Jundah State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Jundah State School is located in the Fitzroy/Central West Region, Longreach District and services the community of Jundah and adjacent properties. Jundah is situated 217 kilometres south west of Longreach and is surrounded by sheep and cattle grazing properties. Most of the students come from the town itself which is the administrative centre of the Barcoo Shire – the second largest shire in Queensland. Itinerant positions include the teacher, police and hospital staff. Our community actively participates in the life of the school through the Parents and Citizens, adopt a cop, and the local shire council. Our school organises and presents a Christmas Concert each year for the local and wider community, supports established community events and contributes to the local newsletter and noticeboards. Particular features of the school include two buildings: currently used as a classroom and a library with an additional room underneath used as an Art Room/Science Room. The grounds are particularly beautiful with large trees, colourful garden beds and shrubs. Approximately 12 students attend the school. Jundah State School is a member of the Outback Advantage, which is a cluster of nine small schools in the Longreach area who believe that there are many advantages to being educated in small, rural, multi-age schools. We have a shared approach to curriculum, teaching, assessment and reporting. Through this team we work to implement quality assured, moderated units of work.

School progress towards its goals in 2018

In 2018 Jundah State School, prioritised the implementation of the Australian Curriculum, with a focus on English and Technology. At the end of 2017, the Outback Advantage commenced a project with the C2C curriculum team to devise manageable P-6 units (English initially) based on the Australian curriculum utilising the resources of the C2C units. Also, the Outback Advantage were also accepted into the STEM Cluster Tool trial with the priority being the skilling of staff in the Australian Curriculum Digital Technology. At Jundah State School the motto is *To Strive is to Succeed* and we strive to continually learn with every student succeeding and achieving to the best of their ability.

- Outback Advantage collaboratively worked with the Manager of Curriculum, Teaching and Learning, State Schools Performance and team (C2C) to plan an overview of units, audit, rewrite, implement and embed C2C documents to align with Version 8 of the Australian curriculum that were a P-6 Curriculum. English integrated P-6 units were developed, produced and trialled. Maths, Science, and HASS documents were produced. These documents will be made available across the State in 2019.
- A partnership was formed with the University of Southern Queensland and a visit from a senior lecturer to the base schools to observe our contexts and deliver professional development occurred with future professional development planned.
- A partnership with a larger school saw the key teacher of digital technology attending the Windorah Sports Camp to provide a digital technology program to all the students of the Outback Advantage.
- The Numeracy Improvement Project (NIP's) continued to be implemented with fidelity and rigour. The NIP's are administered twice a term as a pre and post test, then moderated at the cluster level. This is one tool in the monitoring of number and provides targets and goals for the students and allows the tracking of progress achieved.
- A technology plan was devised, with the use of I4S funding to purchase four more iPads and replace four desktop computers.
- Regular staff meetings occur 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 and C2C unit plans, students are provided with consistent and effective curriculum delivery. Moderation occurs within the Outback Advantage to quality assure assessment.

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Future outlook

In 2019 Jundah State School will continue to ensure the enhancement of student learning and achievement with the implementation of the Australian Curriculum with rigour and fidelity.

- Continue to effectively implement the Australian curriculum in a multi-age context to enable all students to access the curriculum to achieve every day.

- Continue to develop the staff capability and knowledge with the Australian Curriculum Digital Technologies.

- Continue to implement the teaching of higher order thinking in English, Maths Science and Technologies.

- Continue to actively encourage community engagement with events and celebrations.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	10	6	13
Girls	6	4	10
Boys	4	2	3
Indigenous	1		2
Enrolment continuity (Feb. – Nov.)	100%	67%	100%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The student body of Jundah State School is mostly made up of children whose family receive a regular wage: Barcoo Shire Council, Queensland Health, Police and property managers. 46% of students' families work for the Council and 30% on the land as managers. The students live in a remote rural area. There are only seven families, with four of those families having siblings at the school.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	10	9	13
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Jundah State School is a member of the Outback Advantage which consists of a cluster of nine small rural schools with multi-age class groupings. The Outback Advantage have a shared approach to curriculum, teaching, assessment and reporting. Each term the cluster of Small Schools undertake moderation of student assessment pieces from the C2C units and Diagnostic Maths ensuring that consistent expectations and attainment are achieved. In 2018, as a member of the Outback Advantage, Jundah State School trialled the Small Schools Curriculum Framework English, Science and HASS units. The English units are written as a P-6 curriculum unit.

