSE LEARNING CENTRE

The curriculum of the DLC rests on three pillars:
- Communication
- Authentic and appropriate subject curriculum using the Australian Curriculum from the extended general capabilities to approximately Year 3 to 4. Many of our students have splinter skills so tend to cross year levels in various subjects.
- Developing our students' independence and/or interdependence to enable them to become young people who participate to the best of their ability in a range of activities and settings.

There are two main aspects to the Curriculum Delivery in the Diverse Learning Centre:
- Individually developed goals (with parents/ carers) using the QCIA categories. These are recorded in Individual Student Plans and all goals are reported upon each semester on Student Reports:
  - Developed by case manager through form classes (family grouping with mixture of age and ability levels) in the morning and afternoon sessions each day.
- Individual Curriculum Plans across English, Mathematics, Science (Semester 2 each year), Geography and History in alternating years, Music, Visual Arts (intensive Term 3 program) using the Australian Curriculum and through adaption of SWD C2C units where applicable. ICPs are reported upon using the established assessment guidelines each semester on Student Reports.
  - Developed in teaching groups (using age and ability level) as a base for at least 3 45 minute lessons for each subject each week as an average
  - Daily HPE lessons of 45 mins begin the day
- Pedagogical practices:
  - Explicit direct instruction
  - Intensive Interaction
  - Active Learning
  - 4 Blocks adapted for Literacy Learning for SWDs particularly

- **Co-curricular Activities**

LOTE extra-curricular
- Young Language Ambassadors program at JCU
- Cultural days with CSDE
- HPE extra-curricular Cert II SAR students coached by industry professionals (AFL and RL development officers), officiating and coaching at feeder primary school carnivals and sporting events (e.g. FFP athletics and Silkwood/Mena/SJ Netball and Soccer day, belaying at Daradgee for ISC and other schools.
- Health Education visits from Health professionals and those affected by health issues (e.g. transplant and organ donors, Queensland Health)
- Plus many more activites to enhance curriculum delivery, such as canoe camp for PED, fishing for Rec Studies etc

Hospitality & Industrial Technology:
- Pepper Tree – licensed restaurant run as part of Certificate II in Hospitality
- Feast of the Senses – Student run food stall, community cooking competition as part of local festival
- Host dinners for - Chamber of Commerce, Rotary, Vocational Placement Industry Partners
- Inclusions for the delivery of assessment in whole periods of time for Industrial Technology SASs

Queensland Government

- Project Pepper Tree as part of ISC connect

The Arts:
- Arts Honours Program, after school arts workshops to develop advanced techniques and skills for G&T students
- Instrumental Music Program, involving around 80 students in lessons each week and Concert Band, String Orchestra and Jazz Orchestra, as well as numerous workshops with visiting professional artists and a school tour to Adelaide
- Theatre Sports Group
- Dance Crew
- Arts Fusion – an end of year culmination event for all visual and performing arts subjects
- Receive and Respond Exhibition
- Pop-up exhibition at Feast of the Senses

Special Education Program:
- Challenge Games for SEP students
- Footy Clinic for SEP students
- Auslan signing choir
- Transition program for Year 6 students with disabilities
- Drumbeat social skilling program for special needs students

Social Sciences:
- Student public speaking competitions-"We will remember forum", "Mainstream Constitutional Convention and ATSI Constitutional Convention"
- Student Competitions-Australian Geography Competition
- White Gloves Tour of war artefacts from Australian War Memorial

Mathematics:
- Maths challenge/ engagement days in cairns that are organised by QAMT attended by year 7 and 9 students.
- Our engineering club members constructed a hoverboard which won first place in a state-wide UQ competition.

DIVERSE LEARNING CENTRE
As part of Semester Programming and, in particular, our afternoon programs, we include a range of celebratory events into our regular timetabled routines. Students work towards these events and are a part of the day's program – practising skills and knowledge required eg older students teaching younger students a game, all students helping with the preparation of food, older students learning how to BBQ. The days we currently focus on are:
- Harmony Day and Easter Bonnet Parade – Term 1 (all students – 32)
- Environment Day with some recognition of Queensland Day with a Picnic and games – Term 2 (all students – 32)
- Visual Arts Program culminates in an opening night for our Art Gallery in Disabiity Week in September each year – Term 3 (all students – 32). Opening night is in the form of a Wine and Nibbles and it is the first time anyone sees the Gallery which stays open for the last week of term for incidental visitors.
- Book Fair and Disco in November – Term 4 (all students participate in preparation but because it is a night programme generally about 12 students attend with families)
- End of year performance in the College's auditorium – a culmination of the Music Program (all students – Term 4)
- Awards Day on the last day of the school year (All students – Term 4)
- Mothers' and Fathers' Day – Term 2 and 3 (all students prepare card and gifts to take home)
- Up to 10 students participated in the Townsville Challenge Games (3 days staying in units with teachers in Townsville. Parents also come but students stay with staff) – Term 3

