

Jundah State School (0910)

Queensland State School Reporting

2012 School Annual Report



Postal address PO Box 28 Jundah via Longreach 4736

Phone (07) 4658 6121

Fax (07) 4658 6163

Email the.principal@jundahss.eq.edu.au

Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Miss Nicole Sherwood (Principal)

Principal's foreword

Introduction

Jundah State School continues to provide quality education to students through highly effective practises, to ensure continuous improvement in student achievement. The 2012 School Annual Report is an official reflection of the events that took place and details the outcomes that Jundah State School has achieved throughout the 2012 school year. This reflection assisted in the production of goals and targets for the 2013 Annual Improvement Plan (AIP).

The SAR contains an overview of the school's profile and curriculum offerings and how these have led to the success of our school throughout 2012. Due to the small cohort of students in years 3, 5 and 7, and to respect the privacy of individuals, results are not published. Data relating to teacher qualifications and retention of staff are included in this report. The total enrolment for 2012, from Prep to Year 7 was 9.

Both documents, the 2012 School Annual Report and the 2013 School Annual Implementation plan, are published on the school website and are also available in hard copy from the school.

School progress towards its goals in 2012

Significant progress was made towards our 2012 strategic directions and each area played a vital role in working towards success in our ongoing vision 'A shared commitment to deliver quality curriculum, through highly effective practises, to ensure continuous improvement in student achievement'.

- High Quality and Effective Teaching practices to ensure the Achievement of every student

This goal assists in ensuring a continual focus on student achievement and effective teaching practices through individual student profiles, individual learning goals and targets, 5 weekly data captures, weekly reports and conversations, observation and feedback to students and staff.

- Instructional leadership with a unrelenting focus on student improvement

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

- Consistent and effective Curriculum Planning and implementation of National Curriculum

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.

- High levels of student, parent, staff and school community confidence in the school's performance and achievement

By maintaining and developing a new school website that is informative and regularly referred to in P&C meetings, newsletters and in conversation, parents and community members have ready access to upcoming events and outcomes of events. Further, the effective utilisation of the community noticeboard to display and share students work and upcoming events has resulted in a higher level of community engagement in school organised events. P&C meetings are also used as a forum to discuss school progress, performance and achievement.

Future outlook

The key priorities for Jundah State School in 2013 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
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	16	10	6	93%
2011	13	9	4	100%
2012	9	7	2	75%

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

Characteristics of the student body:

Our school caters for diverse student ability from Prep - Year 7. The student community consists of both male and female students whose interests are closely related to their environment. Their abilities vary but they are all motivated with several showing a high level of academic and sporting achievement. Students' learning and social needs are supported through differentiation by teaching staff, parents and community members, visiting professionals (when needed) and Ministers of Religion.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 7	15	8	9

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Jundah State School provides a quality, individualised and differentiated curriculum program including access to LOTE – French via e-learning.

Extra curricula activities include:

- Small Schools Swimming Carnival
- Small Schools and LSOE Athletics Carnival
- Windorah Sports Camp
- Arts Councils and Student Workshops
- Barcoo Sports Carnival
- Barcoo Swimming Carnival and swim camps
- Jundah ANZAC Memorial Service
- Barcoo Cluster joint initiatives and student workshops
- On-line instrumental music and singing program

How Information and Communication Technologies are used to assist learning:

Jundah State School has an equal ratio of computers to students within the classroom. We are fortunate to have access to desktop computers, laptop computers, digital cameras, scanners, a digital video recorder, printers, an interactive whiteboard, ipad and curriculum enhancing software, as well as, subscriptions to web based literacy and numeracy programs such as Mathletics and Reading Eggs. These technologies are the tools of the future and students regularly work to become competent in their application.

Technologies are also utilised as a platform for differentiation, learning support and extension and used to consolidate learning and reinforce concepts. The technology in our school is made easily accessible to all students and staff.

