Principal’s foreword

Introduction

This report outlines the school performance and activities during 2011. It includes sections on:
School progress towards its goals in 2011
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.

School progress towards its goals in 2011

2011 was the final year of our three year plan (2009-2011) in which we have focussed intently on improving student learning outcomes. Our focus on teaching and learning and the explicit strategies aimed at developing student performance results saw curriculum planning and delivery at the forefront of school priorities. Explicit teaching and differentiated learning continued as a prime focus along with evidence based decision making. In response to the success of 2010 we expanded our one-to-one laptop classroom program to include half two year seven, two year six and two year five classes. With the transition of year seven to high school in 2015, year four students will be taken into the program in 2012 so that there are three year levels engaged in the one to one program for future years post 2014.

In 2011 our teachers continued their involvement in on-going partnership with the university of Queensland into ways of teaching mathematics through an enquiry approach and examined the research of John Hattie in calculating effect sizes to make valid comparisons of different strategies.

The provision of interactive electronic whiteboards (IWB) in all classrooms in 2010 and the provision of a Smart Classrooms Operations Teacher (SCOT) was further extended in 2011 to ensure our position as a leader in the use of technology in learning.

Jindalee continued its partnership in the Centenary Learning Alliance of State Schools. This alliance established innovative means to ensure teacher professionalism and student learning are developed. Story telling was a focus for 2011 and a Jindalee teacher provided the leadership for the annual showcase day for the cluster schools.
Enhancement of facilities was a priority of the Parents’ and Citizens’ Association in 2011. As a result of the January floods there was a period of rebuilding and the opportunity for further development of the school facilities. This resulted in an upgrade of existing facilities, providing new playground equipment as well completion of the air conditioning project for all classrooms. These improvements assisted the quality of learning throughout the school.

Students’ performance in the fourth year of national testing has continued our reputation for educational excellence with Jindalee students achieving results showing the school value-adds to student abilities relative to national standards. The school’s reputation for cultural, sporting, artistic and community participation excellence has been progressed. Demand for enrolment space continued. The enrolment cap limited the schools growth to a level that provided for appropriate use of facilities. The provision of additional classroom accommodation was provided with the completion of four new learning areas lifting the schools maximum enrolment to 925.

**Future outlook**

Next year the school begins implementation of its new strategic plan and implements the first phase of the Australian national Curriculum. Continued development of best practices is planned based on research and experience in literacy and numeracy, as well as digital learning approaches. Implementing the national curriculum will form a major part of school development with the continued globalisation of curriculum for our very successful international student program. Supporting and engaging the community as partners in our teaching and learning programs will also be a focus of our endeavours.

With the completion of the federally funded building program our community will be intent on ensuring the continued upgrade of our facilities for the future needs of our students.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>881</td>
<td>415</td>
<td>466</td>
<td>93%</td>
</tr>
</tbody>
</table>

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 moving into the area. Increased rental opportunities have also affected community composition. Parents generally value education and support their children’s progress at school. Eighteen percent of the student body have an ESL background across thirty-two language groups from most parts of the world, with over 25% of families having at least one family member born overseas. Most families report various belief systems, with major religious groups represented in the school population. With a wide variety of housing types in the area, many families with incomes linked to major projects have moved here and increased the social diversity of the community. Mobility of families had an impact on class size as enrolments changed through the year. Indigenous populations remain a small percentage of the student group.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.8</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>27</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>NA</td>
</tr>
<tr>
<td>All Classes</td>
<td>25.2</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>8</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Seven of eight Key Learning Areas are taught with LOTE being taught as Intercultural Investigations, a study of the German culture and customs with a language component. The school is transitioning towards Chinese as its Language Other Than English so as to align with other schools in the Centenary Learning Alliance of State Schools where the other four member schools study Chinese.

The school’s Sports and Music programs provide opportunities for students to excel and receive recognition. They also encourage teamwork and group skills, as well as practical thinking and problem solving.

The Enrichment and Enhancement program incorporates a number of sporting, music, cultural, technological and creative activities and programs throughout the year. The objective is that every student at Jindalee State School should have at least one opportunity to become involved in programs to cater to their interests and abilities outside core school programs.

