

# Jundah State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

The 2014 School Annual Report outlines the achievements & activities of our students across the curriculum and their attendance. It also highlights parent satisfaction, and staff achievements, professional development and qualifications. This report is made available through the school intranet and as a hard copy from the school office, which will be mentioned in the school's newsletter.

The staff and community of Jundah State School are committed to working together to ensure excellence in education delivery for all students every day. We celebrate the significance of the partnership between home and school and work hard to maintain open and honest communication.

### School progress towards its goals in 2014

In 2014 Jundah State School, prioritised the regional initiative of a systematic, research based method of teaching. This involved professional development, the introduction of instructional rounds with staff from the Outback Advantage Cluster and work with a pedagogy coach to develop the planning and delivery of explicit instruction lessons.

Staff Performance Development Plans are developed and reflect our school's improvement agenda and regular staff meetings have been introduced to maintain a whole school focus on the explicit improvement agenda of the school, data analysis and professional development contributing to reflective and refined teaching practices.

Through an enhanced curriculum and effective implementation of a Whole School Curriculum, Assessment and Reporting Framework, integrating the Australian Curriculum C2C unit plans, students are provided with consistent and effective curriculum delivery.

Using our Great Results Guarantee funding, we have worked collaboratively with the teachers of the Outback Advantage cluster to adapt and improve C2C units, tailoring them to the needs of the multi-age setting, while maintaining the integrity of assessment tasks to ensure students receive access to the Australian Curriculum.

Other successes include :

- The maintenance of 5 week data collection spreadsheet, goal setting and teaching strategies to meet individual learning targets. Three Way Reporting has been introduced as a method of sharing 5 weekly data, progress and new learning targets with parents.

- Exceeding the target of 50% of students achieving in the Upper Two Bands for Writing and Numeracy.
- 100% of students in years 3 to 6 exceeding their AYPT in probe reading levels, elevating their reading age by an average of 2.7 years of the AYPT goal.
- 100% of students practising NAPLAN reading tests 12 months ahead of actual test dates
- Instigation of a whole-school writing program in English, improving overall mean of students in Years 2 to 7 practice tests from 25% operating in U2B in term 1, 2014 to 85% operating in U2B in term 4, 2014
- **100% of students achieved a B or higher in English** Semester 2, 2014 compared to 25% in S2 2013 (Regional Benchmark is > 85% achieving C or higher)
- **2.5% of students achieved a B or higher in Maths** S2, 2014 compared to 50% S2 2013 (Regional Benchmark is >85% achieving C or higher)
- **75% of students are achieving a B or higher in Science** in S2 2014 compared to 25% in S1 2013 (Regional Benchmark is >85% achieving C or higher)
- **75% of students achieved B or higher in History** S2 2014 compared with 14% in S2 2013 (Regional Benchmark is > 85% achieving C or higher)
- **100% of students reached NMS or higher in every strand** in NAPLAN practice, conducted **12 months ahead** of actual testing dates

### Future outlook

The key priorities for Jundah State School in 2015 include continual implementation of the Australian Curriculum and incorporation of an Explicit Improvement Agenda in conjunction with our Annual Implementation Plan to effectively:

Implement the Australian Curriculum

Implement whole school pedagogical practices of Explicit Instruction, front ending assessment and effective use of feedback opportunities to direct student learning

Develop instruction leadership with a focus on workforce performance with a clear focus on the shared understanding of how numeracy is taught at the school

Develop productive partnership with students, staff, parents and the community through

- Regular Three Way Reporting meetings
- Regular newsletters
- A collaborative review of the School Wide Behaviour Management Policy
- Social opportunities to celebrate the Jundah community

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	9	7	2	75%
2013	7	6	1	86%
2014	10	8	2	100%

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

### Characteristics of the student body:

The student body of Jundah State School is mostly made up of children whose family work for the Barcoo Shire Council. 25% of students' families work on the land and another 20% are students of staff at Jundah State School. 10% of students identify as Aboriginal.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	9	8	5
Year 4 – Year 7 Primary			4

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

### Curriculum offerings

#### Our distinctive curriculum offerings

Pre-prep students are invited to school activities and engaged in a readiness program during semester 2.

Swimming skills camp during term 1 and swimming lifesaving camp during term 4.

