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Principal's foreword

Introduction

This report represents a snapshot of the performance of this school during 2007. 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, priorities such as "Understanding our Community and Our School" gave staff insight into the barriers to learning and how to develop innovative pathways to success. Literacy outcomes were enhanced through a whole school approach to oral language, reading and writing. This included explicit teaching, maximising learning and student engagement and teacher knowledge.

Parent participation was encouraged to support student learning and celebrate student achievement. The school reporting process to parents and students was enhanced via use of computer generated reports.

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 ensured the cultural values of our clients were respected and acted upon.

Continued liaison 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.

2007 Principal Garth Stephens

2008 Principal Sue Clark

Future outlook

The Responsible Behaviour Plan for Students will continue to be enhanced by staff in-service with reference to the work of Ruby Payne. This in turn will inform the development of a School Wide Positive Behaviour Support Program. This program developed in consultation with students, staff and parents will identify three key areas of focus. To date these have been identified with plans in place to produce visual reminders for all community members at the start of 2008. The three school rules identified are:

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

In 2007 Inala State School was identified for facilities enhancements through the State School's of Tomorrow program. This involved community consultation with the local community and other target schools in the cluster around the sustainability of school environments and the facilities available to the local community. It is expected that in 2008 the results of this community consultation will be announced by the state government. It is anticipated that further consultation will occur in 2008 with significant benefits to the local community occurring over the next three years.

Smart Moves implementation will occur in 2008 with grant funding approved across the local cluster of schools for physical development initiatives. This includes the purchase of sporting equipment and the measurement of gains in physical well being.

School Profile

Total student enrolments 417

Year levels offered Prep to Year 7

Inala State School is co-educational

Our school has a proud tradition of being a friendly, child centred, multicultural school with strong links to the Inala Community. School decisions are supported by the P&C and relevant community groups and reflect planning goals established for the year.

The school has a large Multi-Purpose Building where school community events are staged as well as a pool used by local schools and a well stocked Library and Resource Centre. A computer Laboratory of 18 computers enhances our ability to offer quality ICT opportunities to students, staff and families.

The school also has a Special Education Unit (SEU), catering for children with Intellectual Impairments and Autistic Spectrum Disorders. The students with special needs are integrated into regular classes with SEU staff support.

The teaching staff consists of a dedicated group of professionals including a Principal, Deputy Principal, Head of Special Education Services (HOSES) , 25 class teachers (19 class groups including 1.5 Prep classes), a Teacher Librarian (TL), Physical Education, Instrumental Music and Music teachers (work fractions determined by student enrolment numbers) and 6 Special Education Teachers. Additional specialist teachers to enhance student learning options include Support Teacher Learning Difficulties (STLD), English as a Second Language Teacher (ESL), Intervention and Reading Recovery. Students across the school may also be supported by The Special Education Unit (also referred to as Teaching/Learning Centre TLC).

Our teaching staff includes permanent part time teaching staff, the specialist teachers and regular classroom teachers. The ancillary staff consists of a Registrar, Administrative Officer, Technical Officer, 23 permanent/temporary teacher aides (numbers vary depending upon student enrolment and specialist program interventions), 4 casual teacher aides, 3 cleaners and a Janitor /Groundsman.

Our school has a small but dedicated band of voluntary workers who assist in classrooms, in the tuckshop and in fundraising efforts by way of the Parents and Citizens Association.

Classes are either single or composite with class sizes that align with Education and the Arts policy statements. 1.5 Prep classes operated in 2007. It is anticipated this will grow to two full classes in 2008.

At Inala State School we expect excellent standards of achievement, self- directed learning, physical competence and high levels of personal development. We value a happy, safe school environment where all students, staff and community feel safe and welcome. At our school students are supported and encouraged to challenge, investigate, explore and take risks so that they may achieve success in their learning.

Curriculum offerings

Literacy Blocks were introduced in 2006 and consolidated in 2007 to maximize student learning in reading and writing.

The new Mathematics Syllabus was implemented throughout all year levels. 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 the Early Years Syllabus.

Integrated units were introduced in 2006 for Art, Technology, Study of Society and the Environment and this was further consolidated in 2007.

Integrated Cultural Studies with an emphasis on Aboriginal Culture replaced the teaching of German (Languages Other Than English) LOTE. This will be expanded upon in 2008 to support the implementation of policy.

