

Jondaryan State School

Queensland State School Reporting

2015 School Annual Report



Postal address	c/- Post Office Jondaryan 4403
Phone	(07) 4692 2139
Fax	(07) 4692 2243
Email	principal@jondaryass.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	Alex Stansbie Acting Principal

Principal's foreword

Introduction

This report details the important achievements at Jondaryan State School for the 2015 school year.

Jondaryan State School is a small rural school which is the centre of the community. At Jondaryan State School we aim to maintain and explore new options for providing a great range of academic, social, cultural and sporting opportunities for our students. Students participate in a range of additional learning opportunities including: Eisteddfods, excursions, inter-school sports and performances. Our students received great results in external competitions and our past students continued to do us proud with strong results and leadership at their chosen high schools. Our strength lies in the individualised programmes we are able to deliver with our well-resourced classrooms and caring staff, as well as being flexible to change and opportunity as it arises. 'Strive for the Best!' is not just our motto, but something we believe in for all of our students, staff and community.

School progress towards its goals in 2015

In 2015 our core school improvement priority was Numeracy. This priority was identified through examination of our Pat and Naplan Data. It was also a focus for our Region. There was a large focus on small targeted teaching groups to facilitate numeracy learning. The school purchased numeracy resources and invested in extra teacher time to assist with the development of student's numeracy skills. Students will participate in extra numeracy sessions each week aimed at developing numeracy skills and addressing student misconceptions.

Students also engaged in online numeracy training to lift student's results. This program specifically targeted students who have been identified as those who would most benefit from this instruction. Students actively participated in the online Impact Math program to boost their problem solving skills.

Staff were provided with professional development and coaching to up skill teachers in the area of numeracy and problem solving.

At the conclusion of 2015 we showed substantial progress towards our targets with 74% of our students at or above NMS in pat Math. We are continuing to invest in this area in 2016.

Future outlook

At Jondaryan State School we are committed to an explicit improvement agenda. Our sharp and narrow focus for 2016 is Numeracy and Problem solving. This was decided in collaboration with our P&C, ARD and Staff. We analysed NAPLAN and Pat Math data and it was clear that this was an area to focus on. Our core objective is to improve student's results with a specific focus in the area of numeracy. Over the past 12 months we have seen pleasing results with 74% at or above NMS in pat Math. This year we would like this to increase to 78%. This sharp and narrow agenda is reflected in our schools AIP and I4S documents.

We will embed several strategies in 2016 to lift the numeracy results of our students.

- Employing an extra teacher aide one day each week to support targeted math lessons in class.
- Employing a teacher to provide targeted, small group numeracy lessons focusing on problem solving and skills to improve mathematical fluency.
- Implementing the Impact Numeracy Booster program for select year 4 and 5 students.
- Using a variety of different mathematics resources including concrete, abstract and technology based resources to support the teaching and learning of mathematics.
- Embedding a PLC culture focused on researching, discussing and applying mathematical problem-solving pedagogy.

Our targets for 2016 are to

- Ensure that all year 3 and 5 students are at or above National Minimum Standard for Numeracy in NAPLAN.
- Ensure that 80% of all students achieve a C or above in Mathematics by Semester 2.
- To increase our percentage of students at or above bench mark for Pat Maths from 74% to 80%.
- Implement the Impact Numeracy Booster program for select year 4 and 5 students to lift numeracy results into the upper 2 bands across these year levels.
- Increase the number of students in the upper 2 bands in Numeracy to 35% in the 2016 NAPLAN test.

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	32	18	14	6	87%
2014	31	20	11	3	81%
2015	40	23	17	3	92%

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:

Students attending Jondaryan State School largely includes children from the local township, which is a significant change from a few years earlier, when a significant proportion of students were derived from outlying properties. Farming families are at a stage in the cycle where there are less young children and there has been an amalgamation of properties and a drift of rural families to larger centres seeking employment opportunities. Enrolment numbers at the school have held steady for the past few years. They are beginning to rise, however students from the township continue to be more transient. Jondaryan has seen a trend increase in students requiring more intensive support.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	17	16	19
Year 4 – Year 7 Primary			
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	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

Jondaryan State School consists of two multi-age classrooms. A prep-2 and a 3-6. The school is wonderfully resourced, with up to date technologies, new and functional facilities and dedicated staff.

