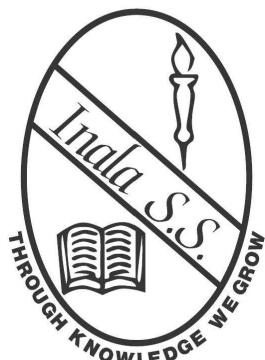


Queensland State School Reporting – 2011

Inala State School (1116)



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Principal's foreword

Introduction

This report represents a snapshot of the performance of this school during 2011. The report includes outcomes in our curriculum offerings to students, parental involvement, extra-curricular activities, staffing qualifications, student attendance, and future priorities.

The annual Operational Plan has enabled our school to plan strategically and operationally to ensure all stakeholders can achieve their potential whilst a member of our school community. During the past year implementing a four year strategic plan as part of the National Partnerships Program gave staff insight into the barriers to learning and how to develop innovative pathways to success. Literacy outcomes were enhanced through whole school approaches to oral language, reading and writing. This included explicit teaching, maximizing learning and student engagement and teacher knowledge.

Parent participation was encouraged to support student learning and celebrate student achievement. In 2010 a parents as tutors of children program was established targeting literacy support in the lower school for indigenous families. The school reporting process to parents and students was enhanced via use of computer generated reports and the development of teacher skills in the moderation process. Parent participation in parent/teacher interviews was enhanced by the continuation of group interviews allowing parents to meet with all teachers at the same time and place.

Our school achievement results reflect the dedication of school staff to ensuring our students achieve to their potential. Being a multicultural school, many cultural programs were introduced, and consolidated, to celebrate the diversity of our students. The Partners for Success Program and Dare to Lead ensured the cultural values of our clients were respected and acted upon.

Continued liaisons between the Parents & Citizens Association (P&C) and the school have enabled Inala State School to strive towards improved educational opportunities and facilities for the school community. Thanks must go to all staff, students, parents and community members for their continued support throughout the year.

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School progress towards its goals in 2011

Inala State School has been identified as a National Partnerships school by the Federal Government. This decision has enhanced our capacity to provide intensive support for the learning of individual students now and for the remainder of the program. The school community is actively involved in decision making around school goals for the future. These goals complement existing plans as outlined in the Annual Operational Plan and 4 Year Strategic Plan.

Targets for improvement and strategies for meeting agreed upon targets include-

- **Literacy and Numeracy Improvement** – professional development across the cluster to share expertise and knowledge, mentoring and coaching for planning and assessment strategies, with focus on individualising the curriculum.
- **Closing the Gap** – creation of culturally relevant programs with quality indigenous staff providing cultural and academic support for school and home
- **Improving attendance** – focus on engagement through community liaison and access to technology, and provision of additional support and extra-curricular opportunities
- **Student Well-Being** – establishment and maintenance of cultural dance groups with strong links to community organisations and services
- **Family and Community Engagement** – provision of community programs including out-of-hours access to educational programs and facilities such as learning technologies, along with whole school celebratory events.
- **Developing leadership capacity** – direct mentoring of aspiring leaders at school, cluster and state-wide level through formal and informal professional learning opportunities
- **Improving capacity to track student progress across the school** – in partnership with cluster schools developing shared methodologies for investigating, tracking and improving student learning outcomes
- **Building leadership capacity** – develop leadership capacity of staff and students through processes including school Research Teams and identified projects

Future outlook

The Responsible Behaviour Plan for Students will continue to be enhanced by staff in-service with peer mentors. The program is strengthened through the work of the student leadership program. This in turn informs the development of the School Wide Positive Behaviour Support Program. This program developed in consultation with students, staff and parents has identified three key areas of focus. Visual reminders for all community members are on display throughout the school. These are located in classrooms as well as in community spaces. The three school rules identified are:

- Do the right thing.
- Work and Play in the right place.
- Respect ourselves, others and our school.

Staff, in conjunction with the Acacia Ridge Intervention Centre and Turn Around Team Mentors, have developed a suite of lesson plans to consolidate learning's around the three school rules. These have been explicitly taught throughout the year and this has led to clearly articulated understandings around the rules and their consequences.

In 2011 Inala State School was able to maximise the use of facilities provided by the BER school enhancement program for. Students and community have benefitted from the hall and performing arts centre. In 2011 the community consultation process continued and families and the local community have made good use of the facilities on offer. At Inala State School we are planning for an increase in enrolments for the start of 2012 school year as the local area is seeing growth in refugee families moving to the area.

