



Jimboomba State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

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

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## School Overview

Jimboomba State School is a large rural school on the southern edge of Brisbane. The school draws students from a variety of home backgrounds, from acreage properties to average house blocks. The economic situation of our families is changing with unemployment on the increase. We have a large Special Education Programme facility on site catering for students with disabilities. These students are included in the general class population but supported through the Special Education Program. Students are offered a varied curriculum, one that is engaging, child centred and child focused. Support is given to students who require additional assistance, through class activities, Learning Support staff and parent volunteers. Our gifted and talented students are offered enrichment in a variety of areas - dance, drama, music, science, visual arts, debating, Information and Communication Technologies. The schools' ICT programme offers students from P to 6 the opportunity to engage with claymation, avatars, imovie and wikis. We have introduced Japanese to our prep students, as it is a critical time to engage with language. Our students participate in a variety of sports including water polo, AFL, rugby league - both boys and girls.

## Principal's Forward

### Introduction

As a school, 2016 was the 7<sup>th</sup> year of our involvement and implementation of the Australian Curriculum. All year levels have studied the learning areas of English, Mathematics, Science, History and Geography, based on the Australian Curriculum's Content Descriptors and Achievement Standards. All staff have been involved with the implementation and refinement of our guaranteed and viable Maths Curriculum, based on the Australian Curriculum. Every staff member has been involved in Professional development with a focus on developing reading and writing skills in our students.

Our commitment to all students has continued with the support from our Gifted and Talented mentor. There has been continued work in this space providing extension programs to our students in Reading, The Arts, Science, Writing, Technology and Maths. Working to provide enrichment programs for our students across all learning areas is an integral part of our commitment to our students. We have provided a weekly Art/ drawing workshop for students that have shown an interest in drawing, this was delivered by Mr Aaron Pocock, who is a published illustrator.

We have through 2016 continued to implement flexible groupings for English and Maths over all year levels, apart from Prep, this is a deliberate way to support all students across the school targeting their learning needs. This program has continued to show significant improvement in results across the school, confirmed through our NAPLAN results. The results of this program have enabled the school to better utilise resources to meet student goals.

2016 saw the implementation and refinement of the Fountas and Pinnell Reading Program, with integral components of the program continuing to be cemented into the whole school focus.

1. BAS (Benchmark Assessment System) has continued to provide a whole school reading assessment at JSS. In response to the BAS data we have continued to implement a range of support and extension programs for our students. There has been an extensive implementation program of consistency describing reading behaviours and actions. There has been continued professional development of Teachers and Teacher Aides to create whole school consistency of language and practice.



2. LLI (Levelled Literacy Intervention) and LLE (Levelled Literacy Extension), the Intervention program is implemented by Teacher Aides, using levelled resources for explicit instruction of students, who need intervention. The Extension program has now been fully implemented by teachers, again using levelled resources to extend students reading ability.

The school has continued to have a well-developed and supported sporting program, with students selected to represent Regional and state codes. We have continued to have a strong music program, with a large choir of approx. 80 students, strings band, Junior and Senior Bands, Percussion Band. All have participated in various musical events throughout the year including, music camps, Gala Days, Concerts, all have been strongly supported by our school community.

Our school continues to improve and beautify our grounds, supported by our grounds staff. There has been a number of new gardens and trees, concreted pathways and all round improvement of our physical environment. There has been a continued program to have buildings and classrooms repainted and new carpet installed to improve teaching and learning space.

Professional Development for all staff has continued throughout the year which included Code of Conduct, Positive Behaviour for Learning (PBL) Program has continued to be cemented into teaching phases for 30 minutes each week by every teacher. There has been a strong focus on developing teacher capacity around Reading and Writing. We have continued to support staff in finding a work life balance and in voice training.

Jimboomba has continued to employ a Gifted and Talented Mentor to support students in the Upper Two Bands and to continue to move students academically to excel across all learning areas to show their strengths and talents.

NAIDOC was celebrated, involving all students across the school in a number of activities that involved indigenous performers and activities.

### School Progress towards its goals in 2016

Priority	Strategy	Actions	Progress
<b>Reading</b>	Continued implementation of the Fountas and Pinnell Reading Program	Continued Professional Development with teachers/ Aides in the reading programme developed, on planning days Analysis of diagnostic data to inform reading focus, for individual students, by all class teachers. Consistent documentation of relevant data on student progress on One School. Reading goals developed by teachers and students. Continued use of short term data cycles, across the whole school, around reading behaviours.	Continued improvement in reading across the school
<b>Writing</b>	After review of whole school Writing Program- introduction of Seven Steps.	Implementation of the Seven Steps Writing program, with Professional Development for Teachers at Planning Days. Implementation across the school	
<b>Numeracy</b>	Continued refinement of whole school Maths Program.	Teachers have continued to refine Maths Program with expectations of what students need to master.	Full Implementation, continued P.D
<b>Behaviour</b>	Continued review of process and alignment to PBL	Continued alignment of Tier 2 to PBL and fit for the school.	

