

Jindalee State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

This report outlines the school performance and activities during 2015. It includes sections on:

- School progress towards its goals in 2015
- Future outlook
- School Profile
- Curriculum offerings
- Social climate
- Parent, student and teacher satisfaction with the school
- Involving parents in their child's education
- Reducing the school's environmental footprint
- Staff composition including indigenous
- Staff and qualifications
- Performance of our students

2015 was a very successful year for the school with improved student achievement and well-being. This report provides information on the achievements, the areas requiring further development and the plans for the future at Jindalee State School.

School progress towards its goals in 2015

2015 School Improvement Agenda Strategies and Actions	Progress Made
Improve every student's educational outcomes and achievements through high quality teaching practices	
Implement whole-school targeted teaching and learning initiatives in English and Mathematics	Completed
Teachers establish regular and effective goal setting and feedback strategies with all students aligning with the school-wide pedagogical framework	Completed
Further development of the role of the STLaN to support learning across the school and align with positions offered under Great Results	Completed
Use the Australian Professional Standards for Teachers and the Framework for Developing Performance	Completed
Continue to implement teacher coaching and mentoring across the school to support consistent pedagogical practice via existing coaching structures, Great Results teachers and Master Teacher	Completed

Implement an eLearning role that supports improved literacy and numeracy results for students by accessing student learning data	Completed
Implement BYOD supported by the school-wide pedagogy and TPACK	Completed
Implement strategies associated with the recommendations from the school Discipline Audit	Completed
Access school data generated from Class Dashboard and other relevant sources to deliver targeted teaching programs via great results positions, classroom teachers, SEP and STLAN	Completed
Maintain all class data sets according to the school assessment plan	Completed
Focus on improved NAPLAN results in literacy and numeracy by interpreting class data, establishing learning goals for students via the implementation of the school-wide pedagogy	Completed
Ensure documented plans for all students working above or below their year level are evident and enacted	Completed
Continue to use C2C as a resource to support the implementation of the Australian Curriculum	Completed
Initiate a school audit in 2015 to provide school-wide priorities for the next planning cycle	Completed
Implement the Australian Curriculum, Assessment and Reporting Framework to improve learning	
Full implementation of the schools pedagogical framework, Reading and Problem solving plan. Develop a whole-school writing plan	Completed
Use data to establish action areas at a class level for student improvement by setting goals and using improvement targets	Completed
Effectively manage and develop all school resources with a focus on school improvement	
School's administrative team will implement an observation and feedback cycle to develop consistency of practice and identify opportunities for professional sharing	Completed
Develop positive and productive students, staff, parents and community partnerships	
Develop and maintain partnerships with local cluster schools	Completed
Implement a parent forum to continue the work commenced in 2015	Completed
Continue to examine technology solution to continuously improve communications	Completed
Implement staff generated standards of service across all year level in relation to communication	To be completed 2016

Future outlook

Major Curriculum priorities for 2016 are:

Reading

- Use data to improve practice
- Consistent teaching of reading in all classrooms
- Effective communication of reading priorities and student progress to parents

Spelling

- Consistent teaching of spelling in all classrooms
- Improved spelling pedagogy

Mathematics

- Consistent teaching of Mathematics content
- Effective teaching of Problem Solving

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	908	440	468	16	96%
2014	906	439	467	18	96%
2015	813	401	412	14	98%

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 2015, 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:

Students at our school reflect the surrounding community. Parents are mostly in fully paid employment, with a significant number employed in skilled work and professional careers. Cyclical community renewal has seen an increase in families into the area in the school's recent history. Increased rental opportunities have also affected community composition. Parents generally engage with the school through various avenues and are supportive of their children's education and progress at school. The number of children coming from an English as an additional Language or Dialect was approximately 9% across 32 language groups from many parts of the world. Most families report various belief systems, with major religions groups represented within the school population. Our Indigenous population of 14 students, remains small as a percentage of our overall student population.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	21	18
Year 4 – Year 7 Primary	23	23	10
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	12	7	14
Long Suspensions - 6 to 20 days	0	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.

