Jandowae Prep-10 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:	PO Box 60 Jandow ae 4410
Phone:	(07) 4668 4333
Fax:	(07) 4668 5630
Email:	principal@jandow aess.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* w ebsite and the Queensland Government data w ebsite.
Contact Person:	Scott Bach

Queensland
Government

School Overview

Jandowae Prep to 10 State School addresses as core business the mental health and well-being of all our members (World 1- the inner self) measuring this by consideration of the health of a person's World 4 (their ability to dream a positive future). We customise the learning needs of World 2 (education for the hands) and World 3 (education for the intellect) learners so that every person within our community can achieve his/her potential. Underpinning all our work are the learning processes, curriculum content and values framework which contribute to the development of motivated, confident learners who have a healthy outlook and resilience to face, manage and cope with their uncertain yet exciting futures. Key priorities include: developing and sustaining reciprocal community partnerships through community engagement, community education and community service, utilising technology for learning (acquisition, rehearsal, retention, retrieval), achieving an appropriate balance of World 2 and World 3 pedagogical practice incorporating digital technologies and providing a process driven curriculum around the identified core content

Principal's Forward

Introduction

The School Annual Report (SAR) for 2016 outlines the various strategies and resources our school utilised as a process for continual improvement. The key elements of our "Improvement Agenda" for the year are outlined. Parent, student and community perceptions concerning educational opportunities at our school are enclosed.

This year, our school continued on a focused school improvement agenda. Specifically, our improvement items are centred upon the delivery of the curriculum with an emphasis on literacy and reading comprehension development, the delivery of an excellent teaching and learning processes utilising an explicit teaching framework and fostering our community partnerships.

Key priorities included the embedding of the Darling Downs South West Region's Charter of Expectations into the current teaching practices, the adoption of the purposeful use of student data to make informed decisions about the learning and teaching process by way of school data analysis, the development of specific student target goals and the use of the OneSchool "Performance Dashboard" to assist in monitoring school progress.

The Positive Behaviour for Learning initiative continued to be embedded across the school. The Investing for Success project also provided value for the school to maintain its growth and clarity arounds its improvement agenda for the 2016 school year through the purchase of additional resources for both classroom and student use.

School Progress towards its goals in 2016

- School and student performance in Reading & Comprehension are our major goals for 2016.
  - This has been and will continue to be our focus for all our students from Prep to Year 10 where reading is continued to be fostered, reading strategies taught and reading skills are developed across all year levels. This is to be accessed and audited for our 2017 goal setting.
  - The use of Student Goal Setting to be incorporated into our reading to empower the student with a purpose for reading.
  - The development of an internal Reading Tracker style spreadsheet to provide teachers with an overview of their student's reading development across the terms and across the school years. This is used to show student growth and journey with their reading development.
- Continued implementation of National Curriculum to be embedded into the school curriculum.
  - This will continue to be implemented under the guidelines provided by Education Queensland and through consultative school based decision making.
- Staff professional development is a further key priority for 2016. Professional development in specific areas of OneSchool and classroom differentiation for learning are a focus for our school.
  - Staff professional development will continue to be a focus in 2017, in the areas of technology, early years and continuing with reading.
- Community confidence will be investigated with ways to build community partnerships as a key element.
  - Establishing a community partnership that includes the kindy, community library, home day care providers and play group to foster the 0-8 years initiative.
  - Continue to build upon both school and community partnerships that have been built.
- Other school based key priorities include; an information technology classroom enhancement commencing with both Early and Upper Years learning phases, continuation of the school Chaplaincy Program, and visual "Positive Behaviour for Learning" school signage being incorporated throughout the school.
  - These priorities will be reviewed and/or considered for 2017 school planning.

Queensland Government

Future Outlook

Priority 1:
Develop a specific on agreed teaching practices in Reading from Prep to Year 10 and set high expectations for every student's progress.

Strategy:
Review and implement the whole school reading program with expectations and targets.

Actions	Targets	Timelines	
• Develop a research driven, evidence based Reading Program (aligning with Pedagogical Framework) with in the school which promotes high expectations and consistency of practice. • Implement the Reading Program with a roll out of supporting resources.	Regional Benchmarks P-10 Lit Continuum NAPLAN NMS	Term 1 2017	
• Working with Mater Teacher (Dalby SS) to align the development and implementation of our Reading Program with the P-10 Literacy Continuum and Early Start.		2017 Ongoing	

Strategy:
Targeted staff professional development that directly links to student performance to improvement in reading targets.