### Future Outlook

#### Priority 1: Reading

\* Moving students to the Upper Two Bands and supporting Gifted and Talented students through the employment of mentor to lead this program throughout the school.

#### Priority 2: Writing

Developing Seven Steps program and practices across the school to improve writing ability.

### Priority 3: Numeracy

Continued implementation of whole school maths program and quality assurance of agreement to mastery.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	805	374	431	52	91%
<b>2015*</b>	748	341	407	58	94%
<b>2016</b>	769	351	418	56	93%

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 Jimboomba SS come from various socio-economic and cultural backgrounds. Most are of Anglo-Saxon descent, with a minority of the student body tracing their recent national ethnicity to New Zealand and Japan. Indigenous groups, from Torres Strait and Aboriginal Family groupings, make up the largest minority grouping, within the student body. Most students reside in semi-rural properties from 1 to 10 acres. The makeup of Jimboomba, Cedar Vale, Cedar Grove, Flagstone, and Logan Village is changing, along with the rest of Logan City, with increased development and small allotment housing with a continued increase of students coming from Yarabilba. The number of students, in our Year Six cohort, who have been at Jimboomba State School since their Prep enrolment, is declining. Most of the students indicate Beaudesert State High School or Flagstone Community College as their preferred destination, for the beginning of their Secondary Phase of Schooling. The number of students, who come from Double Income families, is decreasing, with the number of single parent families is increasing. Many families rely on contract work which makes up a substantial part of the income stream. Less than 1% of the school community identify as ESL. As the cost of rent, transport and job opportunities become higher many of our families are under financial stress. This has had a direct impact on a student population that has a high level of transience, where families are looking for better public transport, cheaper accommodation and better job opportunities.

### 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	25	25	23
Year 4 – Year 7	26	24	23
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- \* Flexible, ability based classes for English and Mathematics
- \* Dedicated Science teacher for Physics and Chemistry strands of Science.
- \* Multimedia production in all year levels
- \* Leadership program in Year 6
- \* Aquatics program incorporating water polo, lifesaving and snorkelling (for Year 6s).
- \* Instrumental music program offering woodwind, brass, percussion and strings.
- \* Band and choir performances to parents, each term, as well as to community groups.
- \* Outdoor Education program incorporating camps for students in Years 4 -6 (featuring a nine day Year 6 Southern Tour to Sydney, Canberra and snowfields.)
- \* Year level competitions in Maths problem solving, debating and spelling.
- \* Use of technology across the school
- \* BYOX programme in Year 4 & 5
- \* Jimboomba Jump Start programme for pre-prep students

### Co-curricular Activities

- \* Chess Club – students compete in chess tournaments within and outside the school.
- \* Playground Leaders program which involves Year 6 students assisting at play times
- \* High level of students participating in school, district, regional, state and national sporting competitions.
- \* School participation in community ANZAC Day march and Brisbane City service.
- \* Musical performances/Junior and senior bands, junior and senior choir, junior and senior strings
- \* Water polo and touch football House competition.

### How Information and Communication Technologies are used to Assist Learning

Students at Jimboomba State School have the opportunity to use both Windows and Apple based platforms with computers, in classrooms, throughout the school. The Apple lab (in the Resources Centre) is used to create multimedia projects such as Webpage designs with iwb, clay animation with i-movie, musical composition with Garageband and blue screen productions utilising the built in cameras. The Windows based computers are used for word processing, Excel, internet research and PowerPoint productions within all classrooms.

All teachers at Jimboomba have been issued with a laptop from the Laptops for Teachers scheme which has enabled many lessons to be delivered via computer technology. The inclusion, of data projectors and interactive white boards into all classrooms, has enabled teachers to use the latest interactive tools and lessons to engage the students. The subscription, for students from Prep to Year 6, to Mathletics continues to engage learners with Maths, in a digital world. Access to Reading Eggs enables students, at school and home, to use a digital platform to enhance their reading and comprehension ability. The percentage of students, who accessed Mathletics and Reading Eggs at home, was very encouraging. Students also have access to iPads and iPhones to enhance their digital learning and skills in literacy, numeracy and science. The introduction of a BYOX

programme, in Years 4 and 5, give the students additional opportunity to engage with the curriculum in a digital world through the use of iPads.

## Social Climate

### Overview

The school climate is one of support, recognition of achievements and encouragement for all.

It has a very positive behaviour management policy which incorporates:

Continued implementation of the Positive Behaviour for Learning Programme (PBL) across the school

Extensive use of specialist staff and outside agencies to support students. A “Zero Tolerance to

Bullying” policy. “Friendly Families”, Values’ programmes to facilitate social skilling for students.

