Jundah State School

ANNUAL REPORT
2016

Queensland State School Reporting

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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. There are a few itinerants including the teacher, police and hospital sister. There is on-going interest in school support from the community members. Our community actively participates in the life of the school through the Parents and Citizens and voluntary classroom helpers. Our school produces a Christmas Concert each year for the local and wider community, supporting established community events, publishing student work and newsletter in our noticeboard at the Information Centre and providing resources for local events. Particular features of the school include two buildings currently used as classrooms, a library and an office 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 10 students attend the school. Jundah State School is a member of the Outback Advantage, which is a cluster of small schools in the Longreach area who believe that there are many advantages in 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.

Principal's Foreward

Introduction

The 2016 School Annual Report outlines the achievements and activities of our students across the curriculum and their attendance. It also highlights 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 authentic communication.

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School Progress towards its goals in 2016

In 2016 Jundah State School, prioritised the implementation of the Australian Curriculum, with a focus on English and using a backward mapping process. This involved professional development, the continuation of instructional rounds with staff from the Outback Advantage Cluster and work with a Principal Education Advisor Australian Curriculum to develop the planning and delivery of the English curriculum.

Staff Performance Development Plans are developed and reflect our school's improvement agenda and 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. Several times a term, Principals and teachers moderate formative and C2C assessment tasks, ensuring consistency of ratings.

Using our Investing 4 Success 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:

- The maintenance of data collection, goal setting and teaching strategies to meet individual learning targets.
- Exceeding the target of 50% of students achieving in the Upper Two Bands for Writing and Numeracy.
- 100% of students in years 4 to 6 exceeding their AYPT in probe reading levels, elevating their reading age by an average of 2 years of the AYPT goal.
- 100% of students practising NAPLAN reading tests 12 months ahead of actual test dates
- Instigation of a whole-school writing program in English, improving overall mean of students in Years 2 to 6 practice tests to maintain 85% of students operating in U2B in 2016.

Future Outlook

The key priorities for Jundah State School in 2017 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 to gain student improvement
- Implement whole school pedagogical practices of Explicit Instruction, front ending assessment and effective use of feedback opportunities to direct student learning, ensuring a sharp and narrow focus is placed on writing (to continue to progress already made in 2016). Within this Agenda, the literacy continuum will be utilised to assist students in monitoring their own progress and determining their next goals
- 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 with further refinement of the delivery of the Numeracy Improvement Project both within the classroom and across the Outback Advantage cluster, with Pre and Post Diagnostic Term tests helping to determine individual student goals, and Revealing the Reasoning session providing the instruction to achieve this.
- Continued focus on transitioning to the Australian Curriculum.
- Develop productive partnership with students, staff, parents and the community through transparency and open communication.

Our School at a Glance

School Profile

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.

Jundah State School is a member of the Outback Advantage which consists of a cluster of small rural schools with multi-age class groupings. The Outback Advantage has 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, writing and Diagnostic Maths ensuring that consistent expectations and attainment are achieved.

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	10	8	2	1	100%
2015*	9	7	2	1	82%
2016	10	6	4	1	100%

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 2016, 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

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 and the managers of properties. 70% of students' families work for the Council or Queensland Health and 30% on the land as managers and sometimes a combination of these. 10% of students identify as Aboriginal. The students live in a remote rural area. 80% of the students have a sibling also attending the school.

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Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	5	11	10
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery
- Implementation of Australian National Curriculum in 2016 of the Key Learning Areas of Mathematics, English, Science, History and Geography
- Implementation of the multi-age C2C units, organised into cohorts of Prep to Year 2, Years 3 to 4 and Years 5 to 6.
- Differentiated curriculum offered to all students.
- Pre-prep students are invited to school activities and engaged in a readiness program during semester 2.
- You Can Do It Program, which focuses on building student confidence and use of metacognition is implemented to develop emotional intelligence and resilience

Co-curricular Activities
- Ilfracombe Dance and Arts
- Windorah Sports Camp
- Swimming 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 used by students for activities pre-set by the teacher on the school network, for research, LOTE, publication and commercial programs. New laptops were also purchased to enable students to complete all C2C tasks and assessments.

