

Queensland State School Reporting – 2011

Jundah State School (0910)



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Principal's foreword

Introduction

The 2011 School Annual Report is an official reflection of the events that took place throughout the 2011 school year. This reflection assisted in the production of goals and targets for the 2012 school year. 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 2011. 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 2011, from Prep to Year 7 was 13. A hard copy of both documents, the 2011 School Annual Report and the 2012 School Annual Implementation plan, are published on the school website and are also available from the school.

School progress towards its goals in 2011

In 2011 Jundah State School had continued to focus on the progress of pedagogy in the areas of literacy and numeracy, to ensure quality teaching, learning and improvement of each individual's skills and abilities. Jundah State School Strategic Priorities for 2011 were:

1. Literacy - Individual goals for students with explicit teaching and improved programming and pedagogy.
2. Numeracy - Implement individual learning goals and learning programs to improve student learning and achievement.
3. Attendance - improve student attendance to maximise learning and achievement.
4. Community involvement and communication - linking community members to activities within the school.

At Jundah State School we continue to work towards improving literacy and numeracy outcomes for all students. This is a continual focus and students have individual learning goals and targets for each term. These are captured, monitored and implemented through our EIP, 5 weekly data captures and term reflections. This process has seen students improve in areas of literacy and numeracy. At Jundah State School we have also begun to implement strategies to increase community access to school facilities. We



have invited the wider community to school events such as the 'Story Telling' and our BER opening. The sports shed erected as our BER project has given us one avenue to increase community access to our facilities and we continue to work together with council and P&C to increase access to school facilities. With the extra covered area we have been able to combine as a cluster to access extra-curricular activities such as 'Circus Workshop and performance'. The Jundah State School newsletter is becoming more consistent as a weekly means of informing our community about upcoming events and is uploaded onto our website. To further assist in continuity of informing the wider community about school events and activities we use a display board at the Jundah Information Centre to display work and events upcoming, as well as, show results of events the school has participated in and work students have completed.

Future outlook

The key priorities for Jundah State School in 2012 are the implementation of the Australian Curriculum and incorporation of an Explicit Improvement Agenda in conjunction with our Annual Implementation Plan to ensure:

- High Quality and Effective Teaching practices to ensure the achievement of every student
- Instructional leadership with a unrelenting focus on student improvement
- Consistent and effective Curriculum Planning and implementation of National Curriculum
- High levels of student, parent, staff and school community confidence in the school's performance and achievement
- Focus on Attendance to promote and improve levels of student attendance

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school: 13

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
13	9	4	100%

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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	5
Year 4 – Year 10	8
Year 11 – Year 12	
All Classes	13

School Disciplinary Absences

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

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, 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 utilized 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

We are striving to make Jundah State School 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. 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, students are treated fairly and is happy to attend the school.

Parent, student and teacher satisfaction with the school

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 a higher percentage of parents believe their child is receiving a good education at Jundah State School. Our results have shown an increase in most areas from 2010 – 2011.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	67%
Percentage of students satisfied that they are getting a good education at school	100%
Percentage of parents/caregivers satisfied with their child's school	67%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	84%

DW – Data withheld

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.
- 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 weekly newsletters, additional 'updates' as needed, twice yearly 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. The solar schools program has been a major focus for the school and we will be undertaking the development of our School Environmental Management Plan in 2012.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	25,295	0
2010	25,295	0
% change 10 - 11	-100%	N/A

