Jondaryan State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

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

School Overview

Established in 1872, Jondaryan State School is a small, multigrade primary school serving the township and surrounds of Jondaryan. Jondaryan State School offers the community all the benefits of a small school environment.

We comprise two classes with a Prep to Year 2 and a 3 to 6 class. These classes fluctuate from year to year depending on school numbers and grade structures. Jondaryan's core strengths lie in its small, friendly, flexible nature, with a strong commitment from staff, students and community to always achieve the highest possible results. Jondaryan State School provides a supportive enriching environment for its students, facilitating each child's personal development and encouraging each and every child to Strive for the Best. Jondaryan State School provides a diverse range of academic, cultural, sporting and social opportunities for students, including the After School Sports program, whole school camps, ICT skilling, small school sports carnivals, swimming, eisteddfods and environmental education visits. Jondaryan State School parents play an integral part of our school community. Our parents are actively involved in the classroom, school and community events. Our P&C is active and provides support for the school financially and through volunteering.

Principal's Foreword

Introduction

This report details the important achievements at Jondaryan State School for the 2016 school year.

School Progress towards its goals in 2016

At Jondaryan State School we are committed to an explicit improvement agenda. Our sharp and narrow focus for 2016 was numeracy and problem solving. This was decided in collaboration with our P&C, ARD and Staff. We analysed NAPLAN and Pat M data and it was clear that this was an area to focus on. Our core objective was to improve student's results with a specific focus in the area of numeracy. In 2015 we saw pleasing results with 74% at or above NMS in Pat Math. In 2016 we have increased this to 88%. This sharp and narrow agenda is reflected in our schools AIP and I4S documents.

We have embedded 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 selected 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 were 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 selected 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.

During 2016, we focused on maximising the benefits of this funding for our students. After reviewing our 2016 *Investing for Success* agreement, it is clear that we were on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds.

Future Outlook

For 2017 we have shifted our core priority to writing and the consistency of practice around teaching writing. This decision was made in conjunction with our P&C, ARD and Staff. It is also a focus for our Region with data showing a drop in writing performance around the year 5 mark. We analyzed our NAPLAN Data and the writing element of the Literacy continuum. We then decided on this explicit improvement agenda for 2017.

We will embed several strategies in 2017 to improve the writing development of our students. Our **initiatives** include:

- Employing an extra teacher aide one day each week to support small groups during writing lessons in class.

- Employing a teacher to provide targeted, small group writing lessons focusing on writing skills and strategies.

- Developing a targeted evidence based writing program to be delivered in small ability based grouping to facilitate writing development scaffolded to different student's needs.

- Using a variety of different writing resources and strategies including professional learning, programs and technology based resources to support the teaching and learning of writing.

- Embedding a PLC culture focused on researching, discussing and applying writing pedagogy.

Our targets for 2017 are:

- Ensure that all year 3 and 5 students are at or above National Minimum Standard for writing in NAPLAN.

- Ensure that 70% of all students achieve a C or above in English by Semester 2, in the area of writing.

- Upskill all staff in the area of teaching writing by providing professional development.

- Provide time for collaboration and development of a targeted evidence based writing program.

- Increase the number of students in the upper 2 bands in writing to 25% 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 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	31	20	11	3	81%
2015*	40	23	17	3	92%
2016	47	29	18	10	93%

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

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	16	19	24
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.

Queensland Government

Curriculum Delivery

Our Approach to Curriculum Delivery
Jondaryan State School consists of two multi-age classrooms. A prep, 1 and 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
- Support staff delivering targeted programs to students with special needs
- Implementation of the C2C curriculum across all subjects and grades
- Online PAT Testing
- ST-Lan support sessions
- German LOTE
- Integrated usage of computers, laptops, iPads, coding and robotics and technology in learning
- Gifted and Talented activities

Co-curricular 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
- After School Sport Program two days a week focusing on a variety of sports and skills
- Interschool sports programs
- Swimming and Athletics Carnivals
- A play group run each Wednesday afternoon on school grounds
- Bike Safety course

How Information and Communication Technologies are used to Assist 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, enough for each student in year 3 - 6 to have their own laptop to work from. Each class has access to the 20 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. The school has recently invested in robotics and coding across the grades. Students in the Prep-2 classroom use Bee Bots to hone their coding skills while older students used Dash and Dot and Lego robotics in their coding lessons. They also use programs such as Scratch for computer coding.

