

Jondaryan State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

2013 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.

Students participated 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.

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School progress towards its goals in 2013

In 2013 our staff focussed heavily upon ensuring that our school curriculum aligned with ACARA and Education Queensland's development of C2C's. This resulted in the implementation of C2C curriculum History in partnership with English, Math and Science. All staff has been up-skilled in L.E.M. Phonics, a whole-school approach to Phonological awareness which has been implemented across the whole school. We feel that we have created a well-balanced holistic curriculum to ensure the continued excellent progress of our students.

With Education Queensland's expectations for all schools to be in the Pursuit of Excellence, Jondaryan State School has implemented a whole school Explicit Teaching framework. Underpinning this framework is the delivery of: warm ups, 'I Do', 'We Do' and 'You Do' embedded all learning intent. Our Pedagogical Framework was developed in conjunction with all stakeholders to ensure the accountability of 'The What'-Curriculum; 'The How'-Sequencing Teaching and Learning; our Professional Learning; Coaching and Feedback and the Symphony of Teaching and Learning.

We also continued to develop individualised programmes for a number of our students with identified intervention and extension requirements. To this end, we worked closely with our HOSE, AVTs, LANST, BST, Speech and support staff to ensure that we thoroughly 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 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 2013, particularly with our curriculum, which we believe is vital for our students.

Future outlook

Our School Operational Plan for 2014 identifies Literacy as an area that we would like to focus on for improvement. Whilst our students are within the National Minimum standard in this area, we would like more of our students to be represented in the top two bands of national testing. All staff employed at Jondaryan will be trained in the Understanding Dyslexia and Significant Difficulties in Reading to align a whole school approach to teaching Literacy.

This year is also a key juncture on the path to a National Curriculum. We will be putting a heavy emphasis on ensuring that our school is ready for the first stage of implementation in 2013 of History and Geography. A final key goal in 2013 is to develop a Whole School Pedagogical Framework to ensure we have consistency with all aspects academic processes. This will guarantee that all staff are instructional leaders providing necessary skills to support 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 in 2013: *Prep Year - Year 7*

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	28	13	15	92%
2012	28	14	14	74%
2013	32	18	14	87%

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

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.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 2	11	17	17
Year 3 – Year 7 Primary	15	13	12
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	4	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Strong literacy and numeracy programmes
- German LOTE
- Choir for all Prep to Year 7 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
- Gift and Talented activities
- After school Bike Safety lessons

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, laptops and iPads, printers, and data projector/interactive whiteboard in each classroom. Students are explicitly taught computer skills and keyboarding as part of classroom teaching units. They 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.

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'*.

The 'You Can Do It' program underpins Jondaryan students social and emotional development. You Can Do It's main purpose is to support our community, school, and homes in a collective effort to optimise the social, emotional and academic outcomes of all young people. Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community (good citizenship).

Parent, student and staff 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 2012-2013 are from our parents and students. We believe that we have formed positive partnerships with our parents, ensuring they are valued and included in the systemic processes. 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 2014 to ensure that all stakeholders are happy with our efforts in providing an excellent education.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	89%	100%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%

Our school at a glance

teachers treat students fairly at their school* (S2041)	100%	83%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	88%	100%
student behaviour is well managed at their school* (S2044)	100%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		100%
they feel that their school is a safe place in which to work (S2070)		75%
they receive useful feedback about their work at their school (S2071)		100%
students are encouraged to do their best at their school (S2072)		100%
students are treated fairly at their school (S2073)		67%
student behaviour is well managed at their school (S2074)		100%
staff are well supported at their school (S2075)		100%
their school takes staff opinions seriously (S2076)		100%
their school looks for ways to improve (S2077)		100%
their school is well maintained (S2078)		100%
their school gives them opportunities to do interesting things (S2079)		75%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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. They are active with assistances 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.

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 2013 we managed to make good inroads into reducing our electricity usage and costs. We will continue to monitor our usage of all such utilities and reduce wherever possible.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	23,960	3,584
2011-2012	20,106	80,000
2012-2013	17,230	80

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

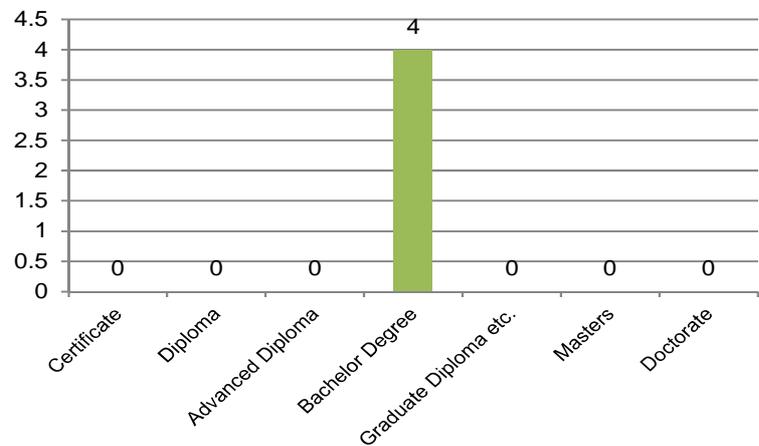
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time equivalents	2	3	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	4



* 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 2013 were \$5,646.10

The major professional development initiatives are as follows:

- L.E.M phonics
- Coaching and Feedback
- Cluster meetings
- Symphony of Education
- Senior First Aide Training
- Queensland Studies Authority

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	98%

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 2013 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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

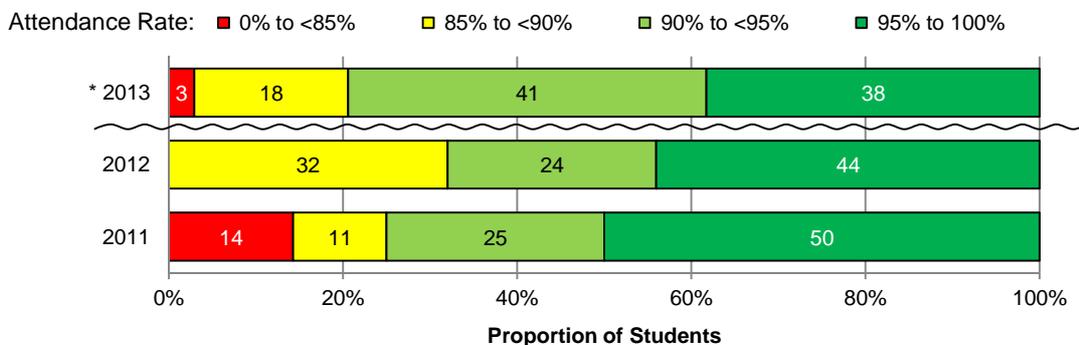
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	97%	80%	91%	89%	96%	93%	92%					
2012	94%	92%	DW	93%	DW	91%	98%					
2013	93%	97%	93%	92%	96%	DW	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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. Families are made aware of the importance of attendance through 'Every Day Counts'.

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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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

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.