Inala State School has been successful in gaining grant finance for playground enhancements for the 2011 year. These play spaces are now in place with new play and shade facilities in all areas of the school. The school has expanded the Stephanie Alexander Kitchen Garden to complement the kitchen facilities provided by the program. This was made possible through BER enhancement funding. This includes the potential for growing culturally appropriate foods and incorporating the garden as part of school science sustainability programs. In 2011 the kitchen was used by students from P-7 for cooking and nutrition classes. In 2011 the kitchen gardens have been established and maintained by students across P-7

Programs are supported by a dedicated group of community volunteers.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
472	207	265	89%

Characteristics of the student body:

Aboriginal and Torres Strait Islander 19.7%

Papua New Guinean 3%

Pacific Islander 24.2%

Vietnamese 27.6%

African (18 Sudanese refugees, 3 Eritrean, 2 Rwandanese, 7 Somalian) 9.3%

Other cultural groups 2.7%

(Moroccan, Burundian, Afghani, Croatian, Figian, Chinese, Filipino, Indian, Serbian, Spanish, Cameroon)

Caucasian other 13.3%

Inala State School has a diverse cultural mix with approximately 84% of students entering the school with English as their second language. Buddhism is the most common religion in the school followed by Christianity. The school is a National Partnership school based on Socio Economic demographics of the local area.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.6
Year 4 – Year 10	26.5
Year 11 – Year 12	
All Classes	25.1

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	32
Long Suspensions - 6 to 20 days	3
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Literacy Blocks have been maintained in 2011 to maximize student learning in reading and writing. Teachers have shared their levels of expertise and have developed a bank of strategies to assist and develop reading across the school. Our students took part in the Readers Cup to celebrate reading success.

Targeted intervention and professional development has been focused on First Steps in Mathematics in Years 4 and 5 and YUM! Deadly Math's in Years 1 -3. Development of discussion skills enabled our students to unpack mathematical strategies. Curriculum initiatives were enhanced by the professional development of teachers and teacher aides in support of Numeracy strategies. The development of support materials greatly enhanced implementation.

Curriculum strategies have been consolidated in preparation for the introduction of the proposed National Curriculum. In Term 4 the school trialed the new C2C units which have been developed to assist in the implementation of the National Curriculum. The school has developed and trialed resource packs for students and staff to add to learning experiences.

In 2010 the school established an indigenous parent reference group to focus on issues specific to indigenous culture. The work of the parent liaison officer and the community tutors has been an important part of the on going curriculum development and support. In 2011 indigenous students from the local high school worked with students in support of improved student learning outcomes. Policy implementation has also been supported through the Dare to Lead snapshot data allowing for specific focus areas to be targeted. The school has made provision for targeted embedding of indigenous Perspectives through EATSIPS (Embedding Aboriginal and Torres Strait Islander Programs in Schools).

Special Education unit students are included in all school learning opportunities with support from specialist staff. This involvement includes the use of resources and facilities for all students in the school.

Music, Instrumental Music and Physical Education specialists provide students with opportunities to develop skills and to represent their school in competitions internal and external to the school setting. These programs are supported by parents whose assistance ensures students have both opportunity and support to demonstrate their expertise.

Year 7 students participated in an educational trip to Moreton Island in Term 3, to widen their educational and personal experiences. The change to the camping program was in part brought about by the economic downturn which limited the opportunity for the school community to fundraise. Log books were kept by students and many post camp activities were undertaken upon the students' return to school. An AV presentation on the school camp was highlighted during the end of year graduation ceremony.

Curriculum planning was guided by syllabus implementation and by the development of syllabus documents from QCAR and draft National Curriculum statements from ACARA.

Extra curricula activities

- A well supported Religious Education Program catered for the spiritual needs of the school community.
- School chaplaincy programs provided targeted intervention and family support enhanced by financial commitment from the school P & C.
- A well organized interschool sports program enabled our senior students to interact with other local schools. It provides the opportunity for students to take part in district, regional and state teams.
- Student Council Activities allowed all students to be involved in the Inala State School community.
- Band and Choir performances at assemblies and local community events showcased our student talent.
- Cultural Dance Groups performed both in school and in the community showcasing our multicultural community.