How Information and Communication Technologies are used to Assist Learning
- BYOx infrastructure installed (connection of students didn't happen until 2017)
- Data projectors and speakers in every classroom
- Wireless internet access college-wide.
- CFTs
- Computer labs and laptop pods in classes
- ICT pedagogy in HPE, IT and LOTE – video-conferencing, selection and use of appropriate software, filming of physical performance for curriculum and assessment, online certificate courses, internet research, communication and discussions via email.

Hospitality & Industrial Technology:
- CAD used in assessment tasks for Graphics across the all cohorts – including REVIT, Inventor, Auto CAD
- 3D printing used to compliment Graphical product design
- CAD used in development and delivery of resources and assessment in Industrial Technology
- Online delivery of interactive self-paced assessment for Certificate II in Hospitality.
- Office suite used for delivery of assessment and content 7-12
- IPADs for visually impaired students
- IPADs training and real life experience in point of sale

The Arts:
- Visual and Performing Arts uses ICTs in the classroom to assist with the immersive practical learning experiences within the areas of study. In music this includes using software to create electronic music compositions, recording software to capture musical compositions and researching sound sources, historical and current sources of music. In Drama and Dance, video recorders are an effective tool for reflection on performance tasks, as well as developing new choreographic ideas and recording performances, both formed and performed. In Visual Art, photography can be used to provide stimulus material for student work and also serve as a tool for creating student work. Online research is an effective tool to develop student appreciation of visual art forms and build a range of stimulus material for a body of work.

Special Education Program:
- Students with disabilities utilise a range of technologies specific to their learning needs. Some students have additional access to computers for completing assessment tasks. Some students utilise iPads with apps which are

Queensland Government

chosen specifically for their needs, such as 'Book Creator' and 'PM ebooks' or computer based programs such as 'Reading Eggs' and 'Mathletics'. As part of Universal Design for Learning, teachers use a range of tools such as Powerpoint, You tube, and online activities which support the learning and give multiple modes of expression. Online assessment tools are used as part of a broader assessment portfolio for students with disabilities and learning difficulties.

Social Sciences:
- Use of internet for research
- Use of geographic information systems to generate spatial materials
- Use of Excel to generate graphic representations

Mathematics:
- ICTs are strategically used to support the delivery and engagement in the curriculum, not overshadow it.

DIVERSE LEARNING CENTRE
ICTs are included in every lesson at the DLC. All rooms are equipped with 55 inch touch Televisions networked in 3 cases with laptop computers and in two rooms with computers built into the screens. Some are mobile and some are wall-mounted to provide flexibility.

All classrooms have up to 5 iPads and 1 additional individual 23 inch touch fully integrated computer. The iPads are also able to be connected to the bigger TVs through Apple TVs for class work with a student operating the app for the class from their iPad or keyboard depending upon the room.

Several internet based websites are used for interactive opportunities for students eg HelpKidzLearn.com. Teachers also subscribe to several sites to assist with resource preparation eg Twinkl, Education.com,

Reading Program: In addition to using PM Readers and Benchmarking kits and Reading Our Way for earlier readers, we subscribe to Reading Eggs for a web-based opportunity. We also have CDs which allows us to project many of the PM Readers to the big screens and the students can interact with the book and answer comprehension questions at the end of the reading as a group or individually. Ipads are also used for this purpose by expanding our students' opportunities for reading with many interactive story book apps downloaded for student access.

The DLC participates in the Premier's Reading Challenge each year recording all the books that are read as a group, in pairs and individually across Terms 2 and 3 for an end of year certificate.

Students have developed skills in taking photos using iPads and making books with Book Creator and sharing them with their peers on the big screens.

All aspects of most lessons and teacher preparation will involve some form of ICT as regular and expected practice.

Social Climate

Overview
ISC is a Positive Behaviour for Learning (PB4L) school. We operate from a Responsible Behaviour Plan for students which places expectations on students to adhere to the college's four pillars at all times: we are learners, we are safe, we take responsibility and we show respect.