Queensland
Government

Social Climate

Overview

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

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

Queensland
Government

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
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)	100%	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%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	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)	DW	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	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)	100%	100%	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.

Queensland
Government

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, 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.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our students undertake health lessons each term. These units include messages about personal safety and awareness and developing students' knowledge and skills to be able to resolve conflict and to recognize, react and report when they, or others, are unsafe. Our school's values of 'Respectful, Responsible and Safe' underpin the teaching and learning at Jondaryan State School. These values are explicitly taught and referred to throughout the year. Our school is a safe and supportive environment where student and staff safety is of the utmost importance.

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	3
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	1
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

Our school community is very conscious of the need to reduce environmental and financial impacts associated with our environmental footprint. Our water usage and costs have held steady and our energy consumption has decreased. We will continue to monitor our usage of all such utilities and reduce wherever possible. We are also looking at upgrading our heating and cooling systems to more energy efficient models.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	17,701	80
2014-2015	21,627	40
2015-2016	20,025	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.

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

☑ Non-government

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.

Queensland
Government

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time Equivalents	3	3	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.**	4
Bachelor degree	
Diploma	
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 $4011.38

The major professional development initiatives are as follows:

- First aid training
- Internal Numeracy and Problem Solving PD
- Non Violent Crisis Intervention Training
- Beginning teachers' workshop
- STEAM and ICT
- Robotics and coding
- Cluster Meetings
- Business meetings

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

Queensland
Government

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

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 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).	95%	96%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	93%	79%

*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.

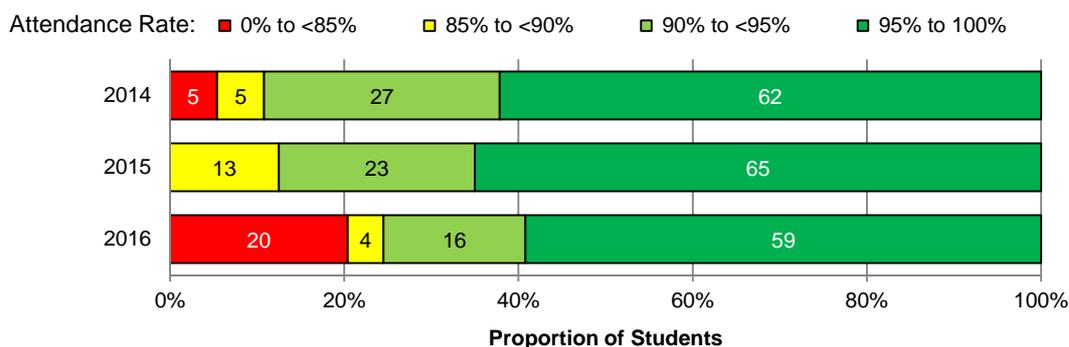The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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	96%	97%	95%	92%	90%	96%	96%	DW					
2015	95%	97%	97%	95%	98%	93%	94%						
2016	85%	88%	93%	89%	96%	92%	83%						

*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.

Queensland
Government

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	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	5	5	27	62
2015		13	23	65
2016	20	4	16	59

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.

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 during the 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 attendance of the whole school is published on the door of the office, this is updated weekly. Jondaryan State School also tracks our student's attendance over the year. The students with the best attendance in each class received an award on awards night. Within our individual classes we use the Class Dojo point system. 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 the family. Students who have a trend of low attendance are closely monitored and communication with these families around attendance is frequent. Our school values the attendance and engagement of all students.

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.**

Queensland
Government

Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

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 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.

Queensland
Government