Positive Behaviour recognition days for students. Supported lunches for Students with Disabilities.

The school chaplain has had very positive outcomes through his support of parents, students and

staff. He works three days per week within the school. In 2016, the School Opinion Survey Data

revealed that 91% of parents surveyed thought Jimboomba State School provided a good education, was a good school and that they were safe.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	88%	88%	91%
this is a good school (S2035)	85%	81%	85%
their child likes being at this school* (S2001)	95%	97%	91%
their child feels safe at this school* (S2002)	93%	88%	91%
their child's learning needs are being met at this school* (S2003)	85%	84%	91%
their child is making good progress at this school* (S2004)	85%	81%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	78%	85%
teachers at this school motivate their child to learn* (S2007)	85%	94%	91%
teachers at this school treat students fairly* (S2008)	80%	79%	76%
they can talk to their child's teachers about their concerns* (S2009)	90%	94%	88%
this school works with them to support their child's learning* (S2010)	83%	84%	88%
this school takes parents' opinions seriously* (S2011)	76%	65%	82%
student behaviour is well managed at this school* (S2012)	82%	70%	73%
this school looks for ways to improve* (S2013)	83%	82%	81%
this school is well maintained* (S2014)	83%	84%	91%

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	98%	97%
they like being at their school* (S2036)	92%	98%	98%
they feel safe at their school* (S2037)	90%	97%	96%
their teachers motivate them to learn* (S2038)	94%	98%	100%
their teachers expect them to do their best* (S2039)	98%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	94%	98%
teachers treat students fairly at their school* (S2041)	90%	94%	93%
they can talk to their teachers about their concerns* (S2042)	88%	90%	89%
their school takes students' opinions seriously* (S2043)	83%	91%	92%
student behaviour is well managed at their school* (S2044)	73%	85%	80%
their school looks for ways to improve* (S2045)	94%	98%	99%
their school is well maintained* (S2046)	84%	94%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	97%	97%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	100%	95%
they feel that their school is a safe place in which to work (S2070)	90%	100%	97%
they receive useful feedback about their work at their school (S2071)	87%	98%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	95%
students are encouraged to do their best at their school (S2072)	90%	100%	97%
students are treated fairly at their school (S2073)	90%	100%	95%
student behaviour is well managed at their school (S2074)	71%	96%	87%
staff are well supported at their school (S2075)	84%	100%	92%
their school takes staff opinions seriously (S2076)	77%	100%	92%
their school looks for ways to improve (S2077)	90%	100%	92%
their school is well maintained (S2078)	87%	100%	95%
their school gives them opportunities to do interesting things (S2079)	90%	100%	92%

\* 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

Jimboomba State School enjoys the support of a number of parents, who volunteer their time and skills to support teaching and learning, in our school. Parents are encouraged to volunteer to assist with student learning in classrooms across the school, and units of work are celebrated with parent invitations such as Mothers Day Morning Tea, Fathers Day night event, and Grandparents Day. The Principal delivers a comprehensive report at monthly P&C meetings and there is strong parental involvement in Tuckshop, on-site Uniform Shop, school discos twice a year and the monthly Jimboomba Country Markets. School newsletters are delivered to all families on a fortnightly basis, via the school web site, email or hard copy, and special displays, in the Library and school office foyers, attract a large number of students and parents. The school's Facebook page enables parents to have up-to-date notifications about their child's education and events at the school. Our digital display, in the front foyer, entertains all visitors to the school, with the latest photos from school events and activities. Training, in Reading Readiness, is offered to interested parents by the school Learning Support teacher and parents, who are



trained, support students in the earlier years with their language and speech. Parents are encouraged to attend formal and informal parent/teacher reporting sessions across the year to discuss student progress. Twice a year, parents of students with identified disabilities are invited to attend Individual Learning Plan and Individual Support Plan meetings. The introduction of a Reading Improvement Programme, targeting Prep to Year 2 students has been introduced with parents, before school, hearing students read – especially those who do not read to their parents at home. Parents are invited to attend Reading strategy, information evenings on the same night as parent, teacher interviews.