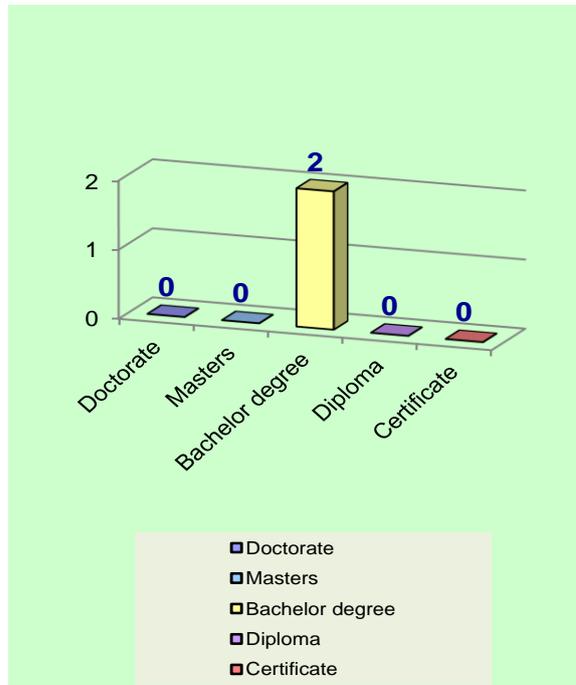
Our staff profile

Staff composition, including Indigenous staff

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

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	2
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$2249.19.

The major professional development initiatives are as follows:

- Principal Business Meetings, Teleconferences and Webinars
- Teacher Teleconference and Webinars
- United in Our Pursuit of Excellence Principal Conference
- CQ Band 5/6 Principal Conference

Our staff profile

- First Steps in Reading
- School Cluster Meetings
- OneSchool Release 3 Training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 99% in 2011.

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 2011 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

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 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.

Key student outcomes

Student attendance - 2011

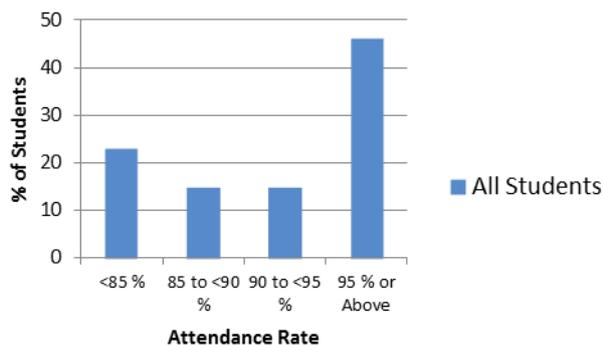
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

The average attendance of students ranges between 84 – 98% across all the various grade levels. Given the nature of our small population, privacy prevents the individual display of results in each year level.

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.

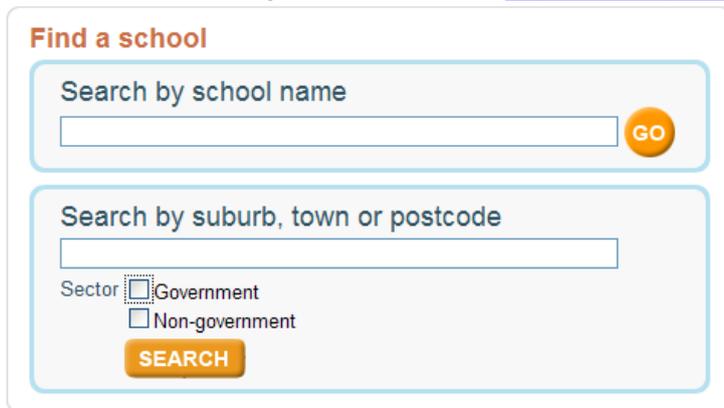
School rolls continue to be marked twice daily and our school now utilises centralised electronic roll marking as part of the OneSchool system. At Jundah State School, continued or prolonged absences are addressed through the Principal engaging in discussions with parents / caregivers surrounding attendance 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, NAPLAN data for each cohort is withheld. All internal and external testing data is used to analyse each individual student's distance travelled along their learning journey. This information is used to inform further teaching. Explicit teaching and differentiation is directed at improving each student's weaker area, while also working to extend their strengths.

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/>.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a rectangular orange "SEARCH" button.

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. 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 in Year 3. Therefore, comments cannot be made on NAPLAN performance. In addition, due to the small number of Indigenous students across the school, comments regarding student attendance cannot be made. However, Indigenous perspectives are taught in all year levels, across all learning areas.