



Indooroopilly State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Indooroopilly State School is a co-educational, Independent Public School that was established in 1889. It is located in the western suburbs of Brisbane approximately 10kms from the CBD. The school values its history and traditions and is proud of its student achievements. Indooroopilly State School is well supported by a proactive Parents & Citizens Association and School Council. Students learn under the banner of "Honour Above All". "Honour" underpins our school-wide values and high expectations for students, staff and the community. The school caters for approximately 1128 students from a diverse, multicultural and predominantly high socio-economic background. Our school curriculum is the Australian Curriculum. Indooroopilly State School offers a large number of co-curricular activities and programs including: enrichment and extension, learning support, Future Problem Solving, inter-school sports, debating, chess, coding and robotics, instrumental music, choirs and student buddy systems. Our focus is on every student improving and everyone being their best.

2017 proved to be a highly successful year with Future Problem Solving Teams reaching both the National Finals in Sydney and the International Finals in the United States of America. Indooroopilly State School was also recognised in the Annual Showcase Awards as a finalist in the "State School of the Year" category. A student team won the "World Science Festival- Brisbane" competition placing first against 400 other primary and high school teams.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

In 2017, we continued a strong focus on Reading and Mathematics as well as a focus on the use and analysis of student achievement data. Our goals focused on the following areas: English Curriculum – Reading; Mathematics Curriculum – Problem Solving and Reasoning; Use of individual student data and; Building teams and staff leadership capacity within and across the school.

Throughout 2017, we have continued with the implementation of the Australian Curriculum in Prep to Year 6 with a focus on English, Mathematics, Science and HASS using the Education Queensland "Curriculum Into the Classroom" (C2C) the curriculum intent of the assessment task as the focus of teaching and learning programs.

Our school's enhancement agenda is framed by the ten theories of action that underpin "Curiosity and Powerful Learning". Our journey for the next four years has been outlined via a Gantt chart. We achieved the planned implementation of the Theories of Action set down for 2017.

We have implemented ongoing strategies to support the maintenance of high performance in NAPLAN and other school based testing programs.

We have also continued to develop and enhance a very strong sense of community and positive school climate that recognises our multi-cultural community and has an emphasis on high quality education for all.

Future Outlook

Our school improvement agenda continues to be framed by “Curiosity and Powerful Learning”. Areas of focus include:

- High expectations and authentic relationships
- Enquiry focused teaching
- Consistent teaching protocols
- Consistent learning protocols
- Harnessing of learning intentions, narrative and pace
- Challenging learning tasks
- Higher order questioning
- Connecting feedback to data
- Assessment for learning
- Cooperative groups

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	897	425	472	9	94%
2016	955	438	517	7	96%
2017	989	472	517	6	94%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Indooroopilly State School is situated in the western suburbs of Brisbane and the majority of the children come from middle to high socio-economic families who are well educated and have high expectations for their children's learning and achievement.

An exciting aspect of our school's character is the large number of children from other countries.

Currently we have children with English as an Additional Language or Dialect backgrounds from 55 different countries and 51 different language groups. 48.75% of students come from families with a language background other than English. These children and their families enhance our school environment in many ways. We pride ourselves on our inclusive multi-cultural environment.

Indooroopilly State School draws its students from within its defined school catchment. Our student population has continued to experience strong growth.

Our children are very capable, well engaged and enthusiastic learners.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	24	24
Year 4 – Year 6	27	27	27

Curriculum Delivery

Our Approach to Curriculum Delivery

Indooroopilly State School provides an educational program based on the Australian Curriculum (ACARA) as interpreted using Education Queensland's Curriculum into the Classroom (C2C) teaching units for English, Mathematics, Science, HASS, Technology and The Arts. Our focus is on maintaining high standards in literacy and numeracy as well as building on each child's strengths and preparing them to take their place in the world.

We offer a very strong Prep Year Program. Early each year, each child's strengths and areas for development in English and Mathematics are determined and teaching programs focus on building on from each child's knowledge base.

In addition to set curriculum requirements, Indooroopilly State School offers a range of other programs including:

- Future Problem Solving Program
- High quality support programs for children requiring additional support with their learning
- Outstanding English as an Additional Language or Dialect Program
- Outstanding School Music Program with strong choirs and instrumental programs providing children with skills to take part in concert band and string orchestra recitals both locally and throughout the district.
- Outstanding Physical Education and Swimming Programs
- Extension mathematics: Ramanujan, Newton and Dirichet levels
- A strong Camping Program for Years 4 – 6
- School excursions in all year levels that enhance classroom learning
- Physical development and sport, play an important part in the development of the child and Indooroopilly SS sporting teams achieve well in all fields of competition.

