Principal’s foreword

Introduction

“If you want to go fast, go alone. If you want to go far, go together.” (African proverb)

Education is a life-long process and schooling comprises of 12 years. The following report will provide a snapshot of one year in that journey at Innisfail State School. Innisfail State Annual School Report provides contextual information and outcomes data for 2015. The report has three main sections beginning with general information, followed by numeracy and literacy data and finishing with student, parent and staff opinion data.

Innisfail State School staff and community believe that all students can achieve success and that every day is important for every student in their individual learning journey. High expectations drive a continuous improvement agenda and staff work productively with parents and the community to achieve quality results for all students regardless of their background or individual needs. Together we are working towards greater things for our students.

The key areas for improvement as outlined in the 2015 School Implementation Plan centred around building school-wide consistency in:

1. Improving teaching through the use of evidence-based pedagogical approaches to maximise student learning
2. Collecting and analysing student performance data to continually monitor student progress and refine teaching practices
3. Intentionally connecting parents and caregivers with their children’s learning

This School Annual Report highlights some of our achievements and successes in 2015. Staff and students are incredibly proud of the school and its reputation for developing the academic and social potential of all students. We trust you will find this report informative.
## School progress towards its goals in 2015

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>SCHOOL PROGRESS</th>
</tr>
</thead>
</table>
| Improving teaching through the use of evidence-based pedagogical approaches to maximise student learning  
Staff attended consolidation PD with the aim to embed consolidations across the school P-6 | HOC - Teaching and Learning employed with GRG funds.  
Refinement of the school’s explicit teaching model to be used by all staff.  
Ongoing use of observation and feedback to promote high quality teaching and learning practices in all classrooms.  
Big 6 Reading Audit conducted by Master Teacher with recommendations to achieve school-wide consistency in the teaching of reading.  
Establishment of weekly ‘Curriculum Café’ to facilitate sharing of best practice.  
Collaborative planning of differentiated C2C English units.  
Introduction Mt Isa Oral Language Program implemented P-2. |
| Collecting and analysing student performance data to continually monitor student progress and refine teaching practices | Time prioritised in staff meetings to progress the systemic collection of student outcomes data through OneSchool.  
Clear targets and timelines documented for the development of students’ reading abilities.  
Data conversations during staff meetings and during 5 weekly meetings with principal to evaluate / refine pedagogical practices and inform teacher planning.  
Tier 2 interventions implemented for oral language, reading and numeracy.  
Intensive reading intervention in term 4 for children not reaching regional benchmarks.  
Ongoing celebration of student success on parade, through the newsletter and in oral communication. |
| Intentionally connecting parents and caregivers with their children’s learning | A parent information night conducted at the beginning of the year and parent-teacher interviews held twice yearly.  
Newsletter published fortnightly.  
School-based Pre-Prep Program conducted weekly in Term 4 involving school staff and community agencies.  
Continuation of the school’s Attendance Strategy.  
All students received a book on Awards Night resulting in 90% family attendance.  
Obtained a Dept of Communities Grant to conduct a Family Fun Day to stop Domestic and Family Violence.  
Reporting (oral) to all parents end of both semesters. |
| Positive Behaviour for Learning                      | Focus on school-wide systems to support positive behaviour in all school environments.  
Student Semester Plans collaboratively developed and reviewed at parent-teacher interviews to promote mutual responsibility with school / carers / students.  
One Positive Behaviour Postcard sent home each semester for every student.  
New signage to highlight behaviour expectations.  
2016 Calendar highlighting school expectations regarding behaviour and attendance, and key events sent home to every family.  
Every child received a book at the end of the year  
Weekly rocket prizes and certificates |
A team of three reviewers from the School Improvement Unit conducted a review of Innisfail SS from 4 to 6 May 2015. The review provided an evaluation of the school’s performance against the nine domains of the National School Improvement Tool. Findings and recommended improvement strategies from the review were considered in consultation with regional office and the school community, resulting in the development of a targeted Four Year Plan for Innisfail State School. Elements of this plan were introduced in Semester 2, 2015.

Future outlook

School Improvement in 2016 is centred on evidence based practice and the continual focus on building teacher capacity and capabilities in the area of explicit teaching and consolidations. Regular formal and informal observation sessions will be conducted by leadership in all classrooms to provide valuable feedback and coaching to teachers.