Our school at a glance

-
- Year level camps in Years 7 widened our students' experiences both educationally and personally.
 - Pathways to Prevention programs and other community based organisations supported students and families in need.
 - Nutrition support was provided for students in need.
 - Lunch time specialty clubs and groups club were available for interested students.
 - Literacy and Numeracy tuition was provide for families outside of school hours supported by parents and staff. (This was in addition to tutoring provided at the school through targeted funding interventions).
 - Homework club provided opportunity for students to complete set work and enhance their English knowledge.
 - Playgroup provided an opportunity for parents and young children to meet and develop relationships prior to their children beginning formal education programs.
 - The Prep ROAR (Reach our and Read) program in support of reading development was successful in encouraging early years parents and grandparents to take part in early reading programs.
 - In partnership with Mission Australia confidential student counseling has supported student welfare and has provided strategies for students and staff to implement.
 - Active After School Communities provided sporting activities two afternoons per week for students
 - Breakfast Club is provided each morning for students
-

How Information and Communication Technologies are used to assist learning

Plans for new technologies for 2011 have been implemented with all classes having access to electronic whiteboards and networked computer access in their classrooms. Students can also access the computer lab in the library and resource centre for teaching and research purposes. ICT's as a tool, for engagement has been identified as a strategy under the National Partnership program. In 2011 the school used "Intrepica" and "Mathletics" as learning tools for literacy and numeracy. These have the advantage of student access outside of school hours.

Students used word processing, publishing, power point, creation of documents and other software to enhance their learning outcomes. All software used by students was accredited by staff before use by students. Computer technology was used to integrate curriculum across all Key Learning Areas. Professional development for staff continued to be a priority as we move to more complex ICT structures.

Our school at a glance

Our school provided a very positive learning environment through curriculum and welfare programs for students. Our inclusive students' policy ensured all of our students received a well-rounded education whilst at Inala State School. The School Wide Positive Behaviour Program has enabled our students to have clear guidelines to demonstrate positive behaviour in and out of the classroom. Staff were very supportive of our students, implementing many individual programs to assist students to gain their potential.

Being multicultural in clientele, our school celebrated this diversity throughout the year via Harmony Day activities, NAIDOC Week activities and School Assemblies. Celebration of student achievement and talent was paramount to develop positive student attitudes.

Our partnerships with Griffith University and Pathways have produced meaningful relationships which supports students and their families.

Our core of dedicated P & C volunteers has ensured that tuckshop and school fundraising supports state initiatives and provides opportunity for our students to develop skills and knowledge for becoming active, well informed citizens.

Our school at a glance

Parent, student and teacher satisfaction with the school

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	75%
Percentage of students satisfied that they are getting a good education at school	87%
Percentage of parents/caregivers satisfied with their child's school	81%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	93%
Percentage of staff members satisfied with morale in the school	90%

Parent satisfaction figures reflect the cohort sample as many of those identified did not speak English and had not been at the school for a long period. In the identified sample of 40 only one parent spoke English as a first language. Confidence in English is a significant factor in parent feedback for the school parent group. Student satisfaction has improved by 13% reflecting efforts made by students and staff to access technology in support of learning. Staff satisfaction remains high as the school moves into new curriculum drivers for 2012.

Involving parents in their child's education

Parents are involved in school decision making and school activities through social events, open days and scheduled interviews. Our indigenous parents group is involved in decision making on culturally significant issues. Indigenous parent tutors work with students in the school to demonstrate value for education and to provide support to student learners. Celebrations are well supported in the school both as observer and participant. The school P & C has active members from all school cultural groups. Parent courses are held at the school in ICT and English. Courses are implemented by school staff and local community partner groups.

Reducing the school's environmental footprint

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

During 2011 Inala state School developed its SEMP as part of its strategy for reducing its environmental footprint. Part of this strategy involved the installation of solar panels. Installation of water tanks has reduced the use of water in the school. Stephanie Alexander Kitchen Garden water saving strategies have further assisted to reduce water consumption. Electricity usage has grown due to significant building projects on the school site. This should reduce in future years.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	200,768	2,064
2010	125,481	3,589
% change 10 - 11	60%	-42%

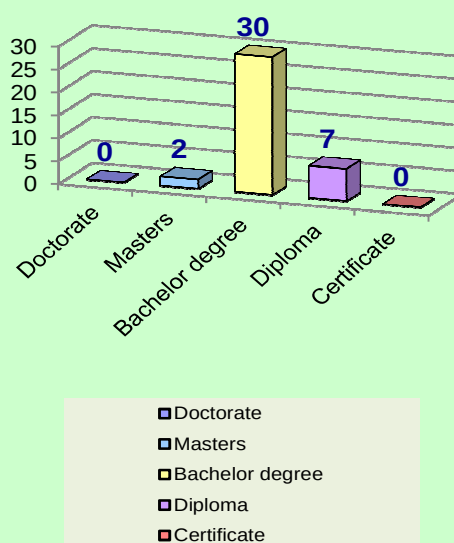
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	39	26	5
Full-time equivalents	32	16	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	30
Diploma	7
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$21 000.

