

Queensland State School Reporting – 2011

Jondaryan State School (0064)



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Principal's foreword

Introduction

2011 was another exciting, focussed year for all here at Jondaryan State School. We continued to maintain and explore new options for providing a great range of academic, social, cultural and sporting opportunities for our students and noted the continuing strong results achieved by our students in National Testing with a high result above National Minimum Standard. All of our students demonstrate excellent gains over time.

Students participated in a range of additional learning opportunities including camps, Eisteddfods, excursions, 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 2011

In 2011 our staff focussed heavily upon ensuring that our school curriculum programmes were up to date, meeting the needs of our students. This resulted in the redevelopment of our English programme, a review of our Maths programme and the addition of some Primary Connections Units for our Science programme. With the introduction of the National Curriculum in 2012, we feel that we have created a well-balanced curriculum to ensure the continued excellent progress of our students.

We also continued to develop individualised programmes for a number of our students with identified needs. To this end, we worked closely with AVTs and support staff to ensure that we adequately addressed the needs of all students.

Our staff also have looked closely at how our school can further embed ATSI perspectives in all areas of

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school operations and teaching/learning. We also invested heavily in a range of skills of our staff to ensure that they remain at the forefront of educational practice.

We have been very happy with the progress made in 2011, particularly with our curriculum, which we believe is vital for our students.

Future outlook

Our School Operational Plan for 2012 identifies Literacy as an area that we would like to focus on for improvement. Whilst our students are above National Minimum standard in this area, we would like more of our students to be represented in the top two bands of national testing.

This year is also a key juncture on the path to a National Curriculum. We will be putting heavy emphasis on ensuring that our school is ready for the first stage of implementation in 2012 in English, Maths and Science. A final key goal in 2012 is to further develop the skills of all staff to be ready for the implementation of the National Curriculum next year and to ensure that we all have the necessary skills to assist our students in achieving their academic potential.

Our aim is to continue the things that we already do well and to improve upon those areas where we can do better!

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
28	13	15	92%

Characteristics of the student body:

Students attending Jondaryan State School largely comprise 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 drift of rural families to larger centres seeking employment opportunities. This has led to declining enrolment numbers at the school. Students from the township have also tended to be more transient. Jondaryan has seen a trend increase in students requiring more intensive support.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	11
Year 4 – Year 10	15
Year 11 – Year 12	
All Classes	13

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	4
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

- Strong literacy and numeracy programmes
- German LOTE
- Choir for all Year 4 to 7 students
- Integrated usage of computers and technology in learning
- Leadership camps and subsidized external learning opportunities

Extra curricula activities

Active After School Sport is a strong programme at Jondaryan, with parents and coaches offering a range of free sporting opportunities coached by professional deliverers. Students are also provided with free cut-up fruit for afternoon tea. The programme is conducted under the auspices of the Federal Govt's Active After School Communities.

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, printers, and data projector/interactive whiteboard in each classroom. Students are explicitly taught computer skills and keyboarding as part of classroom teaching units, and are encouraged to make appropriate use of these ICTs 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.

Social climate

We take care to ensure that our school provides a safe, supportive and disciplined learning environment. This is something for which we have a very good reputation and 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 7 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, Being Respectful*'.

Our school at a glance

Parent, student and teacher satisfaction with the school

We continued to maintain a high satisfaction ratings with an improvement for how we are doing from our parents, although a slight slip in rating from our students. Our biggest gains from 2010-2011 are from our staff. We made a conscious effort to improve professional development access so that our staff can stay at the forefront of educational research and practice. This has resulted in a marked improvement in satisfaction with PD opportunities. We will continue to do our best in 2012 to ensure that all stakeholders are happy with our efforts in providing an excellent education.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	93%
Percentage of students satisfied that they are getting a good education at school	92%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	80%

DW – Data withheld

Involving parents in their child's education

Our parents and community are very supportive of our school, whether it be through our active P&C Association, which has purchased or provided a vast array of physical resources for the school and conducted a range of working bees, or through assistance 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 be always approachable and available to parents to discuss the progress of their children.