Actions	Targets	Timelines	
• Internal Review of whole school progress against PM, PROBE, PAT R and NAPLAN (in relation to Regional Benchmarks and NMS).	Regional Benchmarks NAPLAN	Term 1 2017	
• Working with Mater Teacher (Dalby SS) to align the development and implementation of our Reading Program with the P-10 Literacy Continuum and Early Start.		2017 Ongoing	
• Focused PD that supports the development of Reading Program – Early Years (Prep-2), Middle Years (Years 3 – 6) and Junior Secondary (Years 7-9).	Phase Year Levels	2017 Ongoing	

Strategy:
Develop an effective Coaching and Feedback model for all staff to implement into daily reflective practices.

Actions	Targets	Timelines	
• Embed processes where staff regularly discuss their teaching practice/ reflection through structured meetings that take place once a term. Review of classroom data (Reading), support structures, planning and practices with Principal/ Deputy.	Term Meetings	Term Meetings	
• Support teachers practice through providing developmental feedback through Classroom Walkthroughs, Peer Observations and Feedback sessions. This would be completed by senior teaching staff.	Term 2, 3, 4	Term 2, 3, 4	
• Embedding the Reading Framework with 'Non Negotiables' / 'Timelines' / 'Reading Expectations' that outline keys approaches that suit our context.	Review Term 3	Review Term 3	

Priority 2:
Develop a consistent approach to the Teaching and Learning Framework across the school from Prep to 10.

Strategy:

Actions	Targets	Timelines	
• Staff to work with Primary and Secondary key staff to develop a whole school Teaching and Learning Framework. • Primary: Key teacher taken offline to continue to develop whole school Teaching and Learning Framework for Primary • Considerations with Reading Program, Early Start, Literacy Continuum and use of C2C as considerations. • Collaborating with phase teachers for alignment of units and resources. • Secondary: Key teacher taken offline to continue to develop whole school Teaching and Learning Framework for Secondary • Considerations with Reading Program, Literacy Continuum, use of C2C and transitions to Senior Phase of Learning as considerations.	Aust. Curriculum Regional Benchmarks	Primary Term 2 Secondary Term 1	
• Use of Positive Behaviour For Learning (PBL) as a driver to support our Teaching and Learning Focus.		Monthly Check In	

Strategy:
Developing a school based Assessment Framework for consistency of practice and for assessment tasks.

Actions	Targets	Timelines	
• Staff to work with Primary and Secondary key staff to develop a whole school Assessment Framework.		Term 1	

Queensland Government

	Targets	Timelines	
• Primary: Key teacher taken offline to continue to develop whole school Assessment Framework for Primary • Considerations with Reading Program, Early Start, Literacy Continuum and use of C2C as considerations. • Collaborating with phase teachers for alignment of units and resources.	To align with QCARF p-10 Framework	Term 2	
• Secondary: Key teacher taken offline to continue to develop whole school Assessment Framework for Secondary • Considerations with Reading Program, Literacy Continuum, use of C2C and transitions to Senior Phase of Learning as considerations. • Working with High School HODs from Cluster High Schools for consistency of practice.			

Strategy:

Informing and engaging teaching staff with the usage of student data as an improvement tool for school outcomes

Actions	Targets	Timelines	
• Embed processes where staff regularly discuss their teaching practice/ reflection through structured meetings that take place once a term. Review of classroom data (Reading), support structures, planning and practices with Principal/ Deputy.		Term Meetings	
• Deconstructing Whole School/ Phase/ Classroom Data to inform decision making.	Alignment against Regional Benchmarks	Term Meetings	
• Application to "Putting Faces on the Data" Regional Workshop with Lyn Sharratt. Application – Term 3.		Term 2/3 May to August	
• Utilising PBL OneSchool Data as a source to inform both Positive and Negative Behavioural Data to inform teaching practice.		Monthly Meetings	

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	141	64	77	14	95%
2015*	166	81	85	21	84%
2016	123	66	57	18	81%

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 enrolled at Jandowae Prep-10 State School are from a broad range of demographics. Farming families continue to enrol students along with new arrivals to the township due to its close proximity to larger centres with a variety of families working either within the township of Jandowae or the larger centres. Close by mining opportunities and the wind farm continue to support some families and have allowed families to relocate into our town and school. Our school accommodates approximately small percentage of indigenous students with a large majority of our students having a Christian background.