Social climate

Jundah State School is a warm, friendly and inviting school. Routines are followed as closely as possible, ensuring that students and staff can complete their work in a safe and comfortable environment. Visitors are always welcome at our school and we enjoy sharing our successes with them. In Jundah students have the support of rural services such as the Royal Flying Doctor Service (RFDS) and other visiting community health organisations offering support in health and wellbeing issues. Access to a Speech and Language Pathologist, a Guidance Officer and other professional support staff are available through Education Queensland when required. Religious education is welcomed from a number of visiting denominations. Jundah State School has a small student population and bullying has not been an issue as any negative behaviour is dealt with immediately. Feedback from community provides the perception that parents are generally satisfied with the behaviour and discipline and students are treated fairly and are happy to attend the school.

Parent, student and staff satisfaction with the school

The Opinion Survey results for parents and caregivers, students and staff have been withheld due to the small cohort.

As a small school, Jundah State School is committed to ensuring the confidence of students, staff and community that we are a quality learning institution and community of engaged learners who promote the values of respect, responsibility and lifelong learning as we 'Strive to Succeed'. The students continue to be satisfied or very satisfied that they are getting a good education at this school and parents believe their child is receiving a good education at Jundah State School. Students and staff have reported the school is a happy and cohesive place to work and learn.



Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	DW
this is a good school	DW
their child likes being at this school*	DW
their child feels safe at this school*	DW
their child's learning needs are being met at this school*	DW
their child is making good progress at this school*	DW
teachers at this school expect their child to do his or her best*	DW
teachers at this school provide their child with useful feedback about his or her school work*	DW
teachers at this school motivate their child to learn*	DW
teachers at this school treat students fairly*	DW
they can talk to their child's teachers about their concerns*	DW
this school works with them to support their child's learning*	DW
this school takes parents' opinions seriously*	DW
student behaviour is well managed at this school*	DW
this school looks for ways to improve*	DW
this school is well maintained*	DW

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	DW
they like being at their school*	DW
they feel safe at their school*	DW
their teachers motivate them to learn*	DW
their teachers expect them to do their best*	DW
their teachers provide them with useful feedback about their school work*	DW
teachers treat students fairly at their school*	DW
they can talk to their teachers about their concerns*	DW
their school takes students' opinions seriously*	DW

Our school at a glance

student behaviour is well managed at their school*	DW
their school looks for ways to improve*	DW
their school is well maintained*	DW
their school gives them opportunities to do interesting things*	DW

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	DW
with the individual staff morale items	DW

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

As a small school, Jundah State School actively encourages parents to become involved in their child/children's education and is continually striving for a supportive school environment. This involvement can take many forms but may include:

- Working as a classroom volunteer and/or being involved with school open/celebratory days. Sometimes this is difficult due to the fact that most parents either work or have young children at home.
- Accompanying children on excursions, sporting events, camps and other outings.
- Communicating and discussing ideas/concerns with the Principal and/or Teachers.
- Attending P&C meetings for involvement in school decision-making, evaluative processes and helping to facilitate P&C events.

Communication between the school and home is undertaken through fortnightly newsletters, additional 'updates' as needed, twice yearly reports, weekly student reports, formally scheduled parent-teacher interviews twice a year, additional parent-teacher discussions and conferences on a responsive and ongoing basis.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Jundah State School students and staff regard themselves as environmentally aware citizens. Due to the nature of the environment the school is located in, we are all conscious of the need to safe guard our natural commodities and use natural resources sparingly. Therefore, Jundah State School continues to make and develop concerted efforts to reduce its environmental footprint through initiatives including the solar schools program, Powersavvy and will continue the development and implementation of our School Environmental Management Plan.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	25,295	0
2010-2011	0	0
2011-2012	21,819	400