Our school at a glance

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our school community is very conscious of the need to reduce environmental and financial impacts associated with our environmental footprint. In 2011 we managed to make good inroads into reducing our electricity usage and costs and maintaining our water usage. We will continue to monitor our usage of all such utilities and reduce wherever possible.

Environmental footprint indicators, 2010-2011

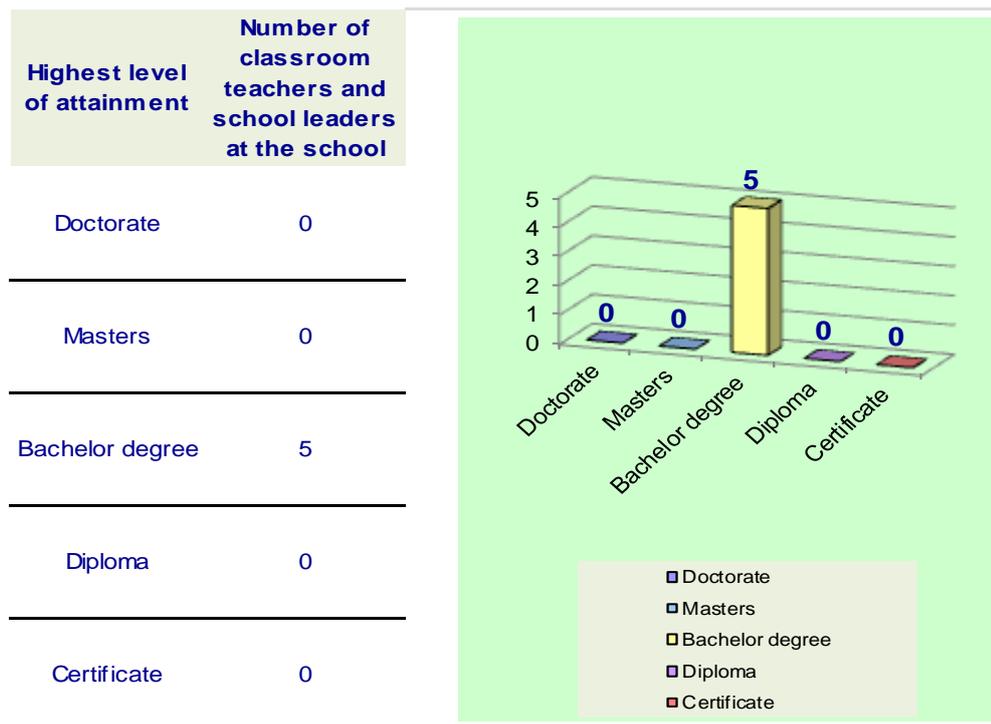
	Electricity Kw H	Water KL
2011	23,960	3,584
2010	26,354	3,584
% change 10 - 11	-9%	0%

Our staff profile

Staff composition, including Indigenous staff

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

Qualifications of all teachers



100% of our teaching staff have a Bachelor degree as their highest level of educational attainment.

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$3000. The major professional development initiatives are as follows:

- Prep and Early Years training
- First Aid Training
- Training for Students with needs
- Small Schools Networks and Leader Professional Development

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2011 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

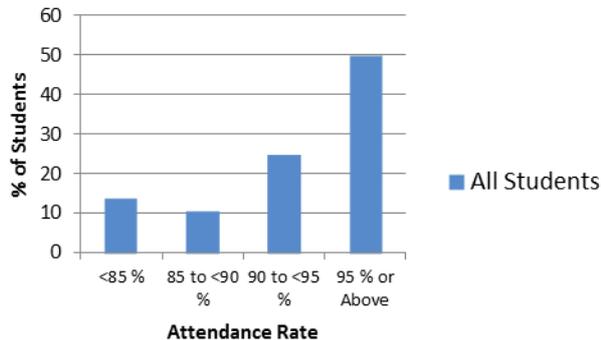
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
97%	80%	91%	89%	96%	93%	92%					

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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.

Performance of our 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/>.

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Performance of our students

Achievement – Closing the Gap

Jondaryan has a very low number of indigenous students with very good attendance statistics. It is not pertinent to comment on achievement statistics due to the very low number of indigenous students at the school and consequent privacy concerns.