Social Climate

Overview
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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child is getting a good education at school (S2016)	DW	67%	DW
this is a good school (S2035)	DW	33%	DW
their child likes being at this school* (S2001)	DW	33%	DW
their child feels safe at this school* (S2002)	DW	67%	DW
their child's learning needs are being met at this school* (S2003)	DW	33%	DW
their child is making good progress at this school* (S2004)	DW	67%	DW
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	67%	DW
teachers at this school motivate their child to learn* (S2007)	DW	67%	DW
teachers at this school treat students fairly* (S2008)	DW	33%	DW
they can talk to their child's teachers about their concerns* (S2009)	DW	67%	DW
this school works with them to support their child's learning* (S2010)	DW	33%	DW
this school takes parents' opinions seriously* (S2011)	DW	67%	DW
student behaviour is well managed at this school* (S2012)	DW	33%	DW
this school looks for ways to improve* (S2013)	DW	33%	DW
this school is well maintained* (S2014)	DW	100%	DW

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	100%	67%	100%
they like being at their school* (S2036)	100%	33%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	67%	100%
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%	0%	100%
they can talk to their teachers about their concerns* (S2042)	75%	33%	100%
their school takes students' opinions seriously* (S2043)	100%	0%	100%
student behaviour is well managed at their school* (S2044)	57%	0%	80%
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%	33%	100%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	DW	67%	100%
they feel that their school is a safe place in which to work (S2070)	DW	67%	100%
they receive useful feedback about their work at their school (S2071)	DW	33%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
students are encouraged to do their best at their school (S2072)	DW	67%	80%
students are treated fairly at their school (S2073)	DW	0%	80%
student behaviour is well managed at their school (S2074)	DW	0%	80%
staff are well supported at their school (S2075)	DW	0%	80%
their school takes staff opinions seriously (S2076)	DW	0%	80%
their school looks for ways to improve (S2077)	DW	0%	80%
their school is well maintained (S2078)	DW	67%	100%
their school gives them opportunities to do interesting things (S2079)	DW	33%	80%

* 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 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 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Our School Responsible Behaviour Plan for Students identifies that all students should be safe, be responsible and be respectful within the school environment. These three rules ensure that there is no place for bullying at our school. Our school uses the 'You Can Do It' program to build positive and resilient students who take responsibility for their actions. The North West Health Team and various visiting people provide information to the students about violence and conflict resolution. The Essential Skills are used to maintain a positive school environment.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0

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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.

Environmental Footprint

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
2013-2014	23,161	200
2014-2015	21,462	400
2015-2016	11,908	200

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.

School Funding

School income broken down by funding source

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 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

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SEARCH

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time Equivalents	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	1
Diploma	1
Certificate	

*Teaching staff includes School Leaders
**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 2016 were $3 753.50

The major professional development initiatives are as follows:

- Central Queensland Principal's Conference
- Data Literacy Roadshow – Emerald
- C2C multi-age units
- QCAA – reading, writing and spelling
- Asbestos training
- Finance Training
- First Aid for all staff
- Principal's Business Meetings (Once a term).
- Instructional Rounds
- Peer Review Training
- Profiling training.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
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, 67% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	96%	97%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

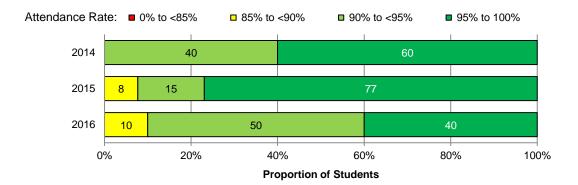| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	97%		96%	DW	DW	DW	97%						
2015	91%	98%		97%	DW	97%	DW	100%					
2016		95%	DW	DW	94%		94%						

*Attendance rates effectively count 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:

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

Year	Values
2014	40, 60
2015	8, 15, 77
2016	10, 50, 40

Proportion of Students

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 send 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.

NAPLAN

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**

Suburb, town or postcode

Sector:
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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.

Conclusion

Jundah State School continues to promote multi-age classrooms and the delivery of the Australian Curriculum to all students. "To strive is to succeed' is suitable in all areas of academic, sporting and social so every child can achieve his or her full potential.

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