Programs include:

- Strong literacy and numeracy programmes
- Small targeted group work with a numeracy focus
- Implementation of the C2C curriculum
- Online PAT Testing
- ST-Lan support sessions
- German LOTE
- Integrated usage of computers, laptops, iPads and technology in learning
- Gifted and Talented activities

Extra curricula activities

- Choir for all Prep to Year 6 students
- Integrated usage of computers, laptops, iPads and technology in learning
- Leadership camps and subsidized external learning opportunities
- Specialised swimming lessons at the Glennie School
- Grandparents day
- Under 8's day
- Gifted and Talented activities
- Sport program once a fortnight with a focus on athletics skills and team sports
- Interschool sports programs
- Swimming and Athletics Carnivals
- Bike Safety course

How Information and Communication Technologies are used to improve learning

Computers are used as an integral tool in the teaching/learning process at Jondaryan. A minicomputer lab is supported by several computers. The school has a large number of laptops and iPads, there are also multiple printers, and photocopiers. Each classroom contains a large interactive LCD touch screen; these are used for every lesson. Students are explicitly taught computer skills and keyboarding as part of classroom teaching units. They continually use ICTs in their day to day learning. Students are encouraged to make appropriate use of these ICTs, inclusive of educational iPad apps, Mathletics, Reading Eggs and Reading Express, throughout the school day as part of an integrated approach to learning. Students use a wide range of multimedia devices and techniques to complete presentations as part of Term projects at the school across all learning areas.

Social Climate

The social climate of this school is of a high standard, we have a very good reputation, which is highly regarded by our school community. All staff make it their business to ensure that children are happy to be a part of our school, and encourage all students to promote a positive atmosphere. Our Year 6 students are School Leaders and it is part of their mandate each year to ensure all of our students endeavour to follow our code of *'Being Safe, Being Responsible and Being Respectful'*. This code is reinforced throughout the school and students use the code to reflect on their behaviour. Our school gives out Student of the Week awards on parade each week and has a raffle where good behaviour slips are drawn out and a prize given. Our classrooms are linked to parents with an interactive Class Dojo app. Points are awarded to students for good behaviour and quality work. Parents keep up to date with the interactive class story, parent accounts and messaging system. This allows the school, student and parent relationship to be interactive and inclusive.

The P & C Committee is a highly dedicated representation of our community that raises both our school's profile in the local area, as well as raising funds to support school development. It is through a combination of their efforts and the provision of quality engaging learning experiences and resources that we continue to achieve great success.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school (S2001)	100%	DW	100%
their child feels safe at this school (S2002)	100%	DW	100%
their child's learning needs are being met at this school (S2003)	100%	DW	100%
their child is making good progress at this school (S2004)	100%	DW	100%
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	100%
teachers at this school motivate their child to learn (S2007)	100%	DW	100%
teachers at this school treat students fairly (S2008)	100%	DW	100%
they can talk to their child's teachers about their concerns (S2009)	100%	DW	100%
this school works with them to support their child's learning (S2010)	100%	DW	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
this school takes parents' opinions seriously (S2011)	100%	DW	100%
student behaviour is well managed at this school (S2012)	100%	DW	100%
this school looks for ways to improve (S2013)	100%	DW	100%
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%	100%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	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)	83%	100%	100%
they can talk to their teachers about their concerns (S2042)	100%	100%	100%
their school takes students' opinions seriously (S2043)	100%	100%	100%
student behaviour is well managed at their school (S2044)	100%	100%	100%
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%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	75%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	67%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	75%	100%	100%

'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

Our parents and community are very supportive of our school. Our P&C association has purchased or provided an array of physical resources for the school, supported excursions and educational programs financially and conducted a range of working bees. Our parents assist with class help, coaching of students for a variety of sporting carnivals held throughout the year, providing transport, participating in class activities, and being available for our students whenever needed. Staff aim to always be approachable and available to parents to discuss the progress of their children. Jondaryan State School engages with the local community in multiple ways; The Oakey Fire department, they have been conducting Fire Ed sessions with our students for the last 15 years, our school often works with the Jondaryan Woolshed, we are involved with the Jondaryan Hall committee, and we work closely with the C&K Oakey Kindy and also with the New Hope mining company. Interactions between the school and parents is extensive. Our staff are always available before and after school for a chat to parents. We schedule meetings to address serious or private issues however we give regular face to face feedback at pick up and drop off. Our class Dojo app with messenger allows the parents to contact staff about their child at any time.

Students with diverse needs are well catered for. Parents and care givers are consulted when developing individual plans. The input of specialist teachers and medical or behaviour professionals is used to assist with making adjustments to ensure that all students access and participate fully.