## Respectful relationships programs

The school has continued to have Braveheart's present to students in lower school, to discuss personal safety and awareness. Through the development of the schools PBL (Positive Behaviour for Learning) programs, lessons have been developed the skills students need to resolve conflict without violence and to be able to recognise when and how to react and report situations where they are not comfortable and need help. The school has a qualified school nurse come in and speak to the year 6 students about personal health and development as they move to high school.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

## 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	142	85	88
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	1	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

During the period of 2015-2016 all staff have made a concerted effort to make sure lights and fans are turned off when not in the classrooms. The school has made a conscious effort to have plumbing problems fixed immediately and to conserve water when possible. We have continued to install water tanks to conserve water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	236,167	3,397
2014-2015	244,583	3,267
2015-2016	191,980	906

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

Sector:

Government

Non-government

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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	54	34	<5
Full-time Equivalent	50	22	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	8
Bachelor degree	46
Diploma	8
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours 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 \$25 083.00

The major professional development initiatives are as follows:

Reading and Comprehension workshops

Fontus and Pinnell training (reading programme)

Positive Behaviour for learning workshops

Fountas & Pinnell Reading Behaviours in-service

Mathletics and Reading Eggs workshops

Early Years Training

Technologies (Class Dojo)

LLI Teacher and Teacher Aide Training

Reading and Spelling consistency of practice across the school

Professional Observation –standards across the school

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%	95%	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.

# Performance of Our Students

## Key Student Outcomes

### 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).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	93%	93%

\*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%.

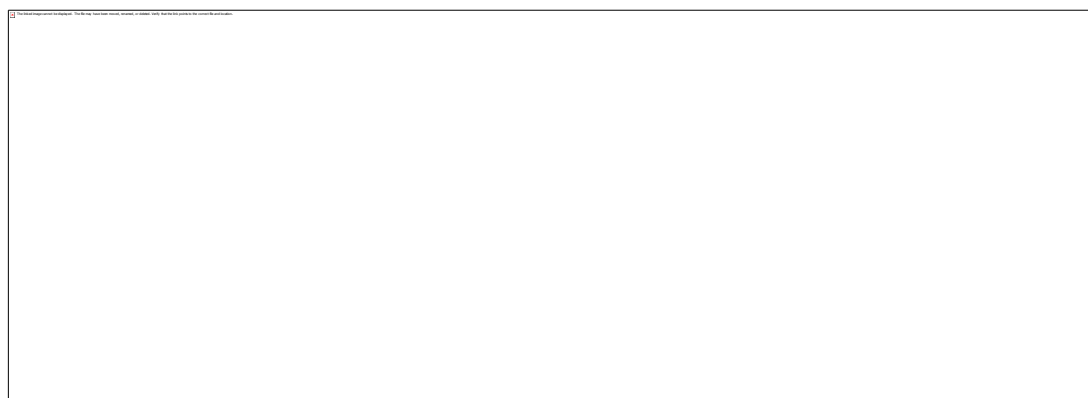
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	90%	93%	92%	92%	92%	91%	93%					
2015	93%	93%	90%	93%	93%	91%	92%						
2016	92%	91%	94%	90%	93%	93%	92%						

\*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.

Students, who are identified by their class teacher or office personnel as having been absent for longer than three days, without notification of reason, are contacted either by the class teacher. Attendance, of a student, that continues to be flagged as of concern is then brought to the attention of the Deputy Principal in charge of the area of school. Parents are called to explain and are given the information re: requirements of compulsory participation. Continual absences are followed by formal letters. We also involve our school Guidance Officer, Behaviour Support Teacher and School Chaplain to work with the families, and the school, to assist with student attendance. District Office is notified if all efforts, from the school, are unsuccessful (in making contact with the family or attendance is not improved)

Rolls are marked twice a day, in the morning and in the afternoon, using One School. Late students are required to collect a late slip from the Administration Office. Students leaving early are signed out via the Administration Staff, before being collected or sent for. All staff received instructions on the correct way to mark electronic rolls, in accordance with audit requirements of the Department of Education and Training, Queensland.

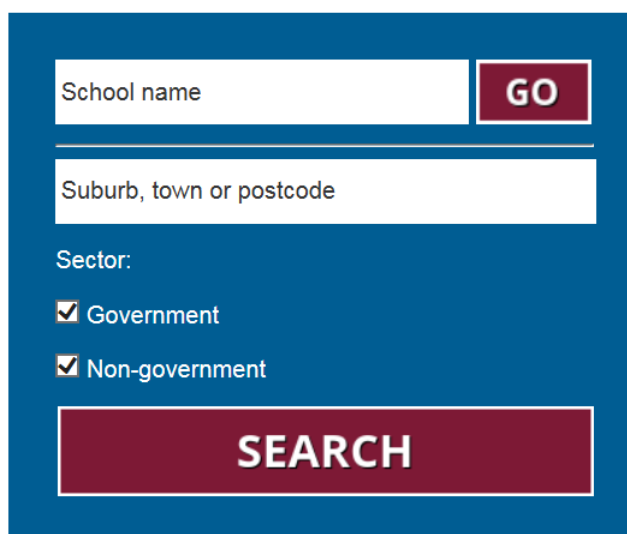
In 2016, we are implementing QParents so parents will have access One School to document absences.

## 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**.

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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.

