

Jundah State School

Queensland State School Reporting

2013 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 Juanita Reid – Acting Principal

Principal's foreword

Introduction

The 2013 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.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

In 2013 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 Coalition of Western Small Schools 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 Coalition of Western Small Schools (COWSs) 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 delivery of The You Can Do It Program, which provides a metalanguage for personal reflection and growth and the development of social/emotional skills across the school.

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.

Future outlook:

The key priorities for Jundah State School in 2014 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 instructional leadership with a focus on workforce performance with a clear focus on the shared understanding of how reading is taught across the school
- Develop productive partnerships with students, staff, parents, and the community through:
 - Regular Three Way Reporting meetings
 - Regular newsletters
 - Presentation of our vision and commitment: "The Jundah Journey – a path to success for every child"
 - Parent surveys following reporting periods to seek feedback on the direction of our school
 - Improve school performance by setting high expectations, providing clear goals and targets for each child and providing timely, clear feedback which clearly relates to individual learning targets.
 - Social opportunities to celebrate the Jundah community

Queensland State School Reporting 2012 School Annual Report



Key Areas for Improvement as defined in the School Implementation Plan for 2014

Embed a system of instructional leadership within the school that includes regular classroom walkthroughs, visits and full observations to ensure feedback using ACEL standards is delivered to all teachers.

Supervise consistent pedagogical approaches in the implementation of teaching reading by observing, monitoring and providing relevant feedback for improvement. (Refer: Reading @ JSS)

Develop individual learning plans in oneschool for any student achieving below expected benchmarks in reading, writing or numeracy.

Develop individual reading plans for each student.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school: 10

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	13	9	4	100%
2012	9	7	2	75%
2013	7	6	1	86%

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. 20% 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		
	2011	2012	2013
Prep – Year 3	8	9	8
Year 4 – Year 7 Primary			

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA.

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
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

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

You Can Do It Program, which focuses on building student confidence and use of metacognition 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. Occassionally, students become frustrated with one another in such a small setting. 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.

Parent, student and staff satisfaction with the school

Parent satisfaction has improved in the areas of behaviour management, taking parents' opinions seriously and working with parents to improve their students learning. Parent satisfaction that students are treated fairly remains at 75%. Satisfaction that their child is making good progress at this school and that their child's needs are being met also remain at 75%.

100% of students demonstrated satisfaction in all areas that were surveyed.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	75%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	75%	75%
their child is making good progress at this school* (S2004)	75%	75%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	75%	75%
they can talk to their child's teachers about their concerns* (S2009)	75%	100%
this school works with them to support their child's learning* (S2010)	75%	100%
this school takes parents' opinions seriously* (S2011)	75%	100%
student behaviour is well managed at this school* (S2012)	75%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Our school at a glance

Performance measure *(Nationally agreed items shown*)*

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

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	DW
they feel that their school is a safe place in which to work (S2070)	DW
they receive useful feedback about their work at their school (S2071)	DW
students are encouraged to do their best at their school (S2072)	DW
students are treated fairly at their school (S2073)	DW
student behaviour is well managed at their school (S2074)	DW
staff are well supported at their school (S2075)	DW
their school takes staff opinions seriously (S2076)	DW
their school looks for ways to improve (S2077)	DW
their school is well maintained (S2078)	DW
their school gives them opportunities to do interesting things (S2079)	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 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.

Our school at a glance

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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	0	0
2011-2012	21,819	400
2012-2013	18,912	400

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

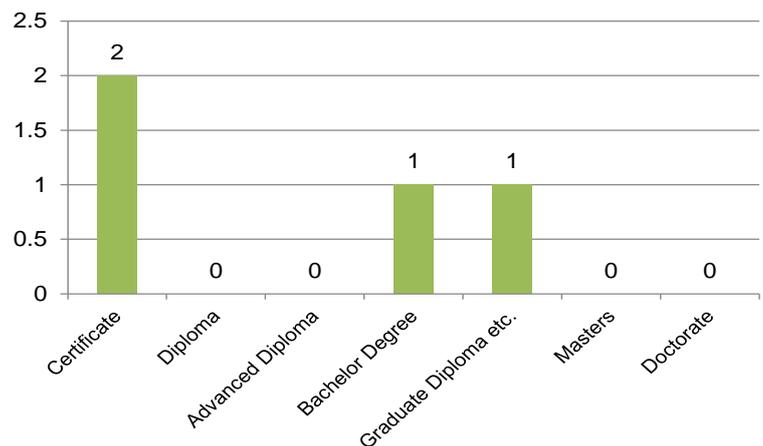
Our staff profile

Staff composition, including Indigenous staff

2013 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 Teaching Staff *
Certificate	2
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.	1
Masters	0
Doctorate	0
Total	4



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The major professional development initiatives are as follows:

Explicit Instruction

Develop instructional leadership with a focus on workforce performance with a clear focus on the shared understanding of how reading is taught across the school.

Understanding Data analysis and developing learning targets for individual students.

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	100%

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 2013 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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	87%	84%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

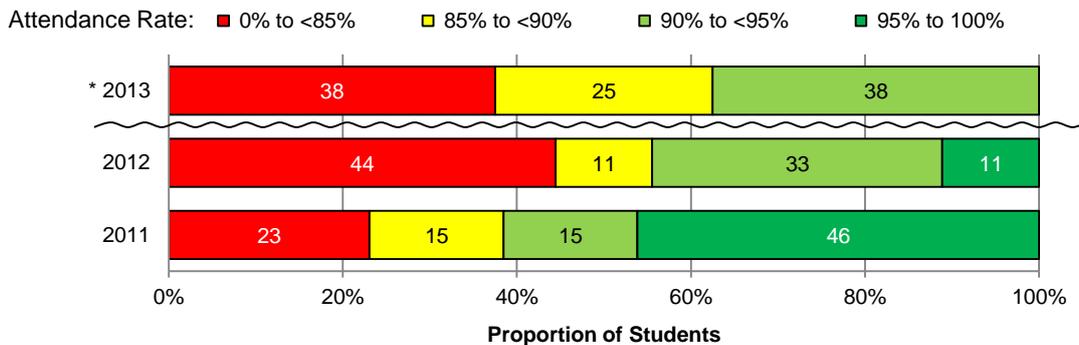
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	DW	91%	87%		98%	84%	95%					
2012		DW	DW	91%		DW	83%					
2013	74%		DW	DW	93%		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 from 2013 to that of previous years.

Performance of our students

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.

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.

As sport is such a highly valued activity in Jundah, parents and staff have reached an agreement where PE lessons and the variety of athletics and sporting carnivals in the district are supported by the school as long as attendance remains at a minimum of 95%.

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.

The data for our 2013 Yr 3, 5 and 7 students is withheld due to the small cohorts. 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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Performance of our students

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.

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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. 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.

Year 3 reading, writing and numeracy: there were no indigenous students in Year 3 in 2013

Attendance: due to small cohort sizes, specific information cannot be reported upon.