Curriculum delivery

Our distinctive curriculum offerings

- Marimba Band
- Choral Program
- Junior and Senior Strings Program
- International Student Program
- Junior and Senior Band
- 'Bring Your Own Device' Laptop and Tablet Program

Extra curricula activities

- Chess club
- Optiminds
- Readers Cup
- Active school Travel
- Cycle Skills
- Tech Crew
- Music Extension
- Out of school hours training for various sporting activities, ie Cross Country, Athletics

How Information and Communication Technologies are used to improve learning

Jindalee State School is a leader in incorporating eLearning strategies, engaging and empowering all learners (teachers and students), and preparing them to contribute confidently, effectively and innovatively within global communities. Computers are used across all curriculum areas. 1-1 laptop classrooms were in operation and iPad classes, which were added in 2013, continue to be used successfully. A Bring Your Own Device Program commenced in 2014, making Jindalee SS the only primary school in Queensland chosen to be part of a DETE BYOD Research Project. Interactive Whiteboards are installed in all classrooms. The school supports teachers with the development of digital learning programs via the employment of an eLearning coordinator who provides a variety of coaching, mentoring and modelling opportunities for teachers and students.

Social Climate

The Jindalee State School community has a distinctive approach to developing relationships and partnerships. This is based around "The Jindalee Way" which encourages all members of the school to be confident, cooperative, courteous, considerate, conscientious and courageous. It has brought about a more considered approach to our relationships and through the ongoing efforts of all members of the school community, we are further developing as a caring and nurturing school community where all members are supported and encouraged to achieve their goals. Our school also has a school Chaplain working with our community to develop our values education and some social skilling activities. During 2015 the school conducted a leadership program for Year Six students.

The Jindalee Way Philosophy encourages all members of the school community to be active and informed citizens. School decision making is collaborative and provides for everyone to have a say through the Parents' and Citizens' Association and the student council. Students and parents reported overwhelmingly that Jindalee is a good school where they feel safe and are satisfied that the students are receiving a good education.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	92%	94%
this is a good school (S2035)	100%	95%	98%
their child likes being at this school (S2001)	97%	96%	98%
their child feels safe at this school (S2002)	100%	95%	99%
their child's learning needs are being met at this school (S2003)	92%	90%	93%
their child is making good progress at this school (S2004)	100%	92%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	94%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	90%	88%
teachers at this school motivate their child to learn (S2007)	92%	85%	87%
teachers at this school treat students fairly (S2008)	91%	90%	91%
they can talk to their child's teachers about their concerns (S2009)	97%	96%	92%
this school works with them to support their child's learning (S2010)	92%	83%	89%
this school takes parents' opinions seriously (S2011)	89%	85%	88%
student behaviour is well managed at this school (S2012)	94%	85%	93%
this school looks for ways to improve (S2013)	97%	90%	94%
this school is well maintained (S2014)	97%	95%	92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	94%	93%
they like being at their school (S2036)	87%	92%	95%
they feel safe at their school (S2037)	93%	92%	95%
their teachers motivate them to learn (S2038)	97%	96%	98%
their teachers expect them to do their best (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	91%	91%	94%
teachers treat students fairly at their school (S2041)	81%	85%	91%
they can talk to their teachers about their concerns (S2042)	89%	82%	93%
their school takes students' opinions seriously (S2043)	83%	79%	89%
student behaviour is well managed at their school (S2044)	87%	85%	83%
their school looks for ways to improve (S2045)	95%	99%	97%
their school is well maintained (S2046)	93%	92%	93%
their school gives them opportunities to do interesting things (S2047)	91%	96%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	81%	90%	95%
they feel that their school is a safe place in which to work (S2070)	85%	96%	100%
they receive useful feedback about their work at their school (S2071)	74%	85%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	94%	88%
students are encouraged to do their best at their school (S2072)	96%	99%	100%
students are treated fairly at their school (S2073)	96%	99%	100%
student behaviour is well managed at their school (S2074)	92%	96%	98%
staff are well supported at their school (S2075)	73%	89%	91%
their school takes staff opinions seriously (S2076)	70%	84%	91%
their school looks for ways to improve (S2077)	92%	96%	98%
their school is well maintained (S2078)	94%	92%	95%
their school gives them opportunities to do interesting things (S2079)	87%	93%	86%

'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

Parents are involved as partners in their child's education through the development of positive and supportive relationships at both individual teacher parent level and at the collaborative whole school level. Parents have access to classroom assistance programs, dialogues and reporting sessions, school committees and associations, parents and citizens committee, as well as participating in individual and class programs.

Parent evenings and information session were also held in 2015 in relation to various aspects of the school including the ongoing implementation of Bring Your Own Device programs and issues relating to being an Independent Public School.

The Parents and Citizens Association consisted of interested parents and citizens who oversaw service operations such as the School Tuckshop, Uniform Shop and After School Care, as well as fundraising.

Parent volunteers assisted teachers in a range of practical ways providing valuable support in a number of situations. e.g. changing home readers, helping during class rotations, attending school excursions, catering for school events and training sporting teams. Staff held a Volunteers' Morning Tea at the end of the year to acknowledge the contribution of parents in their classrooms.

