Ilfracombe State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Ilfracombe State School is situated 27 km East of Longreach and 673 km West of Rockhampton on the Landsborough Highway. Currently 14 students from Prep to Year 6 are enrolled. The community is very supportive and whilst the surrounding properties are predominantly concerned with sheep and cattle grazing, the township relies heavily on the Longreach Regional Council for employment. Ilfracombe State School is generously supported by the General Store, Ilfracombe Caravan Park, Wellshot Hotel, Wellshot Centre, Railway Station and the local Police Station and, irrespective of economic hardship, Ilfracombe remains a thriving community. Ilfracombe SS is a co-educational school and a committed member of the Outback Advantage. This alliance is a cluster of small schools that believe there are many advantages to being educated in a small rural multi-age school. The schools work together to create and maintain sustainable programs, which foster life-long learners who have developed effective academic and social skills. We value a shared approach to curriculum, teaching, assessment and reporting and partnerships between district schools and their communities.

Principal's Foreword

Introduction

Each year state schools throughout Queensland publish a School Annual Report related to student and school performance across a range of school activities for the previous school year. This report relates to our educational journey as a school community during 2016. It also identifies the progress made by the school in terms of our achievement of the goals we had established for 2016. We are very proud of the work of our students, staff and parents during the course of the year and have much pleasure in providing this report to you.

Throughout 2016 our school continued to provide a healthy, supportive and safe environment in which to learn and teach – a quality school with high expectations for all who work and learn here, with our teaching and learning emphasis on improving student learning outcomes and student wellbeing. As has been the practice at Ilfracombe State School for many years, the positive working relationship that exists between staff, students and parents was crucial to the achievements and successes of 2016.

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School Progress towards its goals in 2016

2016 Priorities	Improvement	Addressed	Ongoing
Reading	NAPLAN Scale Score		✓
Writing	NAPLAN Scale Score Handwriting and Bookwork		✓
Attendance	94% or higher	✓	
Wagon Wheels to Success	One school Behaviour data		✓

Future Outlook

AUSTRALIAN CURRICULUM

- 100% of cluster schools participating in the development and consistent implementation of the Outback Advantage Australian Curriculum plan
- 100% of cluster schools implementing version 7.5 multi-age c2c across all KLA's
- 75% of students achieve a C or Higher in English (baseline data 2016 58%), 80% Maths (baseline data 2016 75%) and 90% Science (baseline data 2016 83%).

READING

- 100% of students showing at least a 1year gain in their reading age.

WRITING

- Attainment of Individual writing goals
- Handwriting and Bookwork Policy
- A to E data
- NAPLAN Scale Score

DATA

- Data used to make focused whole school improvement decisions.
- Ilfracombe Method for the use of data to inform decisions developed.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	21	10	11		70%
2015*	16	8	8		100%
2016	11	4	7		100%

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

Ilfracombe State School is a rural school with a proud history. The achievements of Ilfracombe students are impressive, and have been highly supported by the dedicated teaching staff and the Parents & Citizens Association. To improve student learning outcomes we demand high expectations in alliance with a strong and consistent approach to behaviour management, which includes a proactive rewards system that is highly valued by our community. This has supported the high quality of teaching and learning programs offered to all students. The professionalism & dedication of our staff, as well as our extensive community networks & support services, ensure students & their families are fully supported.

The majority of our student body reside in town, with parents/carers working for Government Agencies (eg. Local Council, Education Qld) or are self-employed (eg. fencers, carpenters). Some families are from surrounding properties where sheep farming is quite prominent.
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AVERAGE CLASS SIZES			
Phase	**2014**	**2015***	**2016**
Prep – Year 3	10	15	11
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

*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.

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Curriculum Delivery

Our Approach to Curriculum Delivery

Ilfracombe State School prides itself on quality teaching and learning. The school offers a strong curriculum program from Prep to Year 6. In 2016 the Key Learning Areas of Mathematics, English, Science, History and Geography were implemented under the Australian National Curriculum. The Arts, Technology, HPE and LOTE were also implemented, using the Australian Curriculum. Ilfracombe State School promotes the benefits of the multi-age classroom and a multi-age environment. The multi-age units are organised into cohorts of Prep to Year 2, Years 3 to 4 and Years 5 to 6. In this multi-age setting, all students are offered a differentiated curriculum.

Co-curricular Activities

Ilfracombe State School provides a range of extra -curricular activities through School and P&C support and involvement including:

- Attendance at an annual Sports Camp held in Windorah
- Chaplaincy Program – access and support from a school based Chaplain 2 days per week
- Combined swimming and athletics carnivals with the Outback Advantage Cluster of Schools
- Winton Poetry Festival
- Longreach Show and Isisford Sheep Show participation
- Arts Camp at Ilfracombe State School to access specialist Arts teachers.