Music program which is based on Kodaly principals of music instruction aimed at developing musical literacy.

The You Can Do It Program, which focuses on building student confidence and use of metacognition is implemented to develop emotional intelligence and resilience.

### Extra curricula activities

Windorah Sports Camp  
Swimming Camps and Carnival  
Barcoo Athletics Carnival  
Longreach Athletics Carnival  
Sports Skill Development workshops in Longreach  
End of Year Concert  
Biannual School Camp

### How Information and Communication Technologies are used to assist learning

Information and Communications Technologies (ICTs) are used daily at school. The school has an interactive whiteboard which is used interactively by staff and students to learn new concepts or to reinforce concepts already taught. The school also has a computer laboratory. This is use by students for activities pre-set the teacher on the school network, for research tasks, publishing or to access the Learning Place for interactive games and learning objects.

### Social Climate

As all students are based in the one classroom for the majority of the day, the school has a very intimate atmosphere. The students tend to look out for each other and the older students mentor the younger students and lead by example with their behaviour. As we are a small school, little to no bullying takes place within this setting. If such as case became evident, all students involved and their parents would be immediately called to the school and the issue discussed, as per the School's Responsible Behaviour Plan. The metalanguage that is developed through the You Can Do It Program provides the foundation for conversations and reflections about appropriate behaviour choices and strategies such as 'blocking' distractions.

All key stake holders have recently undertaken a collaborative review of the School Wide Positive Behaviour Plan for Jundah State School. Students now receive 'Piggin' Points" when their behaviour has been appropriate all day and those students with five "Piggin' Points" at the end of the week are rewarded with free time, free computer time or a similar option for thirty minutes each Friday. Parents whose students who choose time out are notified with a letter sent home.

### Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	75%	100%	DW
their child likes being at this school* (S2001)	100%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	75%	75%	DW
their child is making good progress at this school* (S2004)	75%	75%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	100%	DW
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
teachers at this school treat students fairly* (S2008)	75%	75%	DW
they can talk to their child's teachers about their concerns* (S2009)	75%	100%	DW
this school works with them to support their child's learning* (S2010)	75%	100%	DW
this school takes parents' opinions seriously* (S2011)	75%	100%	DW
student behaviour is well managed at this school* (S2012)	75%	100%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	100%	DW

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	60%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	80%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	80%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	80%	100%	75%
their school takes students' opinions seriously* (S2043)	60%	100%	100%
student behaviour is well managed at their school* (S2044)	80%	100%	57%
their school looks for ways to improve* (S2045)	80%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	60%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		DW	DW
they feel that their school is a safe place in which to work (S2070)		DW	DW
they receive useful feedback about their work at their school (S2071)		DW	DW
students are encouraged to do their best at their school (S2072)		DW	DW
students are treated fairly at their school (S2073)		DW	DW
student behaviour is well managed at their school (S2074)		DW	DW
staff are well supported at their school (S2075)		DW	DW
their school takes staff opinions seriously (S2076)		DW	DW

**Performance measure**

Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
their school looks for ways to improve (S2077)		DW	DW
their school is well maintained (S2078)		DW	DW
their school gives them opportunities to do interesting things (S2079)		DW	DW

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

**Involving parents in their child's education**

At Jundah State School we are committed to building strong, sustainable relationships with parents. We greatly appreciate the contributions of parents to our school and recognise and celebrate the significant impact the relationship between home and school has on a student's learning. We are working hard to create a shared view of parents as our clients, whose voices must be valued and given every opportunity to be heard.

We actively involve parents in their child's education by:

- Organising regular Three Way Reporting opportunities for students and staff to share student progress, targets and achievements with parents and caregivers.
- Inviting parents to special events such as the Easter Bonnet Parade, Sports Days, Swimming Carnivals, school barbeques and social occasions.
- Inviting parent feedback through surveys, conversations and a shared vision for the school.

