



Inala State School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



**Queensland**  
Government

## Contact information

|                       |  |
|-----------------------|--|
| <b>Postal address</b> | PO Box 2009 Inala Heights 4077   |
| <b>Phone</b>          | (07) 3372 0777   |
| <b>Fax</b>            | (07) 3372 0700   |
| <b>Email</b>          | principal@inalass.eq.edu.au  |
| <b>Webpages</b>       | Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul> |
| <b>Contact Person</b> | Jill Rutland, Principal  |

### School overview

Inala State School is a Prep to Year 6 state primary school, located in the western suburbs of Brisbane. The school values and celebrates its diverse multicultural community - with many families from Aboriginal, African, Pacific Island, Torres Strait Island and Vietnamese cultures. Parents, carers and the community are integral members of the Inala State School family and their contributions ensure that cultures are shared, understood and valued.

We are committed to providing high quality education for every student within a safe, inclusive, positive and disciplined environment. All students are explicitly taught how to be **Responsible, Respectful Learners** within a school culture of high expectations and trusting, respectful relationships. The taught curriculum is designed to engage and challenge all students to think, create, communicate, reflect on, and understand their world. Specialist teaching staff provide lessons in **The Arts, Health and Physical Education and Technologies (Design Technologies and Digital Technologies)**.

Inala State School has **excellent facilities** including a swimming pool, computer lab, technology room (including a green screen), purpose built performing arts facilities and a large multipurpose area. Classrooms are well equipped, with air-conditioning and modern technology including a sound amplification system (SAS) and an interactive whiteboard. Students also enjoy the benefits of a large multi-purpose hall and expansive green spaces which are used on a daily basis for play and learning. Inala State School students take part in district, regional and state sporting and learning activities including interschool sport, academic challenges and gala days, choirs, band and an instrumental music program.

The school community cultivates partnerships with external organisations to support our students and their families - working together to ensure that every student succeeds. Parents, carers and families, along with the school and wider community, celebrate educational, cultural, physical, social and emotional growth. **Our partnerships** with Kummara, PCYC and The Smith Family provide well utilised services including: Before and After School Care, Breakfast Club, Homework Club, Leadership Programs and Vacation Care. We also value our partnerships with ARTIE, Ardoch Foundation and Forest Lake Ward Office.

### School progress towards its goals in 2019:

#### READING –

- Feedback loops specific to teaching of reading with a balanced approach: Modelled, Shared, Guided and Independent relevant to each year level.
- Teacher planning time to deepen understanding of the Australian Curriculum and identify the reading demands for assessment tasks.
- Data collection of PM levels and PROBE to inform teaching practice.
- “Connecting to Culture” Project with Preps.

#### ATTENDANCE -

- Attendance reward for top three classes each term with weekly feedback on parade with ‘Rocket Blast’.
- Breakfast Club everyday 8.15am – 8.45am.
- School chaplaincy program.
- Every student’s attendance tracked individually in all classrooms.
- Individual case management of students whose attendance rate is low or inconsistent.
- Individual reward system for outstanding attendance.
- Principal’s 100% attendance Club.
- SMS message to parents regarding students who are late without explanation.

- Home visits to support families with barriers or complexity to >85% attendance.

#### **OPPORTUNITIES –**

- Provision of unique experiences to support lifelong learning and expose disadvantaged students to opportunities that may be taken for granted by others including: Ballet Workshops, Basketball Clinics, Writing Competitions, Radio Station visits, Concerts, workplace visits.

#### **WRITING –**

- Continued implementation of “7 Steps to Writing Success” supported by Literacy and Student Performance coach, Lead teachers and Writing Professional Learning Team (PLT).
- Watching Others Work time for teachers, to observe effective writing strategies. Literacy Coach supported teacher practice.
- Specific feedback to students to improve their writing skills based on “7 Steps to Writing Success” and aspects of “Write that Essay”.

### **Looking forward**

#### **READING –**

- “Connecting to Cultures” intervention program based on bridging reading in first language and English – continue with Prep and extend to Year 1
- Implement KindyLinQ
- Continue to build consistency of guided reading practices
- Implement “Support a Talker” with EAL/D students
- Implement “PAL” (Phonological Awareness for Literacy) for students with specific need.

#### **ATTENDANCE –**

- Continue to monitor attendance data, celebrate success and support families to send their child/ren to school every day and reduce the number of late arrivals.
- Monitor unexplained absences and case manage complex cases.
- Continue SMS and support referrals to connect families with Guidance Officer and appropriate community organisations.
- Communicate early and through a variety of mediums (and translated) to inform parents / carers of key events and opportunities.