The Student Support Program has been expanded to include provisions for gifted students. 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.

Extra curricula activities

Jindalee provides a range of extra curricula activities including sports, enrichment, ICT’s, drama and arts as well as music and enrichment activities. A Music Extension Program was extended in 2011. Active school Travel and Cycle Skills are also examples of community development programs undertaken again this year.

How Information and Communication Technologies are used to assist learning

Jindalee State school has wireless internet connectivity with in various locations throughout the campus. There is complete internet coverage across the entire school. Computers are used across all curriculum areas. Six 1-1 laptop classrooms were in operation and plans to extend that to eight classes in 2012 are underway. Interactive white boards have been installed in all classrooms. Twenty-one classes have also set up virtual classrooms on the Learning Place website. The school supports teachers with the development of digital learning programs and expects all teachers will have the EQ Certificate standard and work towards a full EQ Digital Pedagogy License.

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 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.

During 2011 the school conducted school based leadership program with years six and seven students. The Jindalee Way Philosophy encourages all member of the school community to be cooperative, courteous, considerate, conscientious and courageous. School decision making is collaborative and provides for everyone to have a say through the staff association, Parents’ and Citizens’ Association and the student council. Students and parents reported in the majority that Jindalee is a good school where they feel safe and are satisfied that the students are receiving a good education. The introduction of the LOBS (levels of behaviour system) strengthens the supportive behaviour. Our support of the Bullying No Way program also supports student wellbeing and welfare.

2011 School Annual Report
Parent, student and teacher satisfaction with the school

Jindalee State School is engaging in a number of progressive and innovative projects to develop enhanced teaching and learning, as well as being open and consultative in its programs and issues. There is significant awareness of possible implication for students, parents and staff. The data reflected below is considered in this context. During 2011 adjustments were made to teaching and learning programs to ensure they were more closely aligned with expectations. Considerable development is also being planned for 2012 for personal development planning to address schools workforce professional development perceptions and needs. Generally there is a high level of satisfaction with the school. Over 90% of parents, students and staff believe this is a good school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>64%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>87%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parents are involved as partners in their children’s education through the development of positive and supportive relationships at both the individual teacher-parent level and the collective whole school approach. Parents have access to classroom assistance programs, regular dialogue and reporting sessions, school committees and associations, parents’ and citizens’ committees, budget and planning committee as well as participation in individual class programs.
Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Jindalee State School has actively worked to reduce its environmental footprint as part of our commitment to sustainable practices. Solar collectors have been installed and the effect was planned as a 2011 activity. T5 florescent tube lighting has also been retro-fitted across the school where possible. The completion of the new library and climate control projects across the school has made significant reductions in electricity usage.

Water consumption reflects the move from a Water Efficiency Management Plan during the drought to a lesser demand for saving after the drought. It should be noted a single irrigating of the school oval uses 146KL. Nonetheless, installing low flush toilets, and the water tanks feeding toilets in the hall and the market garden program have reduced potential water consumption.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>6,383</td>
<td>2,522</td>
</tr>
<tr>
<td>2010</td>
<td>146,216</td>
<td>3,532</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-96%</td>
<td>-29%</td>
</tr>
</tbody>
</table>
Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>67</td>
<td>30</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>54</td>
<td>19</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

- Doctorate: 0
- Masters: 5
- Bachelor degree: 47
- Diploma: 17
- Certificate: 1

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $34 500 plus teacher release costs.

The major professional development initiatives are as follows:

- School based curriculum development
- Professional learning conversations
- Peer coaching
- Teacher planning and moderation

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.
Performance of our students

**Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

**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 2011 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/](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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

**Key student outcomes**

**Student attendance - 2011**

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 96%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

**Student attendance rate for each year level**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
<td>95%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Performance of our students

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Rate Distribution Graph]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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, early 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 20 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/](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.
Performance of our students

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

In 2011, summary data on Indigenous students did not display significant variation from that of the general school population. There was some variation between individual students which was addressed by class teachers in the course of standard teaching practices. NAPLAN data showed a ‘nil’ variation.