How Information and Communication Technologies are used to Assist Learning

Computers are used to assist in the delivery of all subject areas. Sometimes they assist with research; sometimes they are used to present and publish work in a professional manner. At other times they are used in conjunction with software programs to reinforce and consolidate what has been explicitly taught by teachers during face-to-face lessons. The school has seven work stations, 7 iPads and 2 laptops for students to access. ICT specific activities:

- Online curriculum support programs such as Study Ladder, Reading Eggs and Mathletics were utilised by students
- Teachers have access to an electronic whiteboard to assist in lesson delivery.

As part of our curriculum delivery students also engaged in Technology and Digital technology subjects each term. They were taught key skills using the Australian Curriculum technologies content descriptors and achievement standards.

Students also have access to school email where they can send work and communicate with each other and school staff.

Social Climate

Overview

Ilfracombe is situated in the Central West approximately 30 kilometres from the regional centre of Longreach. The school is well equipped, and enjoys excellent community support. The school continually reviews and modifies its Responsible Behaviour Plan for Students and enjoys a great record of student behaviour. Bullying issues are dealt with immediately; initially by the classroom teacher and then, if necessary, by the principal.

The school Chaplaincy program also provides pastoral care for students, staff and parents including a breakfast club. The school has developed an individual plan for students who need additional support or extension. The school has an 'open door' policy where parents and students are encouraged to bring any problems immediately to staff attention, so that it can be dealt with promptly, by the most appropriate person and in an open and transparent manner. Parents always receive feedback following the outcome of an incident. During 2016, the school continued to maintain very strong ties with the wider community. This occurred through very successful participation by school leaders and students in the local community ANZAC Day ceremony, celebration of NAIDOC week, participation in a community art competition and whole school participation local shows and events and our end of year concert.

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Parent, Student and Staff Satisfaction

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

Student opinion survey

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

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

As a small, rural and remote school, we actively encourage parents to become involved in their child/children's education and are continually striving for a supportive school environment. This communication and involvement can take many forms but may include:

- Working as a classroom volunteer and/or being involved with school information and celebration days.
- Accompanying children on excursions, sporting events, camps and other community based activities
- Communication and discussing ideas/concerns with the Principal and/or teachers
- Attending Parent and Citizens meetings for input and involvement in consultation, decision-making and fundraising through P& C events
- Supporting Homework Club, Sports Programs or Chaplaincy

Communication through the school and home is undertaken through:

- Fortnightly newsletters
- Email
- Text messages and phone calls
- Letters or permission forms as required
- Twice yearly formal reports
- Formally scheduled parent-teacher interviews twice yearly
- Additional parent-teacher discussions and conferences on a responsive and ongoing basis.
- Open door policy at the school where parents are able to make a time to talk to staff when issues arise

To support our diverse learners and students with special needs, we have meetings, phone calls and consultation with parents. Parents are involved in every step of the process to support their children. They are invited to parent teacher interviews and are informed about their child's progress and needs are shared regularly. They are then involved in the process of differentiating the curriculum to support their child. Their concerns and opinions are valued and included in decision making processes at the school.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. We implement the Australian Curriculum Health and Physical Education program and ensure that children are specifically taught personal safety and awareness.

In 2016 we implemented the Daniel Morcombe Safety Education program and engaged our local Adopt a cop to work with students around safety in the community. We teach students to develop positive relationships with their

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peers and staff and to always speak up when they are worried or concerned about an issue. Our students understand that school staff are there to support them with their learning and development.

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	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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

Our school has solar panels installed and is connected to solarschools.net. Reduction in annual electricity usage has also been achieved through energy saving practices and rectification of electricity issues that existed in the school. Student's also observe several practical approaches to sustainability including switching off computers and monitors at night, in addition to lights and air conditioners to ensure they undertake sustainability responsibilities.

Our electricity usage will vary from year to year, depending on just how hot the summer becomes. Some years when the summer temperature soars early and remains high until later in autumn, it will be necessary to run the air conditioning systems for longer periods of time.

Students and staff are encouraged to turn off all electrical appliances when they are not in use; and all air conditioning units are pre-set to twenty-three degrees centigrade which automatically shut down after two hours of use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	40,892	774
2014-2015	37,556	
2015-2016	34,333	100

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.

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

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Suburb, town or postcode

Sector:

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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	2	4	<5
Full-time Equivalents	1	2	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	

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

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $7140.00.