#### **OPPORTUNITIES –**

- Continue to source and provide unique experiences to support lifelong learning.

#### **WRITING –**

- Continue implementation of “7 Steps to Writing Success”
- Students from Year 3 – 6 to participate in “Fantastic Writers” and “Writing Group”
- Provide teacher planning time - to deepen understanding of the Australian Curriculum and identify the writing demands for assessment tasks.

# Our school at a glance

## School profile

|                                    |                    |
|------------------------------------|--------------------|
| <b>Coeducational or single sex</b> | Coeducational      |
| <b>Independent public school</b>   | No                 |
| <b>Year levels offered in 2019</b> | Prep Year - Year 6 |

## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments at this school

| Enrolment category                 | 2017 | 2018 | 2019 |
|------------------------------------|------|------|------|
| Total                              | 548  | 539  | 496  |
| Girls                              | 264  | 259  | 233  |
| Boys                               | 284  | 280  | 263  |
| Indigenous                         | 61   | 61   | 54   |
| Enrolment continuity (Feb. – Nov.) | 93%  | 95%  | 94%  |

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

### Average class sizes

Table 2: Average class size information for each phase of schooling

| Phase of schooling | 2017 | 2018 | 2019 |
|--------------------|------|------|------|
| Prep – Year 3      | 24   | 24   | 21   |
| Year 4 – Year 6    | 26   | 25   | 26   |
| Year 7 – Year 10   |      |      |      |
| Year 11 – Year 12  |      |      |      |

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

## Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

## How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

## Social climate

### Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that:  | 2017 | 2018 | 2019 |
|--|------|------|------|
| • their child is getting a good education at school (S2016)  | 93%  | 97%  | 96%  |
| • this is a good school (S2035)  | 90%  | 95%  | 96%  |
| • their child likes being at this school* (S2001)  | 98%  | 97%  | 98%  |
| • their child feels safe at this school* (S2002)   | 93%  | 93%  | 98%  |
| • their child's learning needs are being met at this school* (S2003)                                     | 95%  | 97%  | 96%  |
| • their child is making good progress at this school* (S2004)  | 95%  | 95%  | 98%  |
| • teachers at this school expect their child to do his or her best* (S2005)                              | 98%  | 97%  | 98%  |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 98%  | 97%  | 96%  |
| • teachers at this school motivate their child to learn* (S2007)   | 93%  | 93%  | 98%  |
| • teachers at this school treat students fairly* (S2008)   | 88%  | 95%  | 96%  |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 95%  | 98%  | 100% |
| • this school works with them to support their child's learning* (S2010)                                 | 93%  | 97%  | 92%  |
| • this school takes parents' opinions seriously* (S2011)   | 85%  | 92%  | 94%  |
| • student behaviour is well managed at this school* (S2012)  | 80%  | 92%  | 98%  |
| • this school looks for ways to improve* (S2013)   | 84%  | 93%  | 96%  |
| • this school is well maintained* (S2014)  | 92%  | 98%  | 100% |

| Percentage of parents/caregivers who agree# that: | 2017 | 2018 | 2019 |
|---|------|------|------|
|---|------|------|------|

\* 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.

Table 4: Student opinion survey

| Percentage of students who agree# that:   | 2017 | 2018 | 2019 |
|---|------|------|------|
| • they are getting a good education at school (S2048)                               | 94%  | 91%  | 96%  |
| • they like being at their school* (S2036)  | 92%  | 90%  | 96%  |
| • they feel safe at their school* (S2037)   | 92%  | 90%  | 95%  |
| • their teachers motivate them to learn* (S2038)                                    | 96%  | 92%  | 98%  |
| • their teachers expect them to do their best* (S2039)                              | 100% | 91%  | 96%  |
| • their teachers provide them with useful feedback about their school work* (S2040) | 95%  | 93%  | 93%  |
| • teachers treat students fairly at their school* (S2041)                           | 86%  | 90%  | 91%  |
| • they can talk to their teachers about their concerns* (S2042)                     | 90%  | 85%  | 88%  |
| • their school takes students' opinions seriously* (S2043)                          | 85%  | 86%  | 88%  |
| • student behaviour is well managed at their school* (S2044)                        | 76%  | 82%  | 89%  |
| • their school looks for ways to improve* (S2045)                                   | 98%  | 93%  | 94%  |
| • their school is well maintained* (S2046)  | 91%  | 91%  | 96%  |
| • their school gives them opportunities to do interesting things* (S2047)           | 95%  | 89%  | 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.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that:  | 2017 | 2018 | 2019 |
|--|------|------|------|
| • they enjoy working at their school (S2069)   | 100% | 99%  | 97%  |
| • they feel that their school is a safe place in which to work (S2070)   | 98%  | 97%  | 97%  |
| • they receive useful feedback about their work at their school (S2071)  | 85%  | 88%  | 86%  |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 95%  | 84%  | 97%  |
| • students are encouraged to do their best at their school (S2072)   | 100% | 99%  | 95%  |
| • students are treated fairly at their school (S2073)  | 97%  | 100% | 95%  |
| • student behaviour is well managed at their school (S2074)  | 95%  | 97%  | 95%  |
| • staff are well supported at their school (S2075)   | 94%  | 88%  | 87%  |
| • their school takes staff opinions seriously (S2076)  | 92%  | 88%  | 87%  |
| • their school looks for ways to improve (S2077)   | 95%  | 91%  | 92%  |
| • their school is well maintained (S2078)  | 97%  | 99%  | 97%  |
| • their school gives them opportunities to do interesting things (S2079)   | 90%  | 93%  | 92%  |