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	18	23	20
Year 4 – Year 7	13	22	18
Year 8 – Year 10	13		16
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.

Curriculum Delivery

Our Approach to Curriculum Delivery
- Small classroom sizes to allow for greater student/teacher ratio interactions.
- Allowing primary students to have access to secondary subjects/ specialist areas.
- Secondary students working with primary students for both academic and social interactions in a supportive environment.
- Community engagement with academic, cultural, sporting and community activities.
- Investing in online based academic extension programs.
- Working in partnership with cluster P-10 schools and cluster high school for academic and sporting programs.

Queensland Government

Co-curricular Activities
- School Choir
    - Performances at the school and within the wider community.
    - Performing at local Eisteddfod, community events and local establishments (ie: Nursing Home)
- Student Leadership
    - Representing the school at both school and community events.

How Information and Communication Technologies are used to Assist Learning

Jandowae Prep-10 State School utilises both a computer laboratory and laptops to compliment Digital Technologies within the school. This technology is in the process of being updated to include Interactive Projectors being installed in all classrooms from (Prep to Year 10). This will aide in the delivery of the curriculum to the students with greater displays and interactions for students and teachers. Additional laptops have been purchased to allow upper primary and secondary students to utilise these devices with their learning. IPads are being upgraded to allow for students to access and respond to the curriculum in varying formats. Early Learning Phase staff members have been provided with an iPad to trial in classroom usage.

The school is now exploring the opportunities provided by STEM and are investigating the Digital Technology curriculum to see how this can be aligned and delivered at the school. Our school is investigating the avenue of 3D printers to compliment the schools direction in the Digital Technologies.

Social Climate

Overview

Jandowae P-10 State School continues to foster student wellbeing through a support programs by way of creating and promoting our school values. School data indicates that staff and in particular students are satisfied with their opportunities at our school. Our school has an active student council that plans and delivers events to support charities and school projects. It also provides financial support for school excursions, student events and student council projects. Whole school celebrations are also in place for recognising student achievements each semester. The school's student leaders are supported by the school with the students attending student workshops at the beginning of the school year. The Rotary Club continues to provide a student bursaries in recognising the achievements of a student. The school also continues to support our community and our school choir continues to provide performances for school and community events.

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)	44%	85%	64%
this is a good school (S2035)	44%	77%	73%
their child likes being at this school* (S2001)	67%	92%	73%
their child feels safe at this school* (S2002)	78%	88%	73%
their child's learning needs are being met at this school* (S2003)	67%	77%	73%
their child is making good progress at this school* (S2004)	56%	88%	73%
teachers at this school expect their child to do his or her best* (S2005)	78%	92%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	67%	88%	64%
teachers at this school motivate their child to learn* (S2007)	78%	92%	64%
teachers at this school treat students fairly* (S2008)	78%	88%	64%
they can talk to their child's teachers about their concerns* (S2009)	89%	88%	82%
this school works with them to support their child's learning* (S2010)	56%	80%	64%
this school takes parents' opinions seriously* (S2011)	56%	72%	64%
student behaviour is well managed at this school* (S2012)	33%	76%	73%
this school looks for ways to improve* (S2013)	67%	68%	73%
this school is well maintained* (S2014)	78%	76%	91%

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)	96%	100%	96%
they like being at their school* (S2036)	81%	88%	93%
they feel safe at their school* (S2037)	87%	88%	93%
their teachers motivate them to learn* (S2038)	91%	95%	96%
their teachers expect them to do their best* (S2039)	92%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	93%	96%
teachers treat students fairly at their school* (S2041)	89%	88%	93%
they can talk to their teachers about their concerns* (S2042)	88%	93%	87%
their school takes students' opinions seriously* (S2043)	83%	86%	89%
student behaviour is well managed at their school* (S2044)	75%	78%	91%
their school looks for ways to improve* (S2045)	91%	97%	96%
their school is well maintained* (S2046)	89%	97%	93%
their school gives them opportunities to do interesting things* (S2047)	88%	90%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	95%	100%
they feel that their school is a safe place in which to work (S2070)	95%	100%	94%
they receive useful feedback about their work at their school (S2071)	95%	84%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	90%	95%	100%
student behaviour is well managed at their school (S2074)	76%	68%	94%
staff are well supported at their school (S2075)	81%	63%	100%
their school takes staff opinions seriously (S2076)	76%	63%	100%
their school looks for ways to improve (S2077)	100%	84%	100%
their school is well maintained (S2078)	100%	89%	100%
their school gives them opportunities to do interesting things (S2079)	100%	89%	89%

* 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.