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 provided 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 Canberra in Term 3, to widen their educational and personal experiences. This program is supported by extensive fundraising from the school P&C and by government rebate enabling students to visit the seat of government. Year 5 students attended an educational camp on the Sunshine Coast. Log books were kept by students and many post camp activities were undertaken upon the students' return to school.

Curriculum planning was guided by syllabus implementation and by the development of new syllabus documents from QCAR.

Extra curricula activities

- A well supported Religious Education Program catered for the spiritual needs of the school community.
- A well organised inter -school sports' program enabled our senior students to interact with other local schools. It provided 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.
- Year level camps widened our students' experiences both educationally and personally.
- Pathways to Prevention programs supported students and families in need.
- Breakfast Club provided students with a healthy breakfast at little or no cost. Staff were rostered to provide this service to our students.
- Chess club was implemented for interested students.
- Maths tuition was provided for families outside of school hours. (This was in addition to tutoring provided at the school through the federally funded Reading Assistance Voucher or RAV scheme).
- Homework club provided opportunities 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.
- Chaplaincy submission for 2008 has been accepted with this service to start in the new school year.
- Confidential student counselling has supported student welfare and has provided strategies for students and staff to implement.

How computers are used to assist learning

The school computer program is enhanced by the availability of the computer lab and student access to computers in the classroom. In 2007 reliable access to the internet was affected by equipment malfunction. This will be addressed in 2008 with replacement of faulty equipment and establishment of a new operating platform at the school. The school skills program has ensured our students have gained the necessary skills to operate technology in a rapidly changing world. As well as the lab each classroom has at least two computers and these were shared with the adjoining class. An ICT technician was employed to oversee the maintenance of the hardware.

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 will continue to be a priority as we move to more complex ICT structures.

Our school at a glance

Social climate

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 Responsible Student Behaviour Program enabled our students to have clear guidelines to demonstrate positive behaviour. 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.

Involving parents in their child's education

All families were encouraged via direct contact, newsletters, personal letters, assembly notices, class newsletters to actively engage in school activities. The P&C was an integral part of school life and supported our students both financially and physically through hands on programs with classes.

Translation of relevant school information for parents of Vietnamese students has been undertaken with a view to translate or arrange translations for other language groups in our school.

The Tuckshop was staffed by a Convenor and parent volunteers. This allowed for social interaction by parents and provided service models for students.

A Multicultural Playgroup met weekly to enable young children to socially interact. This activity was part of the Pathways to Prevention Program in our school.

The school swimming club met during the summer months and enabled purposeful parent/student social interaction within our school grounds.

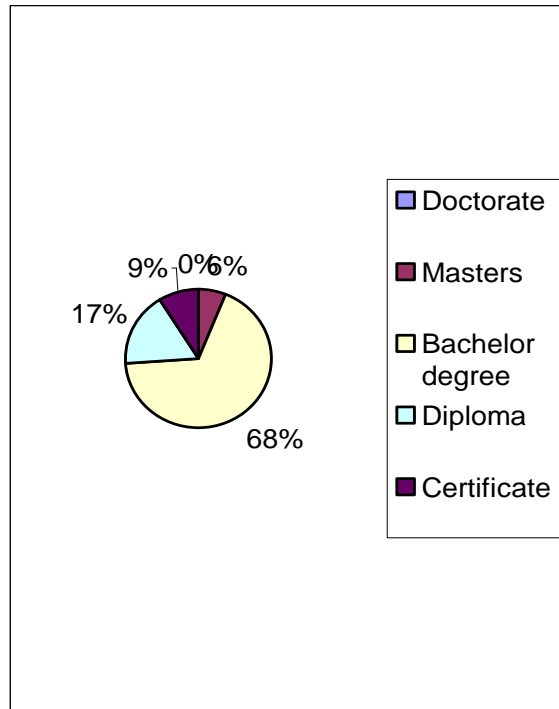
The parent school opinion survey results supported Inala State School in its endeavours.

All parents were invited to the weekly Assembly where student achievements were celebrated. Class activities also provided opportunities for parent involvement in their child's progress at our school. School reporting process enabled meaningful discussions to occur between parents and teachers concerning student progress.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	68
Diploma	17
Certificate	9



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2007 was \$12 356. This is approximately 22% of the grants budget.

The major professional development initiatives are as follows: Responsible School Wide Behaviour Management, QCAR Initiatives, Early Years Curriculum

The involvement of the teaching staff in professional development activities during 2007 was 82 %.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 94% in 2007.

Proportion of staff retained from the previous school year.