Reducing the school's environmental footprint

Our school community is very conscious of the need to reduce environmental and financial impacts associated with our environmental footprint. In 2014 we managed to make good inroads into reducing our water usage and costs. We will continue to monitor our usage of all such utilities and reduce wherever possible.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	17,230	80
2013-2014	17,701	80
2014-2015	21,627	40

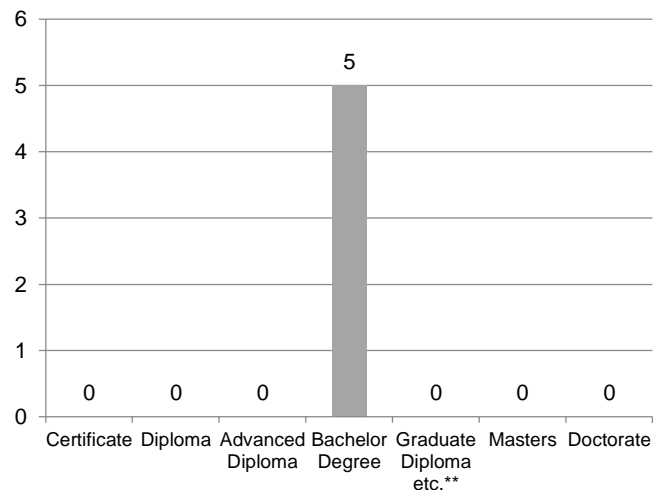
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	6	0
Full-time equivalents	3	3	0

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	5



*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 \$7603.13.

The major professional development initiatives are as follows:

- First aid training
- Problem Solving in numeracy
- Non Violent Crisis Intervention Training
- Beginning teachers workshop
- Principals Conference
- Guided reading training
- Cluster Meetings
- Business meetings

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.	98%	97%	96%

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

Sector:

Government

Non-government

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).	94%	95%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	93%	93%

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%.

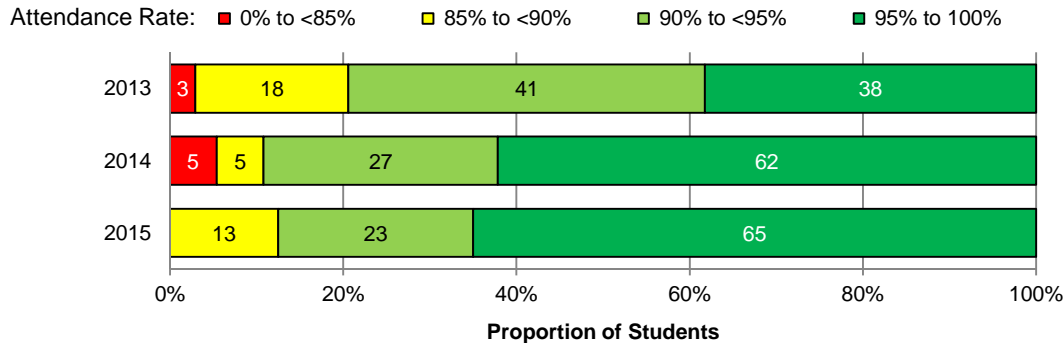
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	93%	97%	93%	92%	96%	DW	94%					
2014	96%	97%	95%	92%	90%	96%	96%	DW					
2015	95%	97%	97%	95%	98%	93%	94%						

*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.



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.

As a small school, and due to the close relationship with parents, phone calls are made to discern reasons for student non-attendance. Rolls are marked early in the morning session and following afternoon tea. All absences are marked with a code and any unexplained absence is followed up the next school day. We publish the Every Day Counts document in the newsletter once a term. The newsletter often publishes the number of days left at school to ensure students and parents know that they need to make the most of the school days. There is a competition running between the classes. The class with the best attendance receives a free item from the tuckshop. The class' attendance is published on the door of each classroom and the whole school attendance is published on the door of the office. This is updated weekly. Jondaryan State School also looks at our student's attendance over the year. The students that have the best attendance in each class receive an award on awards night. We also use the Class Dojo point system in the classroom. Student's receive points for multiple things but also receive points for attendance. We record the absences on Class Dojo to show the students. We also follow up absences with parents very quickly if we have not been informed about a child's absence by lunch we call families. Especially if they have a trend of low attendance. Our school values the attendance and engagement of all 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.

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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Non-government

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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.