Restructuring of the Fountas & Pinnell reading intervention program was identified as a priority. Necessary changes will enable the school to utilise its resources more effectively while giving flexibility to target extra students requiring intervention.

Reading and Spelling Consolidations will be implemented throughout the whole school to ensure concepts that underpin students’ ability to become confident readers and spellers are practised daily. The content and concepts contained within the consolidations will be consistent across all year levels with increasing complexity from the junior year levels to the senior year levels.

The STARS & CARS program will be introduced as a whole school approach to teaching reading comprehension. Using an explicit teaching approach, STARS & CARS aims to teach students’ 12 different comprehension strategies which can be applied to a variety of text types. STARS & CARS will supplement the existing ‘Explorations Reading Comprehension’ program which is primarily targeted at teaching comprehension strategies for informative text types.

Daily writing warm ups will be introduced with the aim to improve sentence quality through the intentional teaching of vocabulary. As students automatise the skill of constructing sentences, which contain descriptive and specific information, they will begin to transfer this knowledge into everyday writing tasks.

A phonics based spelling approach will be introduced to support ‘Spelling Mastery’ which is currently used with great success. The aim is to improve students’ letter sound knowledge and common alternative spelling patterns with a range of familiar and unfamiliar words. Again, as these skills become automatized students will have greater opportunities to write more accurately and decode unfamiliar words more effectively.

In summary, in using evidence-based practice, teachers collect and use data in the above mentioned programs, methodologies and teaching practices as evidence to demonstrate the real tangible impact of teaching and learning to the attainment of the school’s desired outcomes.

Strategic feedback is used with all staff to provide improvement plans and the selection of pedagogical approaches that will bring improved performance. Student diagnostic feedback, guides continuous improvements and identify where students need to improve.
Canecutter Cluster Special Education Program

The Canecutter Cluster Special Education Program (SEP) supports students with disabilities enrolled in a Cluster Primary School within the Innisfail area.

The Canecutter Cluster Special Education Program provides specialised educational programs and targeted resources to students with a diagnosis in one or more of the following categories:

- Autism Spectrum Disorders
- Intellectual Disability
- Hearing Impairment
- Speech/Language Impairment
- Visual Impairment
- Physical Impairment

The SEP currently supports approximately 70 students across the cluster primary schools and assists classroom teachers in the development and delivery of authentic student learning.

The Head of the Special Education Services (HOSES) is located at Innisfail State School. Special Education Teachers are based at the various cluster schools and provide regular support to Students with Disabilities (SWD), Class Teachers, School Administration, Parents and Caregivers.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>169</td>
<td>68</td>
<td>101</td>
<td>104</td>
<td>87%</td>
</tr>
<tr>
<td>2014</td>
<td>181</td>
<td>73</td>
<td>108</td>
<td>110</td>
<td>91%</td>
</tr>
<tr>
<td>2015</td>
<td>161</td>
<td>63</td>
<td>98</td>
<td>100</td>
<td>88%</td>
</tr>
</tbody>
</table>

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

In 2015, there were no students enrolled in a Pre-Prep program.* The school conducted a school-based Pre-Prep program titled Ready, Steady Prep! In Term 4 of 2015. Sixteen parents / carers and their children participated in the weekly 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://data.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

Innisfail State School has a strong multi-cultural student body (72%). The school has a significant number of Aboriginal and Torres Strait Islander students (67%) We also have a small portion of our students who come from families that have migrated to Australia (5%). The most predominant culture within the school are our Indigenous community however included in the multi-cultural feel are students from India and the Philippines. The school has many different cultures mixing in harmony and passing on snippets of their culture to each other. Through having the diversity of cultures, it provides the school with opportunities to celebrate the richness of cultures and acknowledge the multi-cultural makeup of Australia.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>27</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*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.

School Disciplinary Absences
**Curriculum delivery**

**Our approach to curriculum delivery**

Students at the school are offered a variety of academic, cultural, sporting, musical, life and social skills at Innisfail State School. Students are encouraged to participate in these activities to develop and enhance their confidence, build resilience and improve and extend their knowledge and skills. Many of these activities help to develop their tolerance of other peoples’ beliefs and practices. They also help students to build teamwork and recognise the importance of teamwork in set tasks.