**Reducing the school's environmental footprint**

At Jundah State School we are committed to reducing our environmental footprint. Solar panels, which had previously been installed, are now connected. We are mindful of the use of power and ensure lights, air conditioning and other appliances are turned off when not in use.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	21,819	400
2012-2013	18,912	400
2013-2014	23,161	200

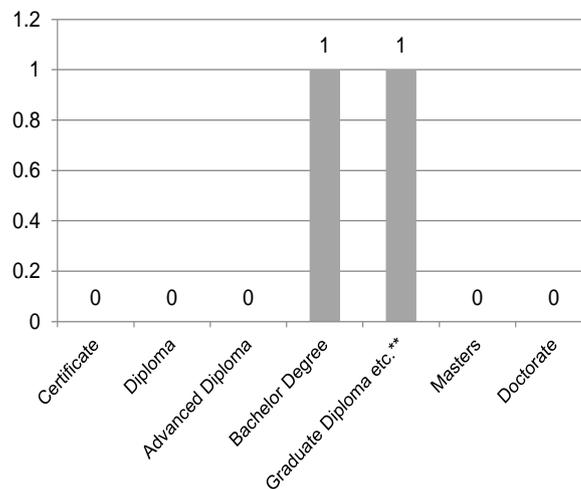
The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

**Our staff profile****Staff composition, including Indigenous staff**

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	2	1	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
<b>Total</b>	<b>2</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$4154.52.

The major professional development initiatives are as follows: AAEP; W2S2R spelling program; Regional Principal's meeting; Principal meetings; Instructional Rounds; First Aide and CPR; Unit writing.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	99%	100%	%

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

From the end of the previous school year, 58% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	87%	84%	96%

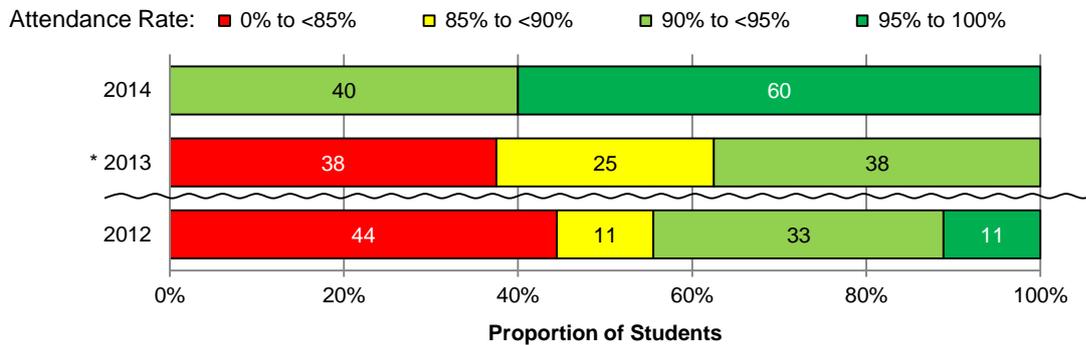
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012		DW	DW	91%		DW	83%					
2013	74%		DW	DW	93%		DW					
2014		DW	DW	DW	DW	DW						

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

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.

Jundah State School manages attendance by marking the school roll twice a day at 9am and again at 1.45 pm. We encourage parents and carers to notify the school of absences in advance where appropriate. If students have been absent without notification from a parent or carer the school contacts the family. If unexplained absences were to occur on a regular or continual basis, the school would contact the Guidance Officer. The school printed tables of information relating to days absent and their totals over a school life-time to highlight the importance of attending school regularly. The figures shown relate to either illness, or our rural families travelling for business purposes and holidays.

Personal attendance targets are set with students and shared at Three Way Reporting with parents. Parents are encouraged to get students to school every single day unless their child is ill. Attendance data is shared in the newsletter and at P&C meetings.

Parents understand that we are willing to support them in whatever way we can to ensure their child gets to school. Our families' remoteness often leads to extenuating circumstances, which result in unavoidable absences. Along with the wider school community, we offer assistance under these circumstances to assist our families where possible to get their child to school.

Students receive an A – E grade for their attendance in their Semester Report Cards based on the following scale:

## Attendance Scale for Reporting

<b>A</b>	<b>&gt;96%</b>
<b>B</b>	<b>93%-95.9%</b>
<b>C</b>	<b>90%-92.9%</b>
<b>D</b>	<b>85%-89.9%</b>
<b>E</b>	<b>&lt;84.9%</b>

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

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

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### Achievement – Closing the Gap

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. Indigenous perspectives permeate teaching and learning with attention to attendance, retention and achievement.