DIVERSE LEARNING CENTRE

While individual surveys were not provided to the DLC community in 2016, we continue to ensure that safety is the first pillar of our communities approach daily within our classrooms and playground environments as well as when on community access excursions. The DLC students like being at school and parents and wider community are involved in all our extra-curricular activities listed above. Our afternoon programs provide students with the opportunity to socialize in various settings and with different groups and include turn-taking, learning new social skills and practicing them, being part of a team and doing our rostered duties, helping our students develop independence and routines eg packing bags, washing, hanging out washing, collecting washing from other rooms,etc.

Teachers maintain close contact with parents through daily communication book for two-way communication as well as using email and phone for contact. Even within the DLC, there is a need to be aware of creating an inclusive environment because all our students are different from each other.

Withing the College, the DLC students are able to participate in whole College events across the year with support from not only the DLC staff themselves, but also students and staff from the College. The DLC students attend from 30 mins to all day depending upon their ability to manage the length of time and the event. All students participate in some of these events each year. These events include:

- College Swimming Carnival (selected students)
- College Cross Country (all students)
- College Athletics Carnival (all students)
- Lunch time College Events (selected students)
- Some College celebrations eg NAIDOC week (selected students)
- College Senior Badge Ceremony – where our students also get their badges (Year 12 or 13 students)
- College Senior Formal (Year 12 or 13 students)

Queensland Government

Parent, Student and Staff Satisfaction – results summary for both 7-12 & DLC campuses

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	91%	91%
this is a good school (S2035)	89%	88%	85%
their child likes being at this school* (S2001)	94%	97%	97%
their child feels safe at this school* (S2002)	94%	87%	100%
their child's learning needs are being met at this school* (S2003)	93%	91%	89%
their child is making good progress at this school* (S2004)	92%	88%	89%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	91%	89%
teachers at this school motivate their child to learn* (S2007)	85%	91%	91%
teachers at this school treat students fairly* (S2008)	83%	90%	88%
they can talk to their child's teachers about their concerns* (S2009)	91%	90%	86%
this school works with them to support their child's learning* (S2010)	87%	90%	86%
this school takes parents' opinions seriously* (S2011)	83%	93%	85%
student behaviour is well managed at this school* (S2012)	72%	84%	71%
this school looks for ways to improve* (S2013)	89%	94%	88%
this school is well maintained* (S2014)	94%	97%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	94%	95%
they like being at their school* (S2036)	84%	93%	87%
they feel safe at their school* (S2037)	95%	90%	95%
their teachers motivate them to learn* (S2038)	88%	93%	91%
their teachers expect them to do their best* (S2039)	100%	96%	97%
their teachers provide them with useful feedback about their school work* (S2040)	90%	91%	93%
teachers treat students fairly at their school* (S2041)	82%	84%	81%
they can talk to their teachers about their concerns* (S2042)	77%	78%	85%
their school takes students' opinions seriously* (S2043)	75%	84%	82%
student behaviour is well managed at their school* (S2044)	75%	70%	78%
their school looks for ways to improve* (S2045)	90%	94%	92%
their school is well maintained* (S2046)	91%	90%	95%
their school gives them opportunities to do interesting things* (S2047)	80%	93%	95%

Queensland
Government

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	90%	98%	90%
they feel that their school is a safe place in which to work (S2070)	98%	98%	86%
they receive useful feedback about their work at their school (S2071)	78%	91%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	86%	92%
students are encouraged to do their best at their school (S2072)	93%	99%	90%
students are treated fairly at their school (S2073)	88%	99%	82%
student behaviour is well managed at their school (S2074)	70%	81%	54%
staff are well supported at their school (S2075)	75%	80%	69%
their school takes staff opinions seriously (S2076)	73%	90%	75%
their school looks for ways to improve (S2077)	90%	97%	86%
their school is well maintained (S2078)	98%	99%	91%
their school gives them opportunities to do interesting things (S2079)	88%	97%	88%

* 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
Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Participating in/or providing programs such as Chill Out Walk Away, Love Bites and relationships programs provides by local agencies.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	160	232	212
Long Suspensions – 6 to 20 days	12	18	14
Exclusions	4	4	3
Cancellations of Enrolment	4	1	10
Short Suspensions – 1-5 days - DLC			0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.
**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	995,974	5,125
2014-2015	1,046,446	4,826

Queensland Government

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	434,594	4587

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.