Activities include:-

- National and Local academic competitions – English, Maths, Science.
- Literacy – Reading Eggs
- Music – Instrumental and Choir
- Cultural Activities – NAIDOC Week Activities & specific cultural activities.
- The school has a mix of inter house activities that provide the students with the opportunities to participate in team and individual sports i.e. Athletics, Swimming, AFL, Touch Footback, Softball, Teeball, Netball and Modified Cricket to name a few.
- Students are encouraged to participate in The Arts (visual, performing, choir) to develop their skills, teamwork and tolerance because these skills will be important throughout their lives.
- Student Council
- Specialist Health and Physical Education, Library, LOTE and support teachers
- Italian is offered as a Language Other Than English. The program focuses on language development with a strong emphasis on using digital learning to increase engagement and achievement.
Extra curricula activities

Students have been provided with the opportunity to be involved in a range of extra-curricular endeavours. The additional opportunities for success leads students to being more productive, more motivated, better organised and more effective in performing tasks. These extra curricula activities include:

Student Council leadership
ANZAC Day Commemorative Service
GRIP leadership program and follow up activities
Transition to Secondary Programs
NAIDOC week Celebrations
Reconciliation Day
Child Protection Week Community Activities
Nude Food and Health Promotion Days
School Garden Activities
Inter-house swimming carnivals
Inter-house and Inter-school athletics carnivals
Inter-school sporting competitions
Whole school cross country
Year 5, Holloways Beach Camp
Year 6, Reef Trip
Billy Slater League Tag Day
Ty Williams Development Cup
Warnina Lakes
Choir Villanove
Innisfail Walk
LOTE Uni Visit
Cultural day, inviting Italian members
Whole school behavioural reward (Sugar World)
Brave hearts show

How Information and Communication Technologies are used to improve learning

At Innisfail State School ICT’s are integral to teaching and learning.

Teachers provide learning experiences through the use of digital technologies by creating curriculum units that incorporate the use of multimedia including text, pictures, video, graphics and audio, as well as using web based resources via the internet.

Teachers enable students to create, communicate and inquire using ICT. Digital pedagogy is based on a constructivist approach where students construct their own knowledge through experience and through reflecting on these experiences. Digital technologies are used to provide many opportunities for students to engage in real world, connected and collaborative projects. Through the digital learning opportunities provided to our students they are able to create, reflect, record, collect data, collate evidence, annotate, share, produce, publish, be digital storytellers, analyse, construct, demonstrate and communicate.

Social Climate

Innisfail State School promotes Positive Behaviour for Learning. Students and staff understand and uphold four school-wide expectations: Show Respect, Act Safely, Act Responsibly and Learn. Positive behaviours are
explicitly taught through weekly classroom lessons, generating a proactive and supportive school climate where getting along with others and successful learning are key priorities.

School leaders and staff work to maintain an engaging learning environment that is safe, respectful and inclusive. Priority is given to building positive relationships between staff, students and families to be partner in learnings and generating a culture of shared responsibility.

The Rock Church conducts Breakfast Club once a week.

Parent responses to the School Opinion Survey in 2015 indicated that 100% of parents believe that student behavior is well managed and their children feel safe at Innisfail State School.

Each classroom has a behavior reward system and certificates are awarded on parade each week for positive behavior. At the end of the year, students who have consistently adhered to behaviour expectations, participate in a trip to Sugar World.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child likes being at this school (S2001)</td>
<td>89%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school (S2003)</td>
<td>100%</td>
<td>88%</td>
<td>83%</td>
</tr>
<tr>
<td>their child is making good progress at this school (S2004)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work (S2006)</td>
<td>94%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn (S2007)</td>
<td>95%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly (S2008)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns (S2009)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning (S2010)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously (S2011)</td>
<td>94%</td>
<td>86%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school (S2012)</td>
<td>100%</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>100%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>100%</td>
<td>88%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>86%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>they like being at their school (S2036)</td>
<td>95%</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>they feel safe at their school (S2037)</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>their teachers motivate them to learn (S2038)</td>
<td>100%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>their teachers expect them to do their best (S2039)</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work (S2040)</td>
<td>93%</td>
<td>96%</td>
<td>92%</td>
</tr>
</tbody>
</table>
### Performance measure

