

Jondaryan State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

2014 was another 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 an 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

The Schools AIP priority for 2014 was literacy. We focused on lifting the literacy levels of all our students throughout the school. Our students continue to sit within the national minimum standard for literacy, however we have once again invest in this area to ensure continued results. During 2014 we focused on developing a whole school approach to the teaching of literacy. We implemented a whole school reading program designed to facilitate and lift the reading levels of all students within the school. Students are streamed to their ability and complete comprehension activities to improve their literacy skills. This program has been effective in lifting reading and comprehension results.

Using the Great Results Guaranteed money we financed the employment of Greg O'keef to facilitate the teaching of LEM Phonics to the students, increasing their spelling and phonological skills. Students participated in weekly sessions of LEM phonics and developed their genre writing skills.

Within the classrooms staff continued to implement explicit instruction using the 16 elements. Teachers and staff also continued to deliver warm ups as well as embedding 'I Do', 'We Do' and 'You Do' into all lessons and curriculum activities.

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.

Future outlook

Our school operational plan for 2015 outlines numeracy as a priority. Our students NAPLAN results were below minimum standard for 2014 so this is an area of focus.

There will be a large focus on small targeted teaching groups to facilitate numeracy learning. The school will be purchasing numeracy resources and investing 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.

Student outcomes will be improved through the ST: LAN implementing testing to identify students at risk of not reaching NMS. These tests provide a profile of the cognitive ability of individual students. This form of testing will provide essential data to enact intervention strategies.

Students will engage in online numeracy training to lift student's results. This program will be specifically targeted at students who have been identified as those who would benefit from this instruction.

Staff will be provided with professional development and coaching to ensure teachers are able to deconstruct Australian Curriculum: mathematics content and provide targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in every classroom

Our school will continue to implement the History and Geography National Curriculum and ensure staff are upskilled and ready to implement the Technology and Health National Curriculum next year.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	28	14	14	74%
2013	32	18	14	87%
2014	31	20	11	81%

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

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, 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		
	2012	2013	2014
Prep – Year 2	18	18	23
Year 3 – Year 7 Primary	12	12	11
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Strong literacy and numeracy programmes
- Small targeted group work with a numeracy focus.
- 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
- Sport program once a fortnight with a focus on athletics skills and team sports
- 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, 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

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'*.

The 'You Can Do It' program underpins Jondaryan student's 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school* (S2001)	100%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	100%	DW
their child is making good progress at this school* (S2004)	100%	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	100%	DW
student behaviour is well managed at this school* (S2012)	100%	100%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	100%	DW

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	89%	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%	83%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	88%	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:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		75%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		67%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		75%	100%

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

'Agree' represents the 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.

Involving parents in their child's education

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.

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 electricity 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
2011-2012	20,106	80,000
2012-2013	17,230	80
2013-2014	17,701	80

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	6	0

Full-time equivalents

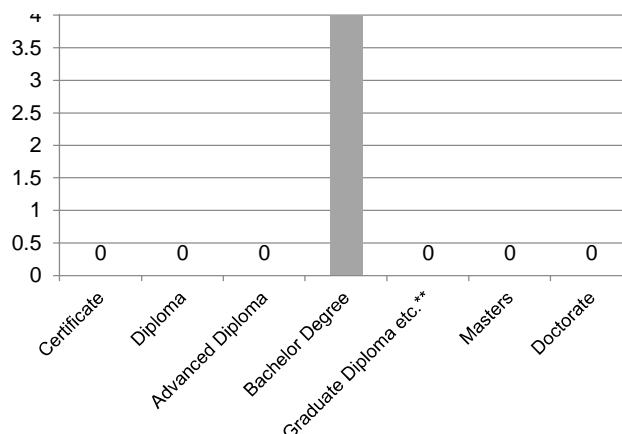
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Qualification of all teachers

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 2014 were \$ 3 925. 25

The major professional development initiatives are as follows:

- First aid training
- Seven steps in writing
- Non Violent Crisis Intervention Training
- Teacher's Aide writing workshop
- Anita Arch
- Pm Benchmark Training
- Cluster Meetings
- Business meeting

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

Staff attendance for permanent and temporary staff and school leaders.

	2012	2013	2014
Average staff attendance			
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

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 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	95%

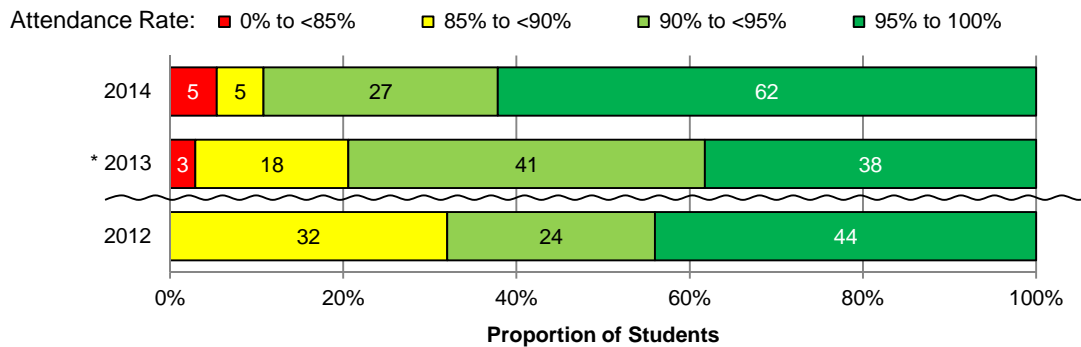
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	94%	92%	DW	93%	DW	91%	98%					
2013	93%	97%	93%	92%	96%	DW	94%					
2014	97%	95%	92%	90%	96%	96%	DW					

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 after 2012 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 DETE 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'. This is published in the newsletter once a term. The attendance for each class is recorded on the doors of the classroom and the total school attendance is recorded at the school office. The class with the best attendance each term receives a prize.

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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Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 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.