The school's motto *To Strive is to Succeed* encourages every child to reach his or her full potential while promoting achievement, persistence, resilience and life-long learning. Jundah State School has a shared commitment to deliver a quality curriculum through highly effective practices to ensure continuous improvement in student achievement.

2018 is the second year that Jundah State School has been able to offer the Rural Remote Kindergarten program with two students participating.

Co-curricular activities

- Windorah Sports Camp
- Swimming in Terms 1 and 4
- Swimming Carnival
- Bedourie Splash and Arts Camp – Bedourie (for the first time)
- Barcoo Athletics Carnival
- Wally Rae Sports Carnival - Isisford
- Design and Technology Skill Development workshops at base schools
- STEM Pop-up day in Longreach
- End of Year Concert
- Biannual School Camp – Bush To Beach (This provided the students with many opportunities and experiences that are vastly different for them and there were many first time experiences.)

How information and communication technologies are used to assist learning

As a cluster, the Outback Advantage were accepted into the STEM Cluster Tool Trial. It was recognised that staff required support to understand the Australian Curriculum Digital Technologies. A partnership was formed with the University of Southern Queensland and two of their staff visited base schools to provide inservice to all staff and future collaboration is planned.

Students:

- Have access to computers and iPads and utilise them regularly for a wide variety of tasks and to access the Australian Curriculum.
- C2C assessment pieces require students to utilize ICT's for presentations.

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- Reading Eggs and Prodigy (maths) are sites students' access to consolidate their learning.
- Impact lessons are enrolled in targeted to each student's needs.
- An interactive board is used for lesson delivery and student participation in lessons.

Social climate

Overview

Jundah State School is a small rural family school that has been in an area that has been dramatically affected by drought. There is a very strong connection with the community as some of the students are fifth generation students at the school. The students are all integrated in one classroom with a very intimate atmosphere. The students are very supportive of each other, often helping and peer tutoring each other. The students learn together, play together and work together, supporting and challenging each other to achieve their goals and take advantage of all that a small remote school has to offer.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	DW	0%	40%
• this is a good school (S2035)	DW	0%	60%
• their child likes being at this school* (S2001)	DW	0%	80%
• their child feels safe at this school* (S2002)	DW	33%	80%
• their child's learning needs are being met at this school* (S2003)	DW	0%	60%
• their child is making good progress at this school* (S2004)	DW	0%	40%
• teachers at this school expect their child to do his or her best* (S2005)	DW	33%	60%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	33%	60%
• teachers at this school motivate their child to learn* (S2007)	DW	0%	60%
• teachers at this school treat students fairly* (S2008)	DW	0%	60%
• they can talk to their child's teachers about their concerns* (S2009)	DW	0%	60%
• this school works with them to support their child's learning* (S2010)	DW	0%	60%
• this school takes parents' opinions seriously* (S2011)	DW	0%	60%
• student behaviour is well managed at this school* (S2012)	DW	0%	20%
• this school looks for ways to improve* (S2013)	DW	0%	60%
• this school is well maintained* (S2014)	DW	67%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	DW	100%
• they like being at their school* (S2036)	100%	DW	100%

Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	100%	DW	100%
• their teachers motivate them to learn* (S2038)	100%	DW	100%
• their teachers expect them to do their best* (S2039)	100%	DW	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	DW	DW
• teachers treat students fairly at their school* (S2041)	100%	DW	100%
• they can talk to their teachers about their concerns* (S2042)	100%	DW	DW
• their school takes students' opinions seriously* (S2043)	100%	DW	100%
• student behaviour is well managed at their school* (S2044)	80%	DW	67%
• their school looks for ways to improve* (S2045)	100%	DW	100%
• their school is well maintained* (S2046)	100%	DW	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	DW	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	75%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	50%	100%
• they receive useful feedback about their work at their school (S2071)	80%	50%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
• students are encouraged to do their best at their school (S2072)	80%	100%	100%
• students are treated fairly at their school (S2073)	80%	50%	100%
• student behaviour is well managed at their school (S2074)	80%	25%	100%
• staff are well supported at their school (S2075)	80%	25%	100%
• their school takes staff opinions seriously (S2076)	80%	25%	100%
• their school looks for ways to improve (S2077)	80%	50%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	80%	75%	100%

* Nationally agreed student and parent/caregiver items.

'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 positive relationships with parents. A weekly newsletter is a communication tool to inform parents of what is happening. We endeavour to encourage parent participation and appreciate any contributions of parents to our school. We actively involve parents in their child's education by:
   • Inviting parents to special events such as Sports Days, Swimming Carnivals, school barbeques and social occasions.

- Inviting parent feedback through surveys, conversations and a shared vision for the school.
- Interviews twice a year.

