Jindalee State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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Contact Information

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School Overview

Jindalee State School is a co-educational Prep to Grade 6 school with an enrolment of 820 students. There is a growing enrolment demand for places and this is being managed within the accommodation limits and future developments. The students are predominantly from the local and near suburbs with fee-paying international students also currently enrolled. A program for students with disabilities operates inclusively in the school. All eight Key Learning Areas are addressed with a strong focus on literacy and numeracy development and new curricula are being incorporated in student programs, staff development, and resource provisions as appropriate. ICTs are a key focus, with a Bring Your Own iPad progam firmly embedded. Sustainability is a focus, in our environmental studies, and across our whole learning. The Jindalee Way philosophy provides the values that influence our behaviour and our approach to learning and life. Our students are becoming active members in the school community, with students progressively taking more responsibility and moving towards various leadership roles within the school. In addition, Jindalee State School genuinely engages parents as full partners in their children's education. Visit the school website.

Principal's Forward

Introduction

School Progress towards its goals in 2016

2016 School Improvement Agenda Strategies and Actions	Progress Made
Use Data to Inform Practise	
Teachers will engage in 5 week data conversations with the Master Teacher and their Line Manager to identify strategies to extend or remediate student skills and knowledge	**Achieved**
Teachers will follow the school assessment schedule, using PM Benchmarks and PROBE to test and monitor student achievement	**Achieved**
Existing Data Walls will be reviewed, monitored and used by the Master Teacher, Line Managers and Teachers to track student performance and identify students who require intervention	**Achieved**
Consistent Teaching of Reading in all Classrooms	
Teachers will teach reading through planned Guided Reading lessons, based on student data	**Achieved**
Teachers will engage in Reading 2 Learn and Guided Reading professional development sessions throughout the year	**Ongoing**
Intervention Teachers and Teacher Aides will collaborate to ensure consistency in their approach to extending and remediating students, while also providing differentiation in their instruction	**Achieved**
Effective Communication with Parents	
Regional Reading Benchmarks will be communicated with parents through the school newsletter	**Achieved**
Teachers will report student progress to parents at least once per term either by report card or parent/teacher interviews	**Achieved**

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Student progress will continue to be celebrated through Reading Awards each term	**Achieved**
Consistent Teaching of Spelling	
Investigate, and implement through Professional Development, a new spelling resource (program) suitable to the academic needs of the clientele	**Achieved**
Improved Spelling Pedagogy	
Write a school spelling (Pedagogical) program to compliment the new spelling program	**Requiring full implementation**
Consistent Teaching of Mathematics Content	
Teachers will teach all maths lessons using the new Jindalee Mathematics Scope and Sequence, aligning planning across each individual Year level by term	**Ongoing in 2017**
Effective Teaching of Problem Solving	
Teachers will teach relevant maths lessons using the Jindalee Problem Solving Program, aligning planning across each individual Year level by term	**Ongoing in 2017**

Future Outlook

The school has a defined and succinct Improvement Agenda for 2017. Actions, targets and timelines for each strategy exist and can be found in the Annual Implementation Plan on the school website.

1. *Improvement priority: Improved Curriculum and Pedagogical Practice in the areas of Reading, Writing and Numeracy.*

Strategy: Inclusion of teachers in the writing of Mathematics work units

Strategy: Development of a new Writing Program

Strategy: Emphasis on Guided Reading to Enhance Comprehension Abilities

2. *Improvement priority: Implementation of the Whole School Approach to Student Support plan to increase and improve differentiation strategies within the classrooms.*

Strategy: Build Teacher Capacity to Differentiate

Strategy: Implement Systems and Processes to support Students with Diverse Learning Needs

3. *Improvement priority: Engage all Stakeholders in the Implementation of a Positively Framed, Research Based Behaviour Management System.*

Strategy: Implement Positive Behaviour for Learning (PBL)

Strategy: Engage Parents in the Behaviour System change

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	906	439	467	18	96%
2015*	813	401	412	14	98%
2016	794	392	402	18	97%

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 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 from an English as an Additional Language or Dialect was approximately 20% (166 students). Most families report various belief systems, with major religious groups represented within the school population. Our Indigenous population of 16 students, remains small as a percentage of our overall student population.

