

Jindalee State School

Queensland State School Reporting

2014 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 2014. It includes sections on:

- School progress towards its goals in 2014
- 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

2014 was a very successful year for the school with an increase in student enrolments and success in improved learning outcomes for students. 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 2014

The following goals were set for 2014:

- Implement the whole school targeted teaching and learning initiatives in English, mathematics and science.
- Use the Australian Professional Standards for Teachers as the framework for developing performance planning.
- Develop and embed the seamless integration of digital practice into teaching and learning.
- Develop staff capacity to use and apply data to inform planning and teaching practices. Ensure One School is the centre of data recording in the school
- Focus improvement agenda on key areas of: Explicit Teaching, Differentiated Instruction in teaching and learning, Data Driven Decision Making and the embedding of ICT's in learning.
- Continue to use C2C to support the implementation of the Australian National Curriculum
- Full implementation of the school's pedagogical framework.
- The Executive Leadership Team will concentrate on the implementation of the Australian National Curriculum and will ensure teachers use the C2C as a resource only
- The Principal will facilitate the executive leadership teams access to the professional standards for Principals as the framework for leadership development and performance planning
- Members of the school's executive leadership team will engage with teachers to develop, strengthen and support consistent teaching practices through coaching and mentoring.
- The Principal will facilitate the executive leadership teams access to the professional standards for Principals as the framework for leadership development and performance planning

All goals set for 2014 have continued for embedment in 2015 and were considered when writing the 2015 Annual Implementation Plan.

Future outlook

Major Curriculum priorities for 2015 are:

- Implement consistent reading strategies across all year levels
- Implement Maths Scope and Sequence across all year levels
- Implement Whole School Written and Mental Computation Program
- Re-write school Reading Program, including update of reading level targets, retell and comprehension expectations

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	911	445	466	94%
2013	908	440	468	96%
2014	906	439	467	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 had some impact on student numbers throughout the year.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	20	21
Year 4 – Year 7 Primary	25	23	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	6	12	7
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

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 assist learning

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 2014 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 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	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	92%
this is a good school (S2035)	100%	100%	95%
their child likes being at this school* (S2001)	100%	97%	96%
their child feels safe at this school* (S2002)	100%	100%	95%
their child's learning needs are being met at this school* (S2003)	93%	92%	90%
their child is making good progress at this school* (S2004)	97%	100%	92%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	89%	90%
teachers at this school motivate their child to learn* (S2007)	100%	92%	85%
teachers at this school treat students fairly* (S2008)	100%	91%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	96%
this school works with them to support their child's learning* (S2010)	100%	92%	83%
this school takes parents' opinions seriously* (S2011)	88%	89%	85%
student behaviour is well managed at this school* (S2012)	96%	94%	85%
this school looks for ways to improve* (S2013)	96%	97%	90%
this school is well maintained* (S2014)	100%	97%	95%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	95%	94%
they like being at their school* (S2036)	97%	87%	92%
they feel safe at their school* (S2037)	98%	93%	92%
their teachers motivate them to learn* (S2038)	96%	97%	96%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	91%	91%
teachers treat students fairly at their school* (S2041)	90%	81%	85%
they can talk to their teachers about their concerns* (S2042)	84%	89%	82%
their school takes students' opinions seriously* (S2043)	82%	83%	79%
student behaviour is well managed at their school* (S2044)	77%	87%	85%
their school looks for ways to improve* (S2045)	98%	95%	99%
their school is well maintained* (S2046)	98%	93%	92%
their school gives them opportunities to do interesting things* (S2047)	94%	91%	96%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		81%	90%
they feel that their school is a safe place in which to work (S2070)		85%	96%
they receive useful feedback about their work at their school (S2071)		74%	85%
students are encouraged to do their best at their school (S2072)		96%	99%
students are treated fairly at their school (S2073)		96%	99%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
student behaviour is well managed at their school (S2074)		92%	96%
staff are well supported at their school (S2075)		73%	89%
their school takes staff opinions seriously (S2076)		70%	84%
their school looks for ways to improve (S2077)		92%	96%
their school is well maintained (S2078)		94%	92%
their school gives them opportunities to do interesting things (S2079)		87%	93%

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

'Agree' represents the 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, as well as participating in individual and class programs. Parent evenings and information session were also held in 2014 in relating to various aspects of the school including the introduction of Bring Your Own Device programs and consideration of a transition to become an independent Public School.

Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	216,640	3,307
2012-2013	247,322	3,864
2013-2014	257,910	3,030

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	67	35	<5

Full-time equivalents

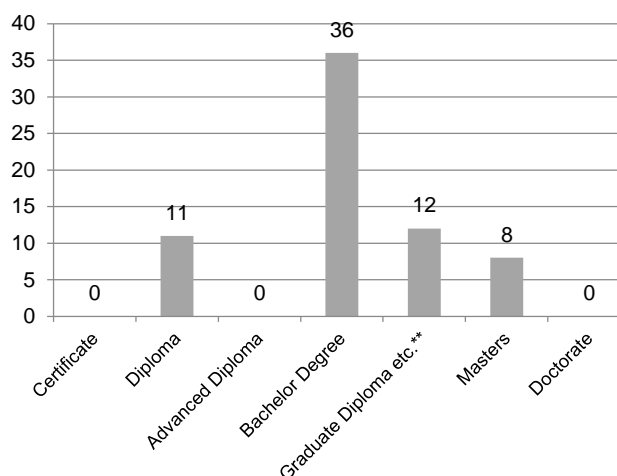
56

21

<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	11
Advanced Diploma	0
Bachelor Degree	36
Graduate Diploma etc.**	12
Masters	8
Doctorate	0
Total	67



*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 2014 were \$40,286.

The major professional development initiatives are as follows:

- Explicit Instruction
- Curriculum Data and Dashboards
- Student Protection
- Creating, investigating and communicating with ICT's on the iPad
- Literacy Problems and Effective Interventions
- BYOD
- Edu Tech

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	94%

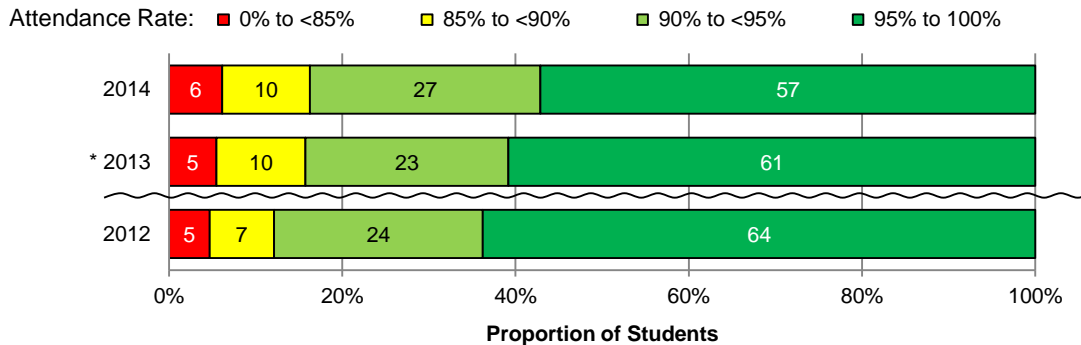
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	Year 8	Year 9	Year 10	Year 11	Year 12
2012	95%	95%	96%	96%	96%	94%	95%					
2013	93%	95%	95%	94%	94%	94%	95%					
2014	93%	94%	95%	95%	94%	95%	95%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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 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/>.

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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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

The Indigenous and non-Indigenous attendance rates in the school in 2014 were 90.2% (Indigenous) and 94.4% (non-Indigenous). NAPLAN results indicate a mixture of results, indicating significant gaps between the achievement of Indigenous and non-Indigenous students. In some cases Indigenous students out-performed non-Indigenous students.