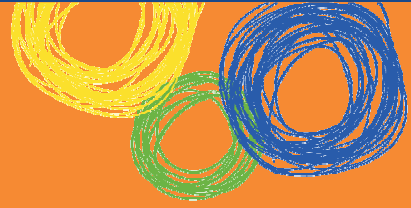


# Jindalee State School

## Queensland State School Reporting

### 2013 School Annual Report



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## Principal's foreword

### Introduction

#### Introduction

This report outlines the school performance and activities during 2013. It includes sections on:

- School progress towards its goals in 2013
- 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

2013 was a very successful year for the school with an increase in student enrolments and success in improved learning outcomes for students as well as gains in facilities and resources. This report provides information on the achievements, the areas requiring further development and the plans for the future at Jindalee State School.

# Queensland State School Reporting

## 2013 School Annual Report



### School progress towards its goals in 2013

2013 was the second year of our school four year strategic plan (2012-2015) The key components of the plan are:

- Implementing the Australian Curriculum Assessment and Reporting Framework to improve learning
- Improve every student's educational outcomes and achievements through high quality teaching practices
- Effectively manage and develop all school resources with a focus on school improvement
- Develop positive and productive students, staff, parents and community partnerships

The purpose of our plan is to focus intently on improving student learning outcomes. We are doing this through our development of teaching and learning and the explicit improvement agenda aimed at developing student performance. We continued our teacher planning and development activities. Explicit teaching and differentiated learning continued as a prime focus along with evidence based decision making.

We expanded our one-to-one laptop classroom program to include half two Year Seven, two Year Six, two Year Five and two Year Four classes. We have also considered how the program will develop in future years and have planned an implementation process for implementing Bring Your Own Device for students across the school commencing in 2014.

2013 was also the second year of Chinese LOTE for students in Years 5-7. It has proven to be a successful program in relation to student learning having replaced German in 2011.

In 2013 our teachers continued their commitment to professional growth through regular teaching and learning conversations and sharing of practice. We commenced the concept of collegial coaching and trained approximately 10 teachers in the role as team leaders or professional development providers. We have continued to use the research of John Hattie in our data analysis and decision making to develop a pedagogical framework underpinned by the research undertaken by Anita Archer for implementation in 2014.

Jindalee continued its partnership in the Centenary Learning Alliance of State Schools. This year the alliance has established its goals in relation to pedagogy and improving the teaching of reading. During 2013 the cluster of schools provided professional development opportunities for teachers and other staff to develop their practice and results. These initiatives align closely with the systemic priorities and regional focus.

Following are the 2013 implementation goals from the school's annual plan and the progress made during 2013.

#### **Priority 1. Improve every student's educational outcomes and achievements through high quality teaching practices.**

##### **Strategy: Consistent pedagogical practice**

**Actions:** Shared pedagogical practice especially related to using ICT in learning.

##### **Strategy: Evidence-based decision making**

**Actions:** Access to school data to improve learning results.

#### **Priority 2. Implement the Australian Curriculum, Assessment and Reporting Framework to Improve learning.**

##### **Strategy: Commitment to our core learning priorities**

**Actions:** Achieve consistent planning process aligned with pedagogical practice.

A transition to more formal teaching; especially phonics.

##### **Strategy: Coherent and sequenced plan for curriculum:**

**Actions:** Develop a consistent Jindalee approach to planning across all year levels.

Implementation of history curriculum

##### **Strategy: Teaching and Learning Audits:**

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## 2013 School Annual Report



**Actions:** Response was developed based on teaching and learning audit to ensure we are meeting our targets.

**Strategy: Planning for improvement:**

**Actions:** In line with explicit teaching agenda and NAPLAN targets.

### **Priority 3. Effectively manage and develop all school resources with a focus on school Improvement.**

**Strategy: Instructional leadership**

**Actions:** Undertake an instructional approach to leadership within Jindalee State School.

### **Priority 4. Develop positive and productive students, staff, parents and community partnerships**

**Strategy: Positive and Productive Partnerships**

**Actions:** Positive community relationships with all members of school community communication, service delivery and parent teacher partnerships

## **Future outlook**

In 2014 our school will continue to develop many of the initiatives of the 2013 Annual Implementation Plan as well as continuing to implement new and effective processes. Positive partnerships will be one of the priorities as we aim to connect more deeply with students, parents and community in establishing educational partnerships for the benefit of our students.

To develop quality teaching and as part of our focus on teaching and learning we will explore opportunities to deepen our knowledge and practice of explicit teaching through engagement with the Anita Archer research underpinned by the work of John Fleming and the William Hattie approach. This will involve our partnership with CLASS and key Jindalee staff.

The implementation of school wide instructional coaching will also begin. In conjunction with this teacher collaboration will be developed to provide for sharing of practice across the school. The goal of consistency of practice will be a key outcome of this approach.

The move towards BYOD technologies will also be further explored and the future use of ICT in learning will be subject of a school wide review.