| Percentage of school staff who agree# that: | 2017 | 2018 | 2019 |
|---|------|------|------|
|---|------|------|------|

\* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

## Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2017 | 2018 | 2019 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days    | 66   | 56   | 15   |
| Long suspensions – 11 to 20 days    | 1    | 0    | 0    |
| Exclusions                          | 1    | 0    | 0    |
| Cancellations of enrolment          | 0    | 0    | 0    |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.



Table 7: Environmental footprint indicators for this school

| Utility category  | 2016–2017 | 2017–2018 | 2018–2019 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 242,559   | 238,312   | 237,651   |
| Water (kL)        | 3,495     | 3,251     | 1,967     |

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description           | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts            | 39              | 36                 | <5                 |
| Full-time equivalents | 36              | 25                 | <5                 |

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- [https://cdn.qct.edu.au/pdf/Policy\\_Teacher\\_registration\\_eligibility\\_requirements](https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements)
- <https://www.qct.edu.au/registration/qualifications>

### Professional development

#### Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description  | 2017 | 2018 | 2019 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96%  | 96%  | 96%  |

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2019.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description  | 2017 | 2018 | 2019 |
|--|------|------|------|
| Overall attendance rate* for students at this school     | 93%  | 93%  | 93%  |
| Attendance rate for Indigenous** students at this school | 85%  | 87%  | 87%  |

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

| Year level | 2017 | 2018 | 2019 |
|------------|------|------|------|
| Prep       | 91%  | 93%  | 92%  |
| Year 1     | 92%  | 93%  | 93%  |
| Year 2     | 94%  | 92%  | 92%  |
| Year 3     | 94%  | 93%  | 92%  |
| Year 4     | 93%  | 94%  | 91%  |
| Year 5     | 93%  | 93%  | 94%  |
| Year 6     | 94%  | 93%  | 94%  |

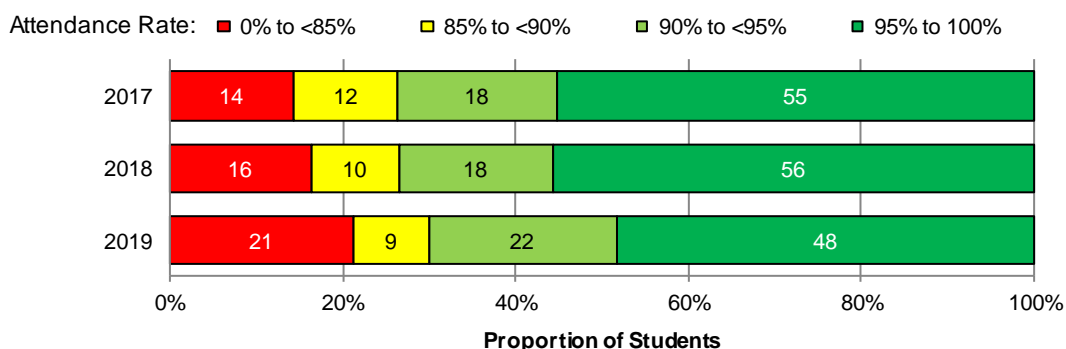
| Year level | 2017 | 2018 | 2019 |
|------------|------|------|------|
| Year 7     | 100% |      |      |
| Year 8     |      |      |      |
| Year 9     |      |      |      |
| Year 10    |      |      |      |
| Year 11    |      |      |      |
| Year 12    |      |      |      |

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.