From the end of the 2006 school year, 67% of staff were retained by the school for the entire 2007 school year.

Performance of our students

Student attendance

The average student attendance rate as a percentage in 2007 was 91 %.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	66%
Writing	78%
Number	74%

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.					
		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school		477	578	624
	Average score for Queensland		527	606	672
	Percentage of students at the school above the national benchmark	2007	69%	64%	52%
2006		87%	64%	63%	
Writing	Average score for the school		520	569	666
	Average score for Queensland		523	600	681
	Percentage of students at the school above the national benchmark	2007	82%	89%	86%
2006		90%	85%	90%	
Numeracy	Average score for the school		456	544	611
	Average score for Queensland		521	588	648
	Percentage of students at the school above the national benchmark	2007	54%	56%	54%
2006		71%	64%	47%	

Other Key Outcomes

Value added

Inala State School has a multicultural clientele with diverse needs. The challenge for the school is to develop a school culture of high academic and personal expectations to ensure learning outcomes can be achieved. Innovative programs have been introduced over the years to develop student learning. Benchmarks for key Learning Areas have been set for all students to achieve. Those students requiring assistance are identified and referred to the Special Needs Committee. Support programmes are implemented for these students. Case Managers are appointed to monitor student progress. Teacher Aides are employed to implement teacher prepared individual or small group instruction for those students in need.

Year Two Test Results - Our Year 2 students are improving in results especially in the areas of writing and number. This is partly due to a strong and positive early years program which assists our students coming from various cultural backgrounds to gain a solid grounding in reading, writing and number that equips them as they move up in the school. Whilst these results may still be below the State Mean the data shows that our oral language program is providing structure for student learning. Improvement in Number is being supported by professional development of staff and the development of support packages targeted for student development.

Year Three Test Results – Literacy and Numeracy test results, are below the State Mean. This does not mean that children have not made progress throughout the year. Due to the high ESL enrolment at the school some scores may be affected by student skill in English. The high literacy demands of the tests influence student success. Oral language performance on the same tests indicates higher levels of achievement are evident. Small group and individual student instruction has been implemented to provide specific language support for students. A social welfare program has also been implemented to develop positive behavioural attitudes in students to complement academic programs. Commitment from staff has ensured that students have access to quality teaching to build confidence and maximise student success. Students are responding positively to the programs being implemented to assist them.

Year Five Test Results – Literacy and Numeracy results are below the State Mean but improvement in writing has been achieved. This is due to small group and individual focussed instruction developed by teachers for implementation by teacher aides and other support staff to address writing initiatives. An increase in learning outcome results for students has been evidenced from Year 3 to Year 5.

Year Seven Test Results – Literacy and Numeracy results are below the state mean but improvement has been noted in Number. The employment of teacher aides to give direct instruction (under the guidance of the classroom teacher) is also helping improve the standard of our students. Communication skills have also been enhanced by the focussed teaching of subject specific language. The expertise of Special Education staff has assisted staff in providing small group focussed learning opportunities for all students.

Parent, student and teacher satisfaction with the school

75% of students were satisfied that they were getting a good education from school.
76% of parents/caregivers were satisfied that they were getting a good education from school.
84% of parents/caregivers were satisfied that the Inala State School was a good school
61% of school staff were satisfied with morale in the school.

As a result of the School Opinion Survey completed by students, staff and parents the overall satisfaction rate was satisfactory to good. This support for the Inala State School is evidenced by the many positive social interactions by all stakeholders. From an analysis of the data collected there is scope for enhancing existing programs and activities conducted at the school.

Changes in policy and government expectations are impacting upon staff morale. These will be addressed in 2008 with clear guidelines of expectations revisited through use of the Standards for Teachers. Professional development across the cluster will be provided to enable staff to work with colleagues across schools in the development of shared units of work to compliment the introduction of QCAR syllabus documents. Professional support will be provided for teachers to develop assessment techniques to substantiate student learning. Ongoing support in ICT will be provided in the migration to OneSchool.

Overall Literacy and Numeracy standards continue to improve as the students' progress through the years due to a consistent whole school approach. The dedication of all Inala State School community members (staff, parents, local organizations, MLA, Councillor, State organisations) can only be of benefit as we move towards creating an educated and civic minded group of future citizens.

Inala State School continues to work with its local community to provide professional and personal support for the students in our care. We look forward to a professionally and personally rewarding 2008 as partners in learning in the Inala area.

**Sue Clark
Principal**