Co-curricular Activities

Indooroopilly State School offers a range of extra curricula activities including:

- Chess Club

- Debating
- Coding
- Readers' Club
- Robotics
- Instrumental Music
- Choral groups
- Inter-school and Intra-school Sport
- Harmony Day to celebrate multi-cultural Australia
- Swimming
- Excursions
- School Camps
- Writers' Club
- Swimming Club

How Information and Communication Technologies are used to Assist Learning

Information and communication technologies are used critically to assist learning. Electronic whiteboards are elements of each classroom. Teachers use these as another resource to support learning. Technology is increasingly mobile at the school with banks of laptops available to classes on mobile recharging units. iPads are used primarily in early years' classrooms and as one of a suite of assistive technologies for students with disabilities. Coding and robotics are explored from the early phase of learning with extension pathways for students available via co-curricular clubs.

Our focus remains unashamedly on teacher pedagogy which in turn informs how ICTS are best deployed to improve student learning outcomes.

Social Climate

Overview

Indooroopilly State School provides a range of support staff to assist in providing our school's safe and supportive environment for teaching and learning to occur. Behaviour Management is based on a pro-active approach where good behaviour is rewarded. A system is in place to give time-out for negative behaviour and parents are kept informed. The use of the Program Achieve – 'You Can Do It' program is a key focus for enhancing social outcomes. It features the 5 Keys to Success: Confidence, Persistence, Getting Along, Organisation, Emotional Resilience. Our school culture is framed by our "HONOUR" values.

The senior children take part in a 'Buddy' system where they look after a child in a younger class throughout the year.

Parents are actively involved in the school in a variety of ways. Our Parents and Citizens Association and School Council have a close working relationship with the Principal and staff. Our school has School Council which represents the diverse range of stakeholders that composes our school community.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	96%	98%
this is a good school (S2035)	98%	96%	97%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child likes being at this school* (S2001)	100%	96%	96%
their child feels safe at this school* (S2002)	100%	97%	98%
their child's learning needs are being met at this school* (S2003)	92%	95%	94%
their child is making good progress at this school* (S2004)	92%	94%	96%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	92%	94%
teachers at this school motivate their child to learn* (S2007)	93%	94%	98%
teachers at this school treat students fairly* (S2008)	94%	95%	98%
they can talk to their child's teachers about their concerns* (S2009)	96%	94%	95%
this school works with them to support their child's learning* (S2010)	88%	90%	94%
this school takes parents' opinions seriously* (S2011)	87%	90%	93%
student behaviour is well managed at this school* (S2012)	94%	92%	95%
this school looks for ways to improve* (S2013)	96%	96%	97%
this school is well maintained* (S2014)	94%	93%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	99%	99%
they like being at their school* (S2036)	99%	98%	98%
they feel safe at their school* (S2037)	99%	95%	97%
their teachers motivate them to learn* (S2038)	99%	97%	98%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	97%
teachers treat students fairly at their school* (S2041)	93%	93%	92%
they can talk to their teachers about their concerns* (S2042)	97%	92%	96%
their school takes students' opinions seriously* (S2043)	96%	92%	95%
student behaviour is well managed at their school* (S2044)	91%	90%	93%
their school looks for ways to improve* (S2045)	99%	98%	98%
their school is well maintained* (S2046)	97%	96%	99%
their school gives them opportunities to do interesting things* (S2047)	97%	97%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	93%	100%
they feel that their school is a safe place in which to work (S2070)	100%	94%	98%
they receive useful feedback about their work at their school (S2071)	93%	83%	96%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	85%	92%
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%	98%	100%
staff are well supported at their school (S2075)	98%	91%	96%
their school takes staff opinions seriously (S2076)	97%	89%	96%
their school looks for ways to improve (S2077)	100%	93%	100%
their school is well maintained (S2078)	95%	93%	100%
their school gives them opportunities to do interesting things (S2079)	95%	87%	96%

* 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

At Indooroopilly State School the development of the partnership between the school, parents and the wider community is of paramount importance. Parents play valuable roles in supporting their child's education. The parents have numerous opportunities to become involved in the life of the school through a range of activities.

Our school is well supported by the P & C Association and the School Council. The P & C raises a significant amount of money each year to support the school curriculum and facility enhancements throughout the school. The School Council provides support to school management in setting strategic direction and by monitoring budgets and strategic planning.