**Percentage of students who agree**

<table>
<thead>
<tr>
<th>Statement</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers treat students fairly at their school (S2041)</td>
<td>91%</td>
<td>94%</td>
<td>87%</td>
</tr>
<tr>
<td>They can talk to their teachers about their concerns (S2042)</td>
<td>88%</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>Their school takes students’ opinions seriously (S2043)</td>
<td>87%</td>
<td>86%</td>
<td>82%</td>
</tr>
<tr>
<td>Student behaviour is well managed at their school (S2044)</td>
<td>62%</td>
<td>63%</td>
<td>78%</td>
</tr>
<tr>
<td>Their school looks for ways to improve (S2045)</td>
<td>88%</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>Their school is well maintained (S2046)</td>
<td>93%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Their school gives them opportunities to do interesting things (S2047)</td>
<td>93%</td>
<td>90%</td>
<td>96%</td>
</tr>
</tbody>
</table>

**Performance measure**

**Percentage of school staff who agree**

<table>
<thead>
<tr>
<th>Statement</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>They enjoy working at their school (S2069)</td>
<td>97%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>They feel that their school is a safe place in which to work (S2070)</td>
<td>97%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>They receive useful feedback about their work at their school (S2071)</td>
<td>87%</td>
<td>90%</td>
<td>84%</td>
</tr>
<tr>
<td>They feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2071)</td>
<td>93%</td>
<td>100%</td>
<td>86%</td>
</tr>
<tr>
<td>Students are encouraged to do their best at their school (S2072)</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Students are treated fairly at their school (S2073)</td>
<td>97%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Student behaviour is well managed at their school (S2074)</td>
<td>77%</td>
<td>84%</td>
<td>84%</td>
</tr>
<tr>
<td>Staff are well supported at their school (S2075)</td>
<td>84%</td>
<td>81%</td>
<td>84%</td>
</tr>
<tr>
<td>Their school takes staff opinions seriously (S2076)</td>
<td>90%</td>
<td>83%</td>
<td>88%</td>
</tr>
<tr>
<td>Their school looks for ways to improve (S2077)</td>
<td>94%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Their school is well maintained (S2078)</td>
<td>84%</td>
<td>87%</td>
<td>94%</td>
</tr>
<tr>
<td>Their school gives them opportunities to do interesting things (S2079)</td>
<td>90%</td>
<td>90%</td>
<td>84%</td>
</tr>
</tbody>
</table>

*‘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

Innisfail State School has a very strong sense of community and is committed to engaging parents in their children’s learning and the life of the school. Parents are actively involved as partners in everyday school life as illustrated by the activities below:

- P&C functions
- Mother’s Day Stall, Father’s Day Stall
- Parent Information Night, Week 3 every year, Term 1
- Reading groups
- Library support
- PE support
- New herb garden
- Behaviour rewards at the end of the year
- Day excursions
- Positive Postcards
- Premiers Reading Challenge
- Book week
- Book club
- Book fair
- Shared semester plans
- Culmination Day with parents
- Parent volunteers in class rooms

Furthermore, the school supports the following local organisations within the school environment:
- Rock Church – Monday Breakfasts
- AFL training
- Shalom Full Gospel Church

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns. The school has continued to maintain a community herb garden from which students harvest fresh herbs that are used in our tuckshop.

Forty-four solar panels installed on our Multi-Purpose Hall continue to feed into the grid, reducing our electricity costs.

Our policies in regards to air-conditioners being turned off when leaving rooms and during seasons other than summer have reduced our electricity costs.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>127,374</td>
<td>2,272</td>
</tr>
<tr>
<td>2013-2014</td>
<td>117,618</td>
<td>2,014</td>
</tr>
<tr>
<td>2014-2015</td>
<td>123,434</td>
<td>597</td>
</tr>
</tbody>
</table>

*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.

Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the “less than 5” rule has been applied in schools whose Indigenous staff numbers are less than five.
### 2015 Workforce Composition

<table>
<thead>
<tr>
<th></th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>26</td>
<td>21</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>22</td>
<td>13</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>16</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $6,139.33 (Innisfail State School) $2,705.84 (Canecutter Cluster SEP)

The major professional development initiatives are as follows:

- Beginning Teachers Mentoring
- SWPBS
- First Aid Course
- Planning Model for AUSLAN students in mainstream classroom
- QSIL 2 Feedback
- Managing Ipads
- Ipads in the classroom
- Verbal de-escalation Strategies Workshop
- OC Training
- Profiling Refresher
- Induction – Code of conduct, asbestos awareness, student protection and privacy, fire extinguisher training, Lockdown, fire, emergency evacuation
- Explicit Teaching Vignettes
- One school – Timetabler, ICP-new functionality
- Explicit Instruction
- Collaborative Planning
- Microskills

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

### Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>97%</td>
<td>96%</td>
<td>95%</td>
</tr>
</tbody>
</table>

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

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 school year.
School income broken down by funding source

School income 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

Where it says ‘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.

Performance of our students

Key student outcomes

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>90%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>The attendance rate for Indigenous students at this school (shown as a percentage).</td>
<td>89%</td>
<td>90%</td>
<td>91%</td>
</tr>
</tbody>
</table>

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

<table>
<thead>
<tr>
<th>Student attendance rate for each year level (shown as a percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>2013</td>
</tr>
</tbody>
</table>
Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>90%</td>
<td>89%</td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
<td>90%</td>
<td>87%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2015</td>
<td>90%</td>
<td>93%</td>
<td>91%</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

![Attendance Distribution Chart]

Description of how non-attendance is managed by the school

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

Non-attendance is managed in state schools in line with the DETE 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.

At Innisfail State School attendance rolls are marked electronically at 9.00 am and 1.30 pm. Unexplained absences are updated by office staff after checking phone messages and emails.

The Community Participation Officer and Administration Officer attempt to contact parents on the day of absence. If a parent is not contacted and does not provide a reason for absence, an orange slip (unexplained absence) is sent home by the teacher with the student. Parents have the option to email or text the school with the reason for a student absence.

If the orange slip is not returned and the school is unable to make contact, the CPO will visit the home to speak with a parent. If unexplained absences are ongoing, this parent is issued with a FORM 4 requesting an interview with the Principal. If a parent does not attend the interview, the Principal will contact the parent by phone. The Principal may also contact the Department of Child Safety or other organisations who may be working with the
family including Police Liaison Officers who have built strong relationships with students at our school. PLOs may undertake home visits at this stage in consultation with the Principal.

If a parent does not attend an interview and attendance does not improve with acceptable reasons for absences provided, a FORM 5 letter is issued.

Should a parent continue to be unco-operative and not make contact or attend an interview, a FORM 6 – general recommendation and briefing note is issued to the Director General.

The following whole-school strategies are implemented to acknowledge and reinforce positive attendance:

AT ENROLMENT – clear expectations for attendance are outlined to students and families.

DAILY – Monitoring and phone follow ups, home visits, whole school approach, greetings and farewells are consistent across the school

Alternative contact options including email or text are offered to parents.

Data walls and class discussions occur in all classroom so that students know the rate of attendance for their class.

WEEKLY/FORTNIGHTLY

Attendance Star Awards are presented from a fortnightly prize draw on parade along with encouragement awards for improved attendance

Newsletter items and photos of Attendance Stars are published in the fortnightly newsletter.

PER TERM

Community Partnership Meetings for the Community Education Attendance Strategy Committee occur with the stakeholder network (Queensland Police Service, Child Safety, Local Primary school representatives, Local council representatives and Businesses).

Every Day Counts celebrations for students who have achieved 95% or above are organised with the CPO and P&C.

Personalised Gold Letters in gold envelopes are awarded to congratulate students with 100% attendance for term. One of these students wins a twenty dollar gift voucher.

CPO and the Principal discuss current attendance % and expectations at Parent/Teacher evening.

PER SEMESTER

Special acknowledgment of semester 100% students is incorporated into gold letter presentation for end of term.

A class celebration occurs for the class with the highest attendance for the semester.

ANNUAL

At Awards Night, students with 100% attendance for the year have the chance of winning an iPod and being awarded a perpetual trophy.
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.

![Chart comparing NAPLAN results for Years 3 and 5 across different years]

How to interpret this chart:

- SIM: schools serving students from statistically similar backgrounds
- ALL: Australian schools' average
- Student population below reporting threshold
- Year level not tested

Selected school's average is:
- substantially above
- above
- close to
- below
- substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)

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/](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**

[Search form with fields for School name, Suburb, town or postcode, Sector: Government, Non-government, and search button]

Where it says '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.