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	21	24	23
Year 4 – Year 7	23	26	26

*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.

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Curriculum Delivery

Our Approach to Curriculum Delivery
- Marimba Band
- Choral Program
- Junior and Senior Strings Program
- International Student Program
- Junior and Senior Band
- Writers' Club
- Cyber Safety
- 'Bring Your Own Device' iPad Program

Co-curricular Activities
- Chess club
- Tournament of Minds
- Readers Cup
- Active school Travel
- Cycle Skills
- Tech Crew
- Out of school hours training for various sporting activities, ie Cross Country, Athletics
- Leadership Program

How Information and Communication Technologies are used to Assist 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. iPad classes, which were introduced in 2013, continue to be used successfully. A Bring Your Own Device Program commenced in 2014. Interactive Whiteboards are installed in all classrooms. The school supports teachers with the development of digital learning programs via the employment of a Digital Learning Co-ordinator who provides a variety of coaching, mentoring and modelling opportunities for teachers and students. The Digital Learning Co-ordinator is also responsible for the delivery of Coding and Robotics in the school and the modelling and professional development of such activities/subjects for Teachers.

Social Climate

Overview

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 2016 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

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

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	93%	98%
they like being at their school* (S2036)	92%	95%	99%
they feel safe at their school* (S2037)	92%	95%	97%
their teachers motivate them to learn* (S2038)	96%	98%	98%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	94%	98%
teachers treat students fairly at their school* (S2041)	85%	91%	91%
they can talk to their teachers about their concerns* (S2042)	82%	93%	93%
their school takes students' opinions seriously* (S2043)	79%	89%	84%
student behaviour is well managed at their school* (S2044)	85%	83%	88%
their school looks for ways to improve* (S2045)	99%	97%	91%
their school is well maintained* (S2046)	92%	93%	91%
their school gives them opportunities to do interesting things* (S2047)	96%	94%	98%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	90%	95%	93%
they feel that their school is a safe place in which to work (S2070)	96%	100%	96%
they receive useful feedback about their work at their school (S2071)	85%	81%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	88%	91%
students are encouraged to do their best at their school (S2072)	99%	100%	98%
students are treated fairly at their school (S2073)	99%	100%	94%
student behaviour is well managed at their school (S2074)	96%	98%	91%
staff are well supported at their school (S2075)	89%	91%	87%
their school takes staff opinions seriously (S2076)	84%	91%	83%
their school looks for ways to improve (S2077)	96%	98%	98%
their school is well maintained (S2078)	92%	95%	91%
their school gives them opportunities to do interesting things (S2079)	93%	86%	91%

* 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

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 sessions were also held in 2016 in relation to various aspects of the school including the ongoing implementation of Bring Your Own Device programs. 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 fortnightly and were used to showcase student success and talent across a range of areas. Parent attendance was encouraged at these times 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. Parents are actively involved in the process of meeting the diverse needs of their children thro9ugh adjustments, when applicable. Initial and review meetings are held in a timely manner to ensure the inclusion of all students.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Resilience is included as a topic addressed through targeted group activities when applicable. Cyber-safety and personal safety continue to be addressed in conjunction with our school Adopt-A-Cop. Through the Whole School Model for Student Support students are monitored by staff and

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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	7	14	20
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.

Environmental Footprint

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
2013-2014	257,910	3,030
2014-2015	256,082	
2015-2016	260,384	

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.
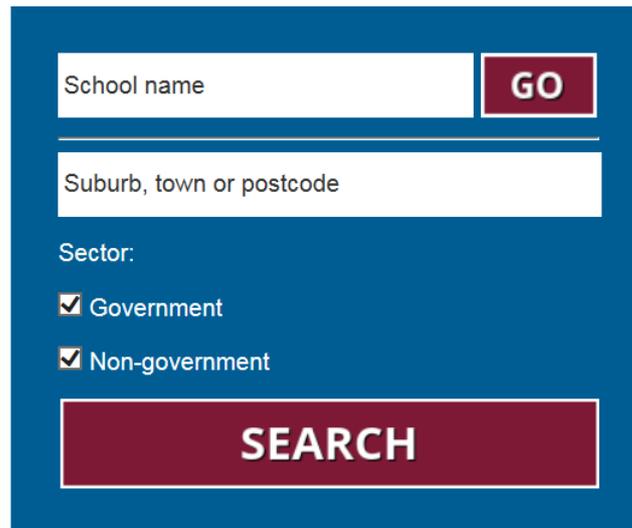
School Funding

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

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	66	29	<5
Full-time Equivalents	55	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	13
Bachelor degree	38
Diploma	10
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $23,871.