Improved student performance and achievement of targets particularly NAPLAN will be pursued through instructional leadership practices.

In 2014 our school will focus its attention on the following:

#### **Priority 1**

Improve every student's educational outcomes and achievements through high quality teaching practices.

- Implement targeted teaching and learning initiatives in English, Maths and Science.
- Fully implement Pedagogical Framework and consistency of practice in relation to teaching and learning, monitoring, assessment, feedback and behaviour. (Reviewed via whole school external audits)
- Seamless integration of digital practice into teaching and learning.
- Implement and support coaching, mentoring and PD model that supports the implementation of the Australian Professional Standards for Teachers.

#### **Priority 2**

Implemented the Australian curriculum reporting and assessment framework to improve learning

- Implement the Australian Curriculum accessing C2C as the preferred platform from which to build and

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- embedding Asian Studies. (implement Geography)
- Differentiation and Individual Learning Programs.
- Fully implement Pedagogical Framework and consistency of practice in relation to teaching and learning, monitoring, assessment, feedback and behaviour. (Reviewed via whole school external audits)
- Transition Year 7 to high school.

### Priority 3

Effectively manage and develop all school resources with a focus on school improvement

- Review – School operational structure giving consideration to year level coordination.
- BYOD
- Move to a sustainable model of service delivery in relation to school leadership, management, resourcing, budgeting and staff development.

### Priority 4

Develop positive and productive students, staff, parents and community partnerships.

- Implement and support coaching and mentoring model
- Parent and community engagement
- Transition Year 7 to high school

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school: 903

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	881	415	466	93%
2012	911	445	466	94%
2013	908	440	468	96%

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

### 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 has remained at approximately 8% 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 remains small as a percentage of our overall student population and mobility has had some impact on student numbers throughout the year.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	22	20
Year 4 – Year 7 Primary	27	25	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	8	6	12
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

# Our school at a glance

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Cancellations of Enrolment	0	0	0
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## Curriculum offerings

Our distinctive curriculum offerings:

All Key Learning Areas are taught with Chinese LOTE being introduced for the first time in 2012. 2013 saw the second year of implementation and a stronger program emerging. Whilst not compulsory, Chinese was offered in Year Five to all students.

The Schools Sports and Music programs provide opportunities for students to excel and receive recognition in strength areas. 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 behavior 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. 2013 also saw extension to our leadership program in preparation for the move of Year Seven to high school at the completion of the 2014 school year.

Students at Jindalee State School also benefit from programs offered to meet the diverse learning needs of students who represent the range of learners within our local community.

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## Extra curricula activities

Jindalee provides a range of extra curricula activities including sports, enrichment programs, drama and arts as well as music and various enhancement activities. A Music Extension Program was offered to students in 2013 as were the following:

- Chess club
- Optiminds
- Readers Cup
- Lego club and robotics
- Active school Travel and
- Cycle Skills all examples of community
- Tech Crew

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## How Information and Communication Technologies are used to assist learning

During 2013 Jindalee State school established wireless internet connectivity in almost all locations throughout the campus. Computers are used across all curriculum areas Eight 1-1 laptop classrooms were in operation and iPad classes were added in 2013. Planning also occurred in 2013 to implement a Bring Your Own Device Program in 2014, being the only primary school in Queensland chosen to be part of a DETE BYOD Research Project. Interactive Whiteboards are installed in all classrooms. Classes have also established virtual classrooms and Edstudios on the Learning Place web site. 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 modeling opportunities for teachers and students. 2013 saw a major cultural shift in classroom pedagogy and practice through the establishment of a whole school pedagogical approach that is underpinned by an eLearning framework that is research based and internationally acknowledged.

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## 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

## Our school at a glance

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 2013 the school conducted a leadership program for Year Seven 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 staff association, 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. The development and use of the levels of behaviour system is supporting teachers with classroom behaviour and was reviewed in 2013 for further development in 2014. Our support of the Bullying No Way program also supports student wellbeing and welfare.

## Parent, student and staff satisfaction with the school

Generally parents, students and staff have expressed high degrees of satisfaction in the school across a variety of measures. This is a reflection of the hard work undertaken by classroom staff and specialist teachers in the delivery of high quality educational services that aim to meet the diverse range of learning needs identified in our student body.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	97%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	92%
their child is making good progress at this school* (S2004)	97%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	89%
teachers at this school motivate their child to learn* (S2007)	100%	92%
teachers at this school treat students fairly* (S2008)	100%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%
this school works with them to support their child's learning* (S2010)	100%	92%
this school takes parents' opinions seriously* (S2011)	88%	89%
student behaviour is well managed at this school* (S2012)	96%	94%
this school looks for ways to improve* (S2013)	96%	97%
this school is well maintained* (S2014)	100%	97%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	95%
they like being at their school* (S2036)	97%	87%
they feel safe at their school* (S2037)	98%	93%
their teachers motivate them to learn* (S2038)	96%	97%
their teachers expect them to do their best* (S2039)	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	92%	91%
teachers treat students fairly at their school* (S2041)	90%	81%
they can talk to their teachers about their concerns* (S2042)	84%	89%
their school takes students' opinions seriously* (S2043)	82%	83%
student behaviour is well managed at their school* (S2044)	77%	87%