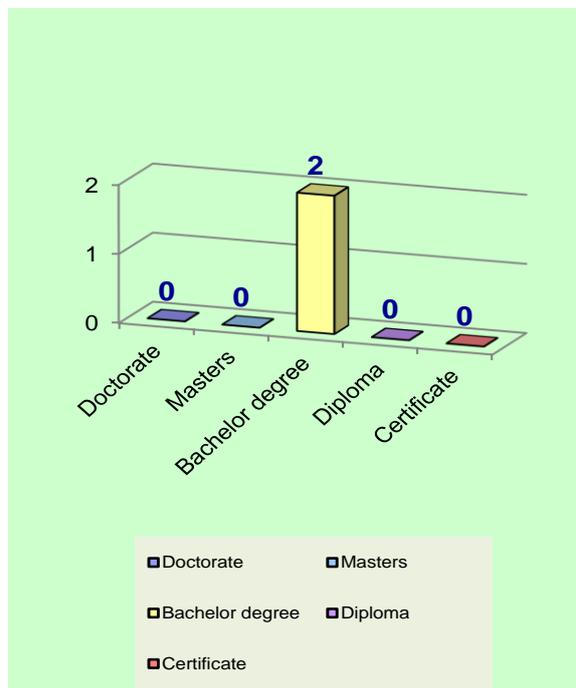
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1.8	1.3	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Bachelor degree	2
Diploma	
Certificate	



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$5687.00. The major professional development initiatives are as follows:

- Regular Outback Advantage Principal meetings
- Regular Outback Advantage workshops
- Implementation of the National Curriculum
- Explicit instruction
- Principal leadership and school capability building

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	99%	99.2%	98.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 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 web page.

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

Jundah State School has a small student population. To respect student privacy, student attendance data for each year level cannot be shown.

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	87%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

Student attendance rate for each year level (shown as a percentage)

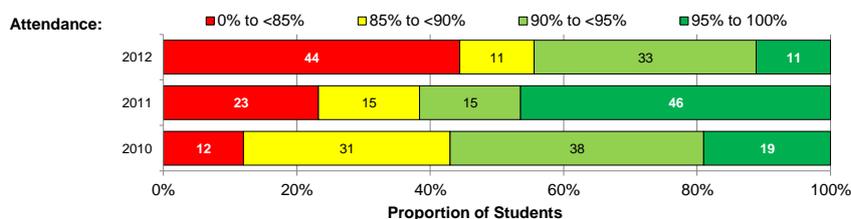
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	DW	DW		DW	DW	DW	DW
2011	DW	DW	DW		DW	DW	DW
2012		DW	DW	DW		DW	DW

DW = Data withheld to ensure confidentiality.

Student attendance across all year levels is a continual focus for the school and an attendance policy is being developed in conjunction with the P&C to ensure students are being provided with every opportunity for success and responsibilities are outlined to confirm and create awareness that every day does count.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

School rolls continue to be marked twice daily, in the morning at 9:00am and in the afternoon at 1:45pm. Our school now utilises centralised electronic roll marking as part of the OneSchool system. At Jundah State School, continued or prolonged absences are addressed through the Principal engaging in discussions with parents / caregivers surrounding attendance either by phone or arranging a meeting either at school or at home.

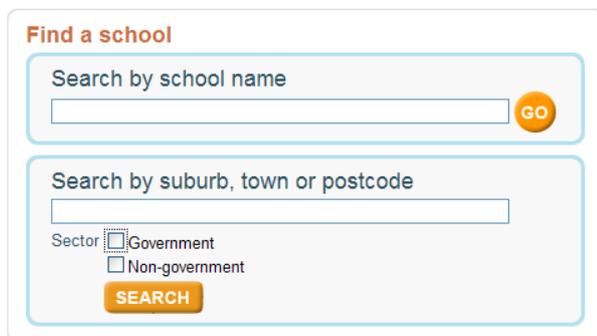
Performance of our students

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.

Jundah State School has a small student population. To respect student privacy, 2012 NAPLAN data is withheld due to the small cohort. No year 5 students participated in NAPLAN in 2012. Using NAPLAN data we have been able to identify individual students' strengths and areas for improvement and we use NAPLAN data alongside internal monitoring to inform teaching practise, create individual targets and goals and individualised intervention programs.

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/>.

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 by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past five years, Jundah State School has had no Indigenous students. Therefore, comments cannot be made on NAPLAN performance or attendance. However, Indigenous perspectives are taught in all year levels, across all learning areas.