Parent and community engagement
The school community continues to become more aware of their role and valuable input into school based decisions. Our school continues to support and promote Parent/Teacher meetings to discuss all aspects of the teaching and learning process on an individual basis each semester. Awareness of the P&C continues to be promoted and acknowledged for all parents to become involved in as this is a valuable relationship within the school community.
Many of our parents are heavily involved with their rural businesses within our largely rural community while other families are involved in their child/rens sporting commitments. Communication then is vital in reaching all of our families where possible and the school newsletter is a vital link to our school community. The school celebrates student successes each week through the school parade where student achievements are recognised and awarded. Each semester student achievements are recognised

Queensland Government

for attendance and behaviour recognition. Along with these formal parade, performances are incorporated into the parade where parents and community members are invited.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs are delivered through a number of staff including the School Chaplin, school based school nurse, and outside agencies of BushKids and Child Youth Mental Health. Through consultation programs are delivered on an as needs basis or through specific needs that need to be addressed urgently. Programs are delivered by trained staff who are experienced in their relative fields and are capable of addressing the concerns that are faced by our students.

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	12	4	10
Long Suspensions – 6 to 20 days	1	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.

Environmental Footprint

Reducing the school's environmental footprint

Efforts are made on a daily basis to reduce our environmental footprint. This includes turning off electrical equipment when not required (ie: during break times, before and after school). Staff are reminded along with students on the appropriate use of electricity and water and the appropriate use both in and out of the classroom. In attempts to reduce our footprint, electrical equipment is replaced where possible with more efficient products.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	87,217	1,724
2014-2015	76,833	1,709
2015-2016	100,069	1,641

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

GO

School name

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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	14	11	0
Full-time Equivalents	13	8	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	NA
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	9
Diploma	2
Certificate	1

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Queensland Government

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $19 513.95.

The major professional development initiatives are as follows:

- OneSchool Workshops
- Finance Training
- Positive Behaviour for Learning
- Explicit Instruction
- Sight Word / Triangulation of Data Workshop
- iPad Training
- Soundwaves Spelling Program
- Early Phase of Learning Workshops

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	93%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% 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).	92%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	92%	89%

*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 P-10/P-12 schools was 90%.

Queensland
Government

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	91%	93%	96%	91%	94%	90%	91%	92%	88%	88%	87%		
2015	91%	91%	93%	94%	94%	96%	94%	93%	91%	81%	84%		
2016	90%	89%	93%	93%	93%	92%	95%	89%	89%	88%	65%		

*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.

Student Attendance Distribution
The proportions of students by attendance range:
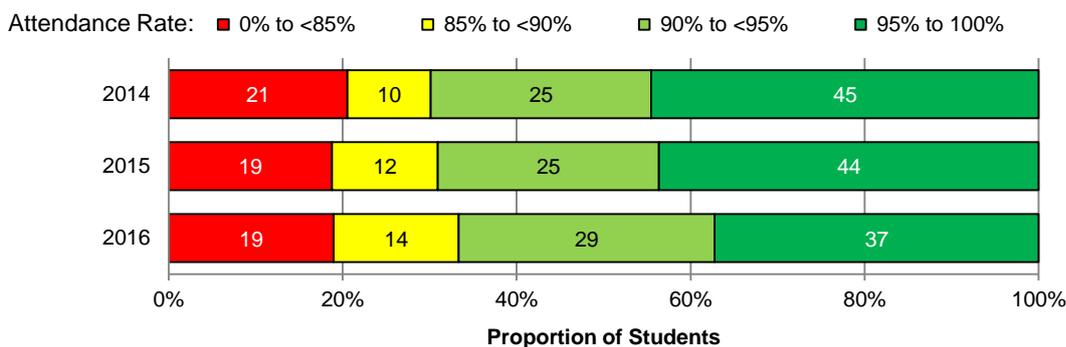
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Jandowae Prep-10 State School utilises a proactive approach to school attendance with respect to implementing a direct phone contact for any expected student absenteeism. Further, a parental follow-up contact by way of an initial phone contact and/or an official school letter is invoked for students who have returned to school without explanation for the absent period is routine school practice. Specifically, student attendance rolls are marked at the beginning and end of each school day. Absenteeism is monitored by both the classroom teacher and Administration Team with reviews taking place on any absenteeism trends.

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

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.

Conclusion