## Our school at a glance

their school looks for ways to improve* (S2045)	98%	95%
their school is well maintained* (S2046)	98%	93%
their school gives them opportunities to do interesting things* (S2047)	94%	91%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	81%
they feel that their school is a safe place in which to work (S2070)	85%
they receive useful feedback about their work at their school (S2071)	74%
students are encouraged to do their best at their school (S2072)	96%
students are treated fairly at their school (S2073)	96%
student behaviour is well managed at their school (S2074)	92%
staff are well supported at their school (S2075)	73%
their school takes staff opinions seriously (S2076)	70%
their school looks for ways to improve (S2077)	92%
their school is well maintained (S2078)	94%
their school gives them opportunities to do interesting things (S2079)	87%

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

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, budget and planning committees, as well as participating in individual and class programs. Parent evenings and information session were also held in 2013 in relating to various aspects of the school including the introduction of Bring Your Own Device programs and consideration of a transition to apply to become an independent Public School.

## Reducing the school's environmental footprint

Data has been collected from school annual utilities return. Jindalee State School is actively working to reduce its environmental footprint as part of our commitment to sustainable practices. Solar collectors have been installed, however new facilities and airconditioning has increased consumption over recent years in line with increasing enrolments. Water consumption reflects the move from a Water Efficiency Management Plan during drought years to a lesser demand following the drought. In addition, increasing enrolments have also impacted on water usage. It should be noted that a single irrigation of the school oval uses 146 kilolitres of water. The installation of low flush toilets and the installation of tanks has reduced overall water consumption.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	160,383	2,522
2011-2012	216,640	3,307
2012-2013	247,322	3,864

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

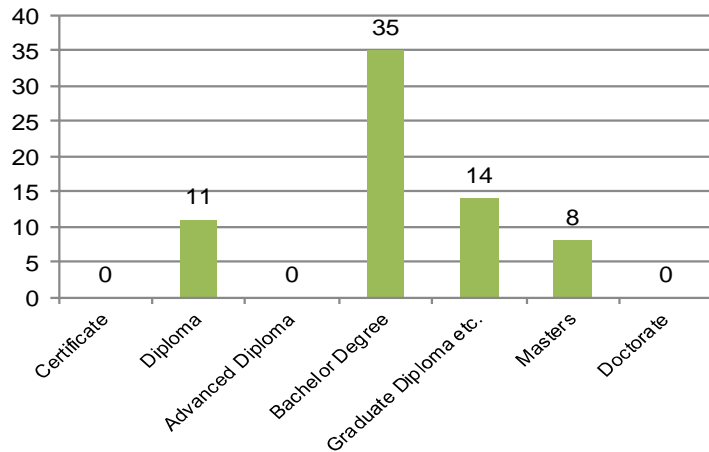
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	68	30	<5
Full-time equivalents	56	20	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	11
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.	14
Masters	8
Doctorate	0
<b>Total</b>	<b>68</b>



\* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$108 114.

The major professional development initiatives are as follows:

- Explicit instruction, John Fleming
- Coaching – Mark Hunter

## Our staff profile

- Edutech – ICT
- Professional Planning Days

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry 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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	96%	95%	95%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

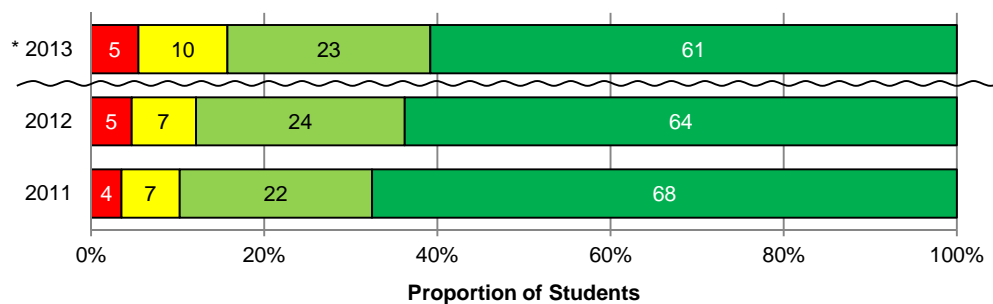
Student attendance rate for each year level (shown as a percentage)							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	95%	96%	96%	96%	96%	95%	96%
2012	95%	95%	96%	96%	96%	94%	95%
2013	93%	95%	95%	94%	94%	94%	95%

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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, 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 careers 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 careers. 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/>.

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.

The image shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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

Attendance of indigenous students at Jindalee State School is comparable to that of other students. Indigenous students perform similar to the mean of average students in reading, writing and numeracy.