



Innisfail State School

School annual report

Queensland state school reporting

2020



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School context

Coeducational or single sex	Coeducational
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Independent Public School	No
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Year levels offered in 2020	Prep Year – Year 6
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Webpages	<p>Additional information about Queensland state schools is located on the:</p> <ul style="list-style-type: none">• My School website• Queensland Government data website• Queensland Government schools directory website.
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Characteristics of the student body

Innisfail State School is a fantastic small school situated in a rural location. The small school environment ensures students are highly valued and cared for, due to the excellent ratio of adults to students. The children at Innisfail are extremely supportive with the older students showing terrific responsibility and care for their younger peers.

Our school community is diverse with many nationalities including: Torres Straits, Aboriginal, Philippines, English, Indian, Cook Island and Japanese. Many of our students have English as a second or third language.

We have 128 students enrolled at our school and 77% are Indigenous and 10.1% are students with disabilities.

The school is well- resourced to deliver quality educational programs, as well as a range of extracurricular activities at lunchtime: friendship club, STEM club, Chaplain Corner, Library and outdoor playgrounds.

Innisfail School generally has a low turnover in staff, allowing for excellent consistency and experience across all operational areas. The school prides itself on valuing all students from all cultural backgrounds and experiences.

Innisfail State Primary School is dedicated to developing students critical thinking and problem-solving skills through a solid foundation of STEM education. The school offers a weekly Student-Centred Learning Lounge at lunch. Those selected from the student body conduct investigations researched, organised and led by Innisfail Student STEM Leaders. This is a new role in the school. Year five and six students with a special interest and aptitude towards STEM have been given leadership roles to foster and develop STEM learning at Innisfail State Primary. Some of these hands-on investigations have included; how heavier objects falls more quickly than a lighter object and on how to build an air powered rocket from everyday materials.

Students are also developing computational thinking and coding skills by participating in weekly tutorials to program EV3 kits to preform given tasks. Our STEM teachers are currently looking into the possibility of hosting a Robo Cup event in term four that will be open to other surrounding small schools.

Our students are encouraged and supported to participate in broader community programs. Recently a student from year four was fortunate enough to be successful in receiving a scholarship to participate in a Minecraft competition in Cairns.

Three of our high potential learners in the area of STEM from year five and six have been participating in a game-based learning environment through the Queensland Virtual STEM Academy (QVSA) at Smithfield SHS. They have been learning how to use programs such as Padlet, One Note and the 3D design software Tinker Cad. This has been a highly engaging experience for those involved.

Those students with athletic backgrounds participate in sporting events at a school level and at district level with opportunity to attend peninsula and state events.

Our supportive school environment is based on mutual respect and we strive to maintain a caring, family atmosphere within our school.

Student Wellbeing

Innisfail State School has an active and dedicated Wellbeing Committee that consists of five members of staff (three teachers, Guidance Officer and Chaplain). The committee meet fortnightly to discuss and organise wellbeing initiatives across the whole-school community.

Initiatives run in Semester One 2020 include:

- Daily breakfast program
- Lunches available daily (if needed)
- Full participation in the Queensland Engagement and Wellbeing Survey from Years 4-6
- Lunchtime girls, boy's and friendship clubs catering for a wide variety of students
- Year 3/4 *Operation Inspiration* career challenge initiative
- Weekly themed lunchtime activities (STEM, robotics and athletics)
- Innisfail State College Year 6-7 transition and *Hot Shots* program for gifted and talented students
- Special event days
- *Deadly Choices*
- *Life Education* van health and wellbeing incursion programs for P-6

Current issues impacting students are discussed weekly at the Student Support Team meeting and follow up actions employed using a multidisciplinary approach. Our school Chaplain assists with the breakfast program, before school and lunchtime activities. Chappie checks in with students each of the two days she is at our school. Our Guidance Officer has a case load whereby students are listed using the PB4L tiered intervention model. Students are reviewed weekly in consultation with Principal, Senior Guidance Officer and classroom teachers, with appropriate follow through actions. Wellbeing messages are delivered weekly Monday morning school assemblies. Our highly successful PB4L program and end of term celebration days provide opportunities to proactively develop student resilience and wellbeing throughout the year.

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	17	9	13	18	9	14
Year 1	25	19	9	24	17	11
Year 2	15	23	17	17	23	19
Year 3	24	16	23	26	16	22
Year 4	27	23	16	29	24	16
Year 5	24	27	24	28	27	23
Year 6	23	23	23	23	23	23
Total	155	140	125	165	139	128

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	20	21	26
Year 4 – Year 6	24	24	25