The major professional development initiatives are as follows: Teaching ESL Students in Mainstream Classrooms, Science Sparks, Mathematics, Functional Grammar Tutor Training, First Steps in Maths Tutor Training, Differentiation, Cultural Awareness, Gifted and Talented Students, Explicitly Teaching Writing Persuasive, Depression in Children, QCAT Moderation in English and Maths, ACARA, Indigenous Awareness, Sound Waves, Social and Emotional Learning, Family Planning Queensland Special Needs, Learning Sustainability Workshops, Enhancing Education Students in Prep, Intrepica, SongRoom coaching and mentoring, Language Leader Bridging the Language Gap, Essential Learning's ICT & Maths.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

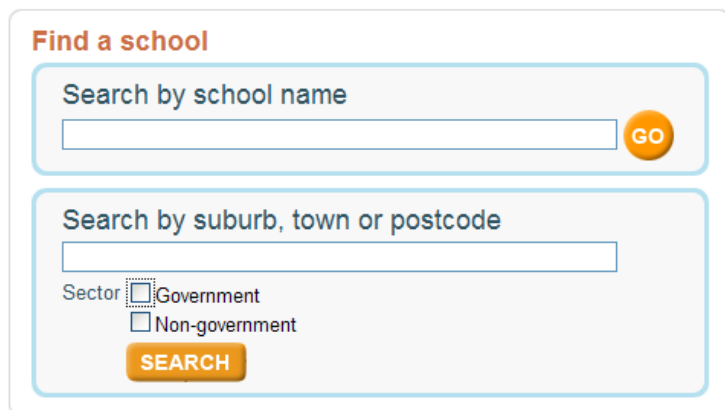
Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at

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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

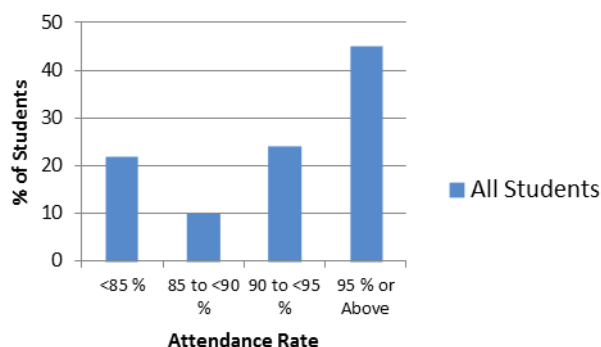
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89%	92%	89%	89%	91%	92%	92%					

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 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.

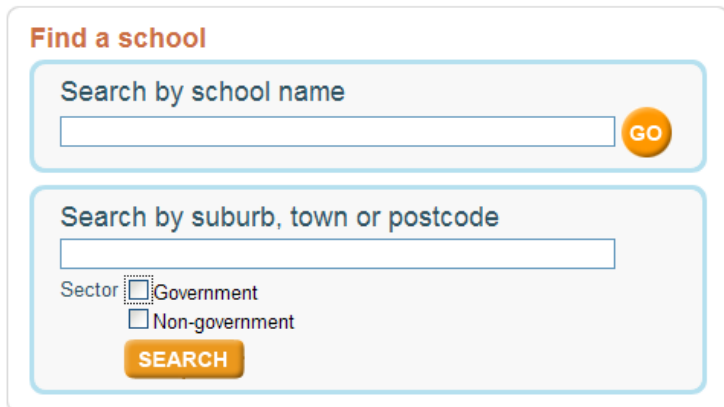
Rolls at Inala State school are marked by 9.00am. Any student who arrives after this time is deemed to be late. Late students report to the office to collect a late slip which they take with them to their class teacher. Rolls are updated to show late arrival and early departures on a daily basis. Where there are frequent late arrivals parents/carers are contacted initially by phone but then by letter if necessary.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

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



The screenshot shows a 'Find a school' search interface. It has a title 'Find a school' in orange. Below it are two search options. The first is 'Search by school name' with a text input field and an orange 'GO' button. The second is 'Search by suburb, town or postcode' with a text input field. Below this is a 'Sector' section with two radio buttons: 'Government' (selected) and 'Non-government'. At the bottom of the second search box is an orange 'SEARCH' button.

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

Inala State School has continued to close the attendance gap between indigenous and non-indigenous students. Unexplained absences decreased in 2011. The gap between indigenous and non-indigenous students continues to close in all year levels in Reading, Writing and Numeracy. In general students remained at the school for the entire year with movement occurring for family/economic reasons.