The school also holds an annual concert for the whole community to celebrate the end of the year, graduation for those finishing primary school and to showcase the students' achievements throughout the year.

Respectful relationships education programs

Our School Responsible Behaviour Plan for Students identifies that all students should be safe, be responsible and be respectful within the school environment. This also applies to staff, parents and all visitors ensure that there is no place for bullying at our school. Parents are contacted for inappropriate behaviours according to the School Responsible Behaviour Plan, and if behaviours continue a student focused plan is initiated in consultation with parents for those students.

- Newsletter articles, posters and parade are portals for disbursing information.
- The North West Regional Health visit the school and discuss a wide range of topics from healthy eating to stress and personal wellbeing.
- The aerial pastor visits the school for religious lessons and pastoral care.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	1	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

At Jundah State School we are committed to reducing our environmental footprint. Solar panels are utilised. We are mindful of the use of power and ensure lights, air conditioning and other appliances are turned off when not in use. Extreme heat for extended periods of time increases the use of air conditioners and watering. Students are aware of their environmental footprint and explore options to reduce the footprint such as recycling, working in the one building and turning appliances off when they are not in use.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	11,908	26,930	20,319
Water (kL)	200	400	400

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

For parents/caregivers provided with a hard copy of the school's Annual Report, you will be provided with a copy of the school income broken down by funding (you may wish to copy the information from the *My School* website).

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	5	0
Full-time equivalents	2	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	1
Diploma	1
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $14188.10

The major professional development initiatives are as follows:

- Principal's Business Meetings
- Remote Kindergarten Conference
- Outback Advantage Cluster Meetings
- State Wide Principal's Conference
- Beginning teacher's workshop for cluster teacher
- Science and Maths workshop for cluster teacher
- First Aid
- Regular staff meetings

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

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Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	100%	99%	100%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	89%	88%
Attendance rate for Indigenous** students at this school	DW	DW	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep		DW	73%
Year 1	95%		92%
Year 2	DW	86%	DW
Year 3	DW	DW	94%
Year 4	94%	DW	DW
Year 5		96%	
Year 6	94%		91%

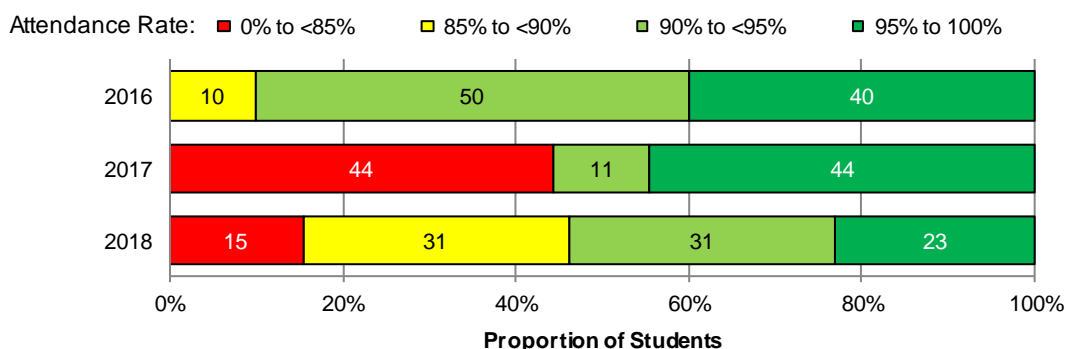| Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016		10	50	40
2017	44		11	44
2018	15	31	31	23

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 is an isolated school that experiences student absences, often beyond the control of the families or the school, such as wet weather (roads flooded and closed), medical appointments which are often in another town, and older siblings that are at boarding school who families need to collect and return to school. Childcare is unavailable and babysitting is often unavailable. Along with the wider school community, we offer assistance under these circumstances to support our families where possible to get their child/children to school or provide an educational program.

Jundah State School marks the electronic roll and also records student absences in the daily diary. Parents notify the school of absences and where possible notify the school in advance. 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 prints tables of information relating to days absent and their totals over a school life-time to highlight the importance of attending school regularly. Parents are encouraged to ensure their students attend school every single day unless their child is ill. Attendance data is shared in the newsletter and at P&C meetings.

NAPLAN

For parents/caregivers who request a hard copy of the school's Annual Report, will be provide a copy of the schools NAPLAN results (you may wish to copy the information from the *My School* website).

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ∨	School type ∨	State ∨

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3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Conclusion

Jundah State School continues to focus on the students: their learning, well-being and opportunity to achieve to their fullest potential in all areas.