A number of P & C functions were held during the year including the annual Indigo Fair. Our parents assist with classroom activities, excursions and camps as well as volunteering in the Tuckshop and Uniform Shop. Parents are encouraged to be involved in many facets of school life. Many parents assist with classroom activities, Tuckshop, library support, excursions, and sporting teams.

Parents are included in decision making committees at the school. The school community has high expectations of the school and forms a very supportive parent group. Parents at Indooroopilly State School are involved in a great variety of ways:

- As members of the School Council;
- As members of the P&C Association;
- As members of committees and working parties;
- As helpers in classrooms and the library;
- As helpers in the Tuckshop;
- Organising school events;
- Planning for the school's future;
- Providing supervision on excursions and camps;
- Talking to classes about an interest or occupation;
- Sharing skills with children staff and the community;
- In many homes both parents work. Community involvement in school activities and social functions is very high.
- New families are welcomed into the social structure with ease.
- International Future Problem Solving Competition
- Supervision at Interschool Maths Tournament
- CSIRO Mathematicians and Scientists in Schools partnership

Parents of students with disabilities or particular needs are partners in creating children's learning pathways. The school's Student Support Forum continually reviews student progress and allocates resources according to changing student needs.

Respectful relationships programs

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

These concepts are also explored at a developmentally appropriate level via delivery of the Australian Curriculum and the general capability of personal and social capability and through ongoing exploration of our school-wide values.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	3	7	16
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Our school has worked consistently to reduce the environmental footprint with the implementation of our School Environmental Management Plan (SEMP) which outlines key strategies to reduce the usage of various resources. We have requested that no lighting/air conditioning/ fans be left on when a room is not in use nor overnight/weekends. Where possible we have water saving devices fitted to all toilets and taps and use water from tanks around the school to maintain our gardens and grass. We also have solar panels operating to feed back into the electricity grid, reducing our overall consumption as indicated below.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	464,008	4,178
2015-2016	483,338	2,927
2016-2017	217,977	4,400

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

GO

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	66	34	0
Full-time Equivalents	59	20	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	8
Graduate Diploma etc.**	11
Bachelor degree	43
Diploma	4
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 2017 were \$ 41 060.

The major professional development initiatives are as follows:

- Guided year level unit planning
- Curiosity and Powerful Learning
- Visible Learning
- Inquiry Learning
- Maths Inquiry
- Music Conference
- Developing our cleaning team
- First Aid and CPR
- E-Learning
- STEM

The proportion of the teaching staff involved in professional development activities during 2017 was 94.3 %.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	97%	93%

*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 2017 for all Queensland Primary schools was 93%.

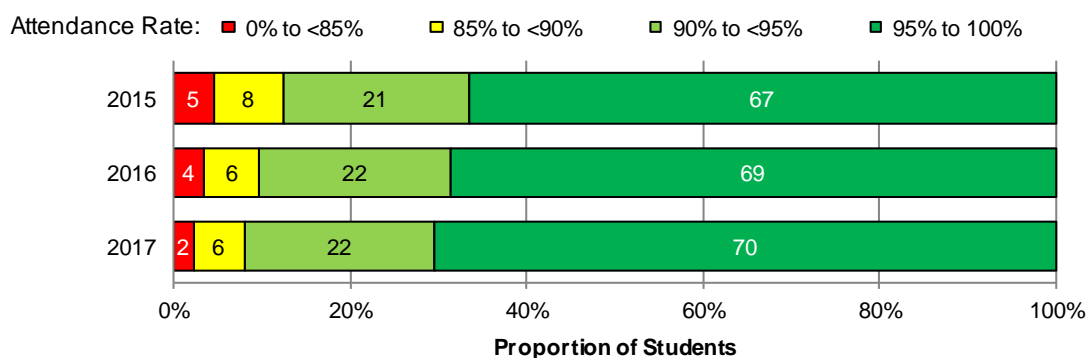
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	95%	95%	96%	96%	96%	96%						
2016	96%	96%	95%	96%	96%	96%	96%						
2017	96%	96%	96%	96%	96%	95%	96%						

*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 Department of Education 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.

Student attendance rolls are marked twice daily on OneSchool. SMS absence notifications to parents and caregivers are issued when a child is absent. Sector Deputy Principals monitor student attendance patterns following up on students with unexplained or extended absences. The school works closely with families in this situation. If attendance does not improve, the school moves into a formal communication process.

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**.

Find a school

Sector:

Government

Non-government

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.