The major professional development initiatives are as follows:

- Asbestos training
- Finance Training
- Data Literacy
- Principal's Business Meetings
- Curriculum Leaders Workshop
- Curriculum work with region PEAC
- Instructional Rounds
- Explicit Instruction
- Multi-age Curriculum development
- Workplace Health and Safety
- Peer Reviewer Training
- Mentoring visits for beginning teacher
- Mentoring and Feedback

The proportion of the teaching staff involved in professional development activities during 2016 was 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%	97%	99%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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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).	95%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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 Primary schools was 93%.

| 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		95%	98%	93%	93%	96%	92%	99%	DW				
2015	86%	DW	DW	94%	DW	95%	92%	100%	100%				
2016	98%	89%	DW	96%	95%	DW	95%						

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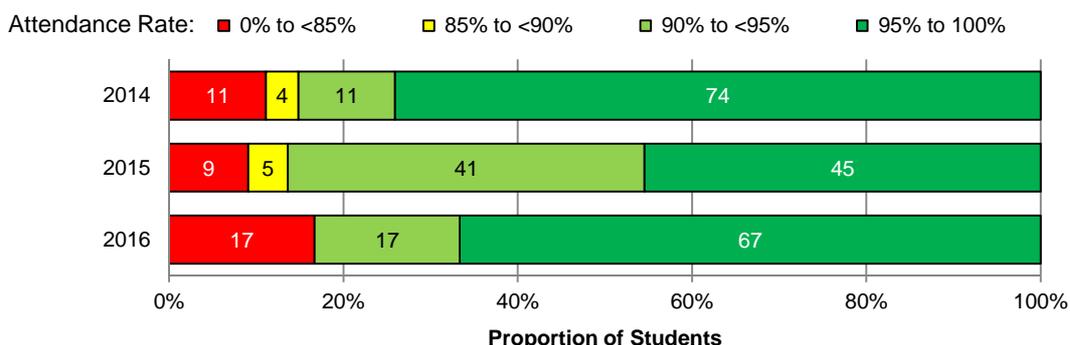
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording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

In 2016, at Ilfracombe State School, Everyday Counts. As our school utilises electronic roll marking morning (9:00am) and afternoon (1:45pm) daily as part of OneSchool, both the school and parents / guardians have some processes to adhere to -
- A phone call is required on the day of the absence /s for every student. A message can be left on the answering machine if unanswered or at any time during the morning prior to school.
- For prolonged illness (3 days or longer) - in addition to the above - a medical certificate is appreciated upon student return.
- For other absences that are known about in advance, a discussion (phone, email, in person) with the Teacher is appreciated and the dates will be noted for the upcoming absence with authorized or unauthorized explanation.

Absences are strictly marked as 'unexplained' if notification on or before the date of absence is not received. Naturally, in emergency situations, families are encouraged to make contact with the school to discuss personal circumstances in confidence with the Principal, at the earliest opportunity.

In order to ensure the accuracy of rolls and records, Unexplained Absence Notification letters are periodically sent home engaging parents in communicating reasons for recorded unexplained absences.

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At Ilfracombe State School, unauthorised, continued or prolonged absences are addressed through the Principal engaging in discussions with families surrounding attendance, either by phone or arranging a meeting either at school or at home.
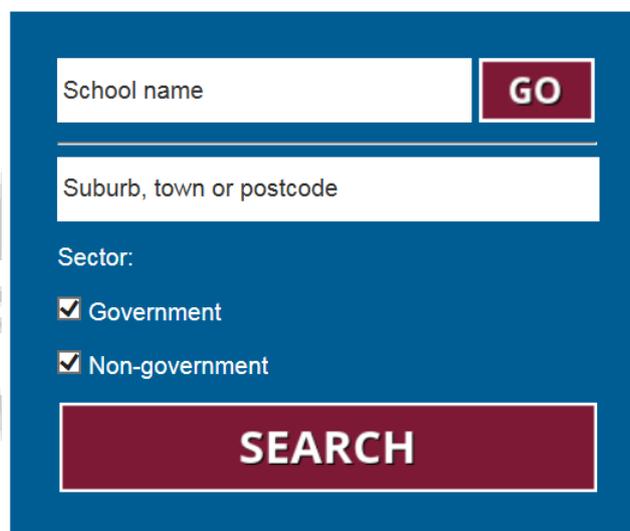
Any families that are failing to meet compulsory participation requirements are managed using the DET procedure for managing student absences and enforcing enrolment and attendance at State Schools. To increase attendance we ensure attendance goals are set for students, celebrate attendance achievements, and educate parents and the community about the impact of attendance on student outcomes through fortnightly newsletters.

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.

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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.