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	100.0%	80.0%	
This is a good school.	85.7%	80.0%	
My child likes being at this school. ²	100.0%	80.0%	
My child feels safe at this school. ²	87.5%	80.0%	
My child's learning needs are being met at this school. ²	87.5%	60.0%	
My child is making good progress at this school. ²	75.0%	60.0%	
Teachers at this school expect my child to do his or her best. ²	100.0%	80.0%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	100.0%	100.0%	
Teachers at this school motivate my child to learn. ²	100.0%	80.0%	
Teachers at this school treat students fairly. ²	75.0%	60.0%	
I can talk to my child's teachers about my concerns. ²	100.0%	80.0%	
This school works with me to support my child's learning. ²	100.0%	60.0%	
This school takes parents' opinions seriously. ²	87.5%	75.0%	
Student behaviour is well managed at this school. ²	62.5%	60.0%	
This school looks for ways to improve. ²	100.0%	80.0%	
This school is well maintained. ²	87.5%	100.0%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	91.8%	88.3%	
I like being at my school. ²	92.1%	83.1%	
I feel safe at my school. ²	95.1%	84.6%	
My teachers motivate me to learn. ²	98.4%	91.9%	
My teachers expect me to do my best. ²	96.8%	93.5%	
My teachers provide me with useful feedback about my school work. ²	91.9%	87.3%	
Teachers at my school treat students fairly. ²	92.1%	74.6%	
I can talk to my teachers about my concerns. ²	84.7%	83.9%	
My school takes students' opinions seriously. ²	80.0%	83.1%	
Student behaviour is well managed at my school. ²	73.8%	71.0%	
My school looks for ways to improve. ²	93.8%	88.9%	
My school is well maintained. ²	88.9%	78.7%	
My school gives me opportunities to do interesting things. ²	90.2%	85.2%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. Nationally agreed student items.

3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	96.8%	100.0%	
I feel this school is a safe place in which to work.	100.0%	90.9%	
I receive useful feedback about my work at this school.	93.5%	86.4%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	100.0%	100.0%	
Students are treated fairly at this school.	90.3%	86.4%	
Student behaviour is well managed at this school.	77.4%	54.5%	
Staff are well supported at this school.	90.3%	90.9%	
This school takes staff opinions seriously.	83.9%	85.7%	
This school looks for ways to improve.	100.0%	100.0%	
This school is well maintained.	87.1%	81.8%	
This school gives me opportunities to do interesting things.	96.7%	100.0%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. DW = Data withheld to ensure confidentiality.

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.

Rolls are electronically marked through One School twice a day, at the commencement of the school day and after the second lunch break. If a student is absent and no reason has been provided, a text message is sent to the parent/guardian. If the parent/guardian does not respond, the school's Community Liaison Officer (CLO) makes contact by the end of the school day for them to provide a reason for the student absence. If parents/guardians have not provided a reason, or if students have unexplained absences for longer periods, the CLO will follow up by sending a letter home and/or a home visit depending on the family's situation. At times, other leadership staff and/or Police Liaison Officers will accompany the CLO on these visits.

School attendance is celebrated and acknowledged at our school assembly each week. Class winners are determined and receive a class prize if they have reached the school target of 95%.

Each class' attendance is tracked on data walls in every classroom and a whole school attendance data wall is updated weekly in the staff room. Class celebrations are held at the end of each term to celebrate class achievements in attendance.

Each student who receives 100% attendance for the school term receives a gold letter and goes into the draw to win a prize. Individual students with 100% attendance for the whole school year are acknowledged and celebrated at the annual school awards night. Students with 100% for the whole year receive a trophy and go into the draw to win a major prize.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	16	15	4
Long Suspension	0	0	0
Exclusion	0	0	0
Total	16	15	4

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

Respectful relationships programs

At Innisfail State School the PBL has developed weekly behavior lessons that focus on the school's expectations: learn, act safely, be respectful and be responsible. The expectations are unpacked for the students with discussion questions, scenarios, reflection questions and activities to do with both junior and senior students.

The expectation of "act safely" identifies the need to be safe in situations both in the school and outside of the school. Students discuss ways to handle conflicts in an acceptable manner and what to do if someone hurts you either physically or emotionally. The lessons provide an opportunity for students to discuss and model the skills in a safe and supportive environment.

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

Our school chaplain supports students in the classroom, attends sporting events and works with students in developing resilience skills. A 'Chappie Corner' is provided for students to 'drop in' to develop friendship skills and to discuss any issues of concern. The Chaplain also provides a morning check in service with a number of our at risk students to set them up for a day of success.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) 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.

School sector

School type

State

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

[View School Profile](#)

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of 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 link:

- <https://www.qct.edu.au/registration/qualifications>

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	15
Graduate Diploma etc.**	1
Masters	3
Doctorate	
Total	19

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	22	20	19	19	16	14	5	<5	<5
FTE	19	17	16	13	10	9	<5	<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	89%	87%	83%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Prep Year	89%	78%	85%
Year 1	86%	86%	78%
Year 2	86%	88%	85%
Year 3	91%	85%	83%
Year 4	89%	88%	77%
Year 5	89%	87%	84%
Year 6	90%	91%	86%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.



The screenshot shows the My School search interface. It features a search bar on the left with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown menu.

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



4. Click on *NAPLAN* and select a year to view school NAPLAN information.



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.