Gardens are mulched twice each year in an effort to reduce the need for watering during extended dry periods. Reduced gurney use on concrete due to use of Wet and Forget on all walkways.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	86	71	7

Queensland
Government

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	82	51	5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	3
Bachelor degree	71 6
Diploma	0 1
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $107249

The major professional development initiatives are as follows:

DIVERSE LEARNING CENTRE:
- **Intensive Interaction**
- **4 Blocks for Literacy Development for SWDs**
- **PATH training**
- **Assessment for ICPs through Aust Curriculum and QCIA**
- **ASDAN**
- **Fortnightly viewing of 10 minute video with teacher or aide and a student using Intensive Interaction for assessment of the student and mentoring of the staff member using that pedagogy using a warm and cool feedback approach**
- **Fortnightly regular staff meetings – along with routine matters, developing individual student plan writing around Behaviour Management, Risk Management, Eating Programs, sharing and de-briefing high level behaviours to develop consistent approaches – focussing on individual students**

Coaching in classroom practices including explicit teaching and essential skills for classroom management.

Beginning Teacher mentoring through funded .5 position – intensive weekly check-ins and coaching.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

DIVERSE LEARNING CENTRE: 100%^

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 90% of staff was retained by the school for the entire 2016.

Queensland
Government

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	90%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									92%	90%	91%	90%	90%
2015							92%	94%	94%	92%	90%	92%	91%
2016	DW		82%	97%			88%	94%	93%	91%	90%	92%	91%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:
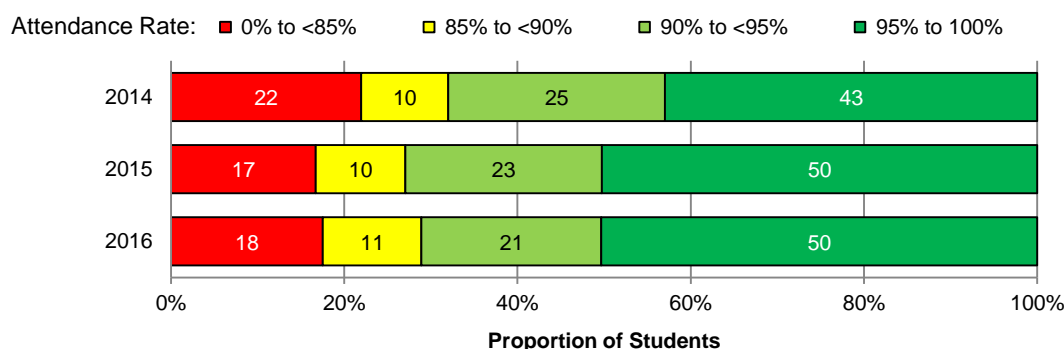
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Attendance is a daily focus at ISC. In the 7-12 campus, rolls are marked five times each day using OneSchool roll marking. Student services Heads of Department and CEC's monitor student attendance weekly and follow up with families through phone calls and house visits. When students have three consecutive days of unexplained absence, parents are sent a letter asking to explain the absence. Attendance rates are communicated on full school parades and year level parades to educate students on the link between attendance and learning

In the DLC campus parents ring the school or make a note in the student's communication book. If a parent hasn't informed the school by the second day, they are contacted. This is a rare occasion.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	109	128	110
Number of students awarded a Queensland Certificate of Individual Achievement.	1	8	1
Number of students receiving an Overall Position (OP)	38	39	42
Percentage of Indigenous students receiving an Overall Position (OP)	9%	8%	10%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	6	16	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	52	64	97

Queensland Government

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded an Australian Qualification Framework Certificate II or above.	50	61	96
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	99	113	108
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	91%	82%	97%
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.	68%	67%	55%
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.	91%	94%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	86%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	5	6	15	11	1
2015	5	9	12	9	4
2016	6	9	8	18	1

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	2	43	19
2015	2	57	14
2016	4	94	13

As at 3rd February 2017. The above values exclude VISA students.
Certificate II Information and digital media and technology, Cert Ii Sport and Recreation, Cert III Fitness.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%	83%	88%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	90%	79%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.innisfailsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Queensland
Government

Please paste in or edit the link to the folder where your Next Step summary report will be found by your school community.

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Early leavers either move with family or opt for other options to school. In this case the school assists students with work experience and placing them with local agencies such as VPG.