Jundah State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

The 2015 School Annual Report outlines the achievements and 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 ensuring excellence in education delivery for all students every day. We acknowledge the significance of the partnership between home and school and aim to maintain open and honest communication.

School progress towards its goals in 2015

In 2015 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 :

o The maintenance of 5 week data collection spreadsheet, goal setting and teaching strategies to meet individual learning targets.

o Exceeding the target of 50% of students achieving in the Upper Two Bands for Writing and Numeracy.

o 100% of students in years 3 to 6 exceeding their AYPT in probe reading levels, elevating their eading age by an average of 2.7 years of the AYPT goal.

o 100% of students practising NAPLAN reading tests 12 months ahead of actual test dates

o Instigation of a whole-school writing program in English, improving overall mean of students in Years 2 to 6 practice tests to maintain 85% operating in U2B in 2015.

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 newsletters
  - A 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

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	7	6	1		86%
2014	10	8	2	1	100%
2015	9	7	2	1	82%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

The student body of Jundah State School is mostly made up of children whose family receive a regular wage: Barcoo Shire Council or property manager. 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

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	8	5	6
Year 4 – Year 7 Primary	2	5	3

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
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

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- Implementation of C2C units, in conjunction with units from Outback Advantage.
- Pre-prep students are invited to school activities and engaged in a readiness program during semester.
- Swimming skills camp during term 1 and swimming lifesaving camp during term 4.
- 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 improve 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 used by students for activities pre-set by the teacher on the school network, for research, LOTE, publication and commercial programs.

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 a 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 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.

In Semester 2, the Essential skills were implemented with a focus on positive reinforcement.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	DW	67%
this is a good school (S2035)	100%	DW	33%
their child likes being at this school (S2001)	100%	DW	33%
their child feels safe at this school (S2002)	100%	DW	67%
their child's learning needs are being met at this school (S2003)	75%	DW	33%
their child is making good progress at this school (S2004)	75%	DW	67%
teachers at this school expect their child to do his or her best (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	DW	67%
teachers at this school motivate their child to learn (S2007)	100%	DW	67%
teachers at this school treat students fairly (S2008)	75%	DW	33%
they can talk to their child's teachers about their concerns (S2009)	100%	DW	67%
this school works with them to support their child's learning (S2010)	100%	DW	33%
this school takes parents' opinions seriously (S2011)	100%	DW	67%
student behaviour is well managed at this school (S2012)	100%	DW	33%
this school looks for ways to improve (S2013)	100%	DW	33%
this school is well maintained (S2014)	100%	DW	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	67%
they like being at their school (S2036)	100%	100%	33%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	67%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	100%	100%	0%
they can talk to their teachers about their concerns (S2042)	100%	75%	33%
their school takes students' opinions seriously (S2043)	100%	100%	0%
student behaviour is well managed at their school (S2044)	100%	57%	0%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	33%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	DW	DW	67%
they feel that their school is a safe place in which to work (S2070)	DW	DW	67%
they receive useful feedback about their work at their school (S2071)	DW	DW	33%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	DW	DW	67%
students are treated fairly at their school (S2073)	DW	DW	0%
student behaviour is well managed at their school (S2074)	DW	DW	0%
staff are well supported at their school (S2075)	DW	DW	0%
their school takes staff opinions seriously (S2076)	DW	DW	0%
their school looks for ways to improve (S2077)	DW	DW	0%
their school is well maintained (S2078)	DW	DW	67%
their school gives them opportunities to do interesting things (S2079)	DW	DW	33%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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:
- 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	
Years	Electricity kWh	Water kL
2012-2013	18,912	400
2013-2014	23,161	200
2014-2015	21,462	400

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	2	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**2**
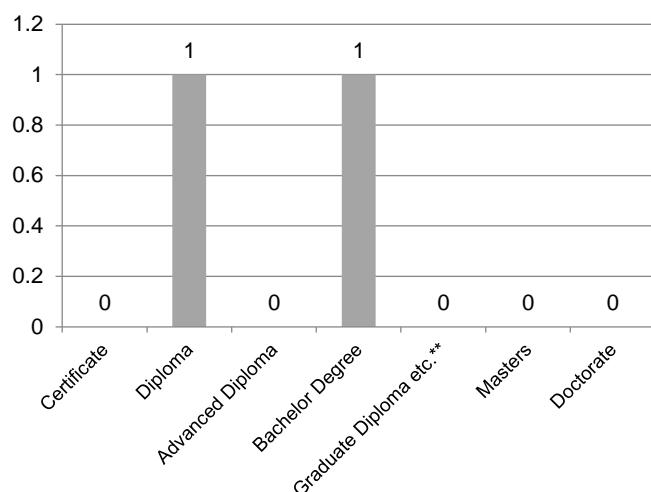
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $2173.72.

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, Bronze Medallion for swimming, 7 Steps for Writing success, Numeracy Improvement Training.
The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	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 2015 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

School name	GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	84%	96%	97%
The attendance rate for Indigenous students at this school (shown as a percentage).		DW	DW

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

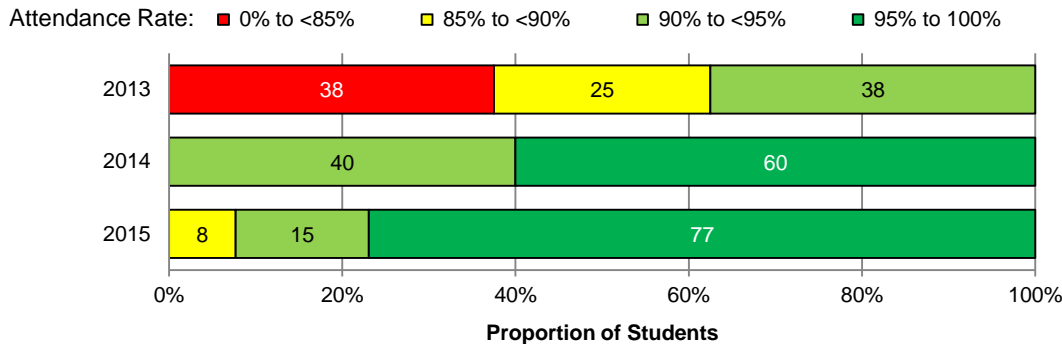| **Student attendance rate for each year level (shown as a percentage)**													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		74%		DW	DW	93%		DW					
2014	97%		96%	DW	DW	DW	97%						
2015	91%	98%		97%	DW	97%	DW	100%					

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year				
2013	38	25	38	
2014	40		60	
2015	8	15	77	

Proportion of Students (0% to 100%)

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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.

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.

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/.

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.

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Find a school

| School name | **GO** |

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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