The major professional development initiatives are as follows:

- Data Analysis
- Workplace Health and Safety
- Explicit Teaching
- Positive Agile Learners
- Problem Solving – Mathematics
- The Pedagogy of Spelling

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%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

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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).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

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	94%	93%	94%	95%	95%	94%	95%	95%					
2015	95%	95%	95%	96%	96%	95%	94%						
2016	94%	94%	95%	95%	95%	96%	95%						

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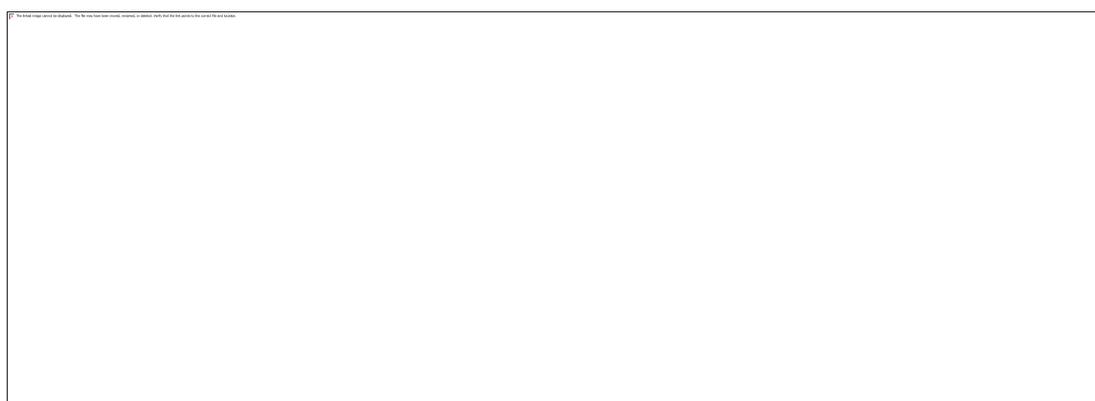
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording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

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

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for absence. Each morning, by 10am, parents are notified by text message if their child is absent from school if the school has not been notified otherwise.
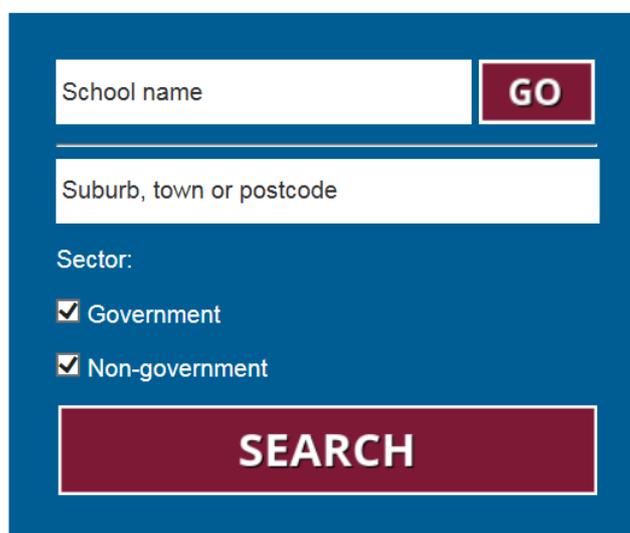
Students with unexplained absences greater than three days are reported to school Administration and follow-up with parents or carers is undertaken. Subsequent actions are managed on a case-by-case basis. Students on long periods of vacation leave are asked to complete a program of work negotiated with parents or carers.

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.**

Find a school

| School name | GO |

| 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 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.

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