Assemblies held at Jindalee State School were weekly occasions used to showcase student success and talent across a range of areas. Parent attendance was encouraged at these parades to show support for the school and students' learning. Special parades for ANZAC Day, Education Week, Easter Hat Parade, Under 8s Week, Literacy and Numeracy Week, Science Week and our end of year parade where we farewelled Year Six students were all very well attended.

Reducing the school's environmental footprint

Jindalee State School has a whole school curriculum framework that supports an Environmental Education philosophy that focuses on students discovering sustainable connections between self, others and place. We believe that it is not only our personal achievements and activities that define us but also our extended relationships to other people, creatures and places. It is our aim to engage students in forms of deep learning that give them the skills to move through their own sustainability transition to develop a strong sense of place and act with compassion, responsibility and creativity in the World.

Environmental footprint indicators

Years	Electricity kWh	Water kL
2012-2013	247,322	3,864
2013-2014	257,910	3,030
2014-2015	256,082	

*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.

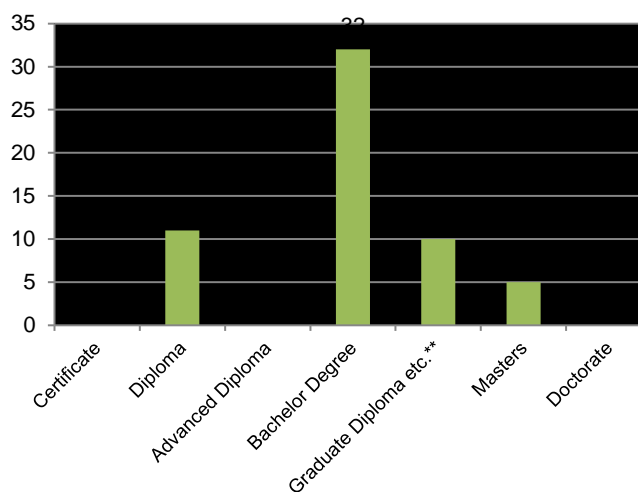
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	61	36	<5
Full-time equivalents	52	22	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	11
Advanced Diploma	0
Bachelor Degree	32
Graduate Diploma etc.**	10
Masters	5
Doctorate	0
Total	58



*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 proportion of the teaching staff involved in professional development activities during 2015 was 100%.

The total funds expended on teacher professional development in 2015 was \$44 031.

The major professional development initiatives are as follows:

- Guided Reading
- Collaborative Data Inquiry Process
- Curriculum Data and Dashboards
- Student Protection
- Creating, investigating and communicating with ICT's on the iPad
- Literacy Problems and Effective Interventions
- BYOD
- Edu Tech

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	91%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

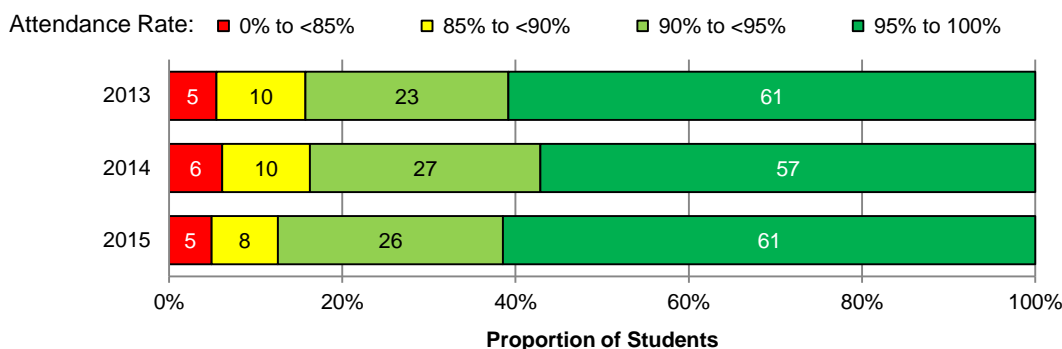
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	93%	95%	95%	94%	94%	94%	95%					
2014	94%	93%	94%	95%	95%	94%	95%	95%					
2015	95%	95%	95%	96%	96%	95%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Teachers mark attendance rolls twice per day. Non-attendance is coded for entry and subsequent analysis depending on whether it is full day absence, late arrival, daily departure, vacation, illness, or some other reason for absence. Students with unexplained absences greater than three days are reported to school Administration and follow-up with parents or carers is undertaken. Subsequent actions are managed on a case-by-case basis. Students on long periods of vacation leave are asked to complete a program of work negotiated with parents or carers. Students with overall greater than 15 per cent absence or patterns of absence causing concern are noted for follow-up on a case-by-case basis.

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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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.