



Jimboomba State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

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 program 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. Our students participate in a variety of sports including water polo, AFL, soccer, touch football and rugby league - both boys and girls.

School progress towards its goals in 2018

Our school has continued to embed the close read process through cold and annotated reads in all classrooms each week. Comprehension strategies based on the Fountas and Pinnell strategic actions wheel were also embedded across all classrooms. Visible learning displays were present in each classroom showing what students needed to do in order to achieve an 'A' for achievement in English. Smart goals were set by each year level aligned to the literacy continuum cluster markers. The school's year 3 reading data (NAPLAN) was the best performance since the program commenced in 2008 – 45.4% of students achieving in the upper 2 bands.

Future outlook



Jimboomba S.S Explicit Improvement Agenda 2019

Reading	Differentiation
<ul style="list-style-type: none"> Embed the Jimboomba Close reading process across all Year levels - Cold and Annotated. Refine Close reading process through identification of Best Practice (WOW). Implement comprehension strategies based on Literacy Continuum markers and the Fountas and Pinnell (F&P) Strategic actions reading wheel. Embed Jimboomba S.S IMPACT Cycle to support mentoring around Close reading and best pedagogical practice. Unpack year level Achievement Standards across units using the GTMJ to support an effective moderation process. Refine Visible Learning Displays in English for each unit using collaboratively developed Know and Do charts Each term engage in DATA talks with the leadership team focusing on student achievement and A-C Data 	<ul style="list-style-type: none"> Identify SMART goals aligned to the Literacy Continuum Cluster markers to monitor and track student progress in reading, comprehension and writing. Track student reading growth using DATA display Use F and P reading behaviours and the Literacy Continuum to create visible student reading goals. Use terminology "Aiming for an A" to develop high expectations for all students. Plan for differentiated teaching and learning, allowing all students to engage in the assessment task. Know the curriculum, Know your students, Vary the pathway.

End of year targets and timelines - 2019

	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Literacy continuum	Cluster 4 Reading - 85% Comprehension 95%	Cluster 6 Reading - 85% Comprehension 95%	Cluster 8 Reading - 80% Comprehension 90%	Cluster 9 Reading - 80% Comprehension 90%	Cluster 10 Reading - 75% Comprehension 90%	Cluster 11 Reading - 75% Comprehension 90%	Cluster 12 Reading - 75% Comprehension 90%
English A-C Overall	80%	80%	80%	80%	75%	75%	70%
NAPLAN U2B Reading				46%		30%	
Fountas and Pinnell	85% level D or greater	85% level H,I or greater	85% level L,M or greater	85% level N,O or greater	85% level P,Q,R or greater	85% level S,T,U or greater	85% level V,W or greater
C2C Reading Comprehension	85%	85%	80%	80%	75%	75%	75%
C2C Writing	85%	85%	80%	80%	75%	75%	70%

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	769	807	837
Girls	351	369	391
Boys	418	438	446
Indigenous	56	81	85
Enrolment continuity (Feb. – Nov.)	93%	94%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 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. Most of the students indicate Beaudesert State High School or Flagstone Community College as their preferred destination for the beginning of their secondary

schooling. Yarrabilba State Secondary College will be opening in 2020 and we expect some students to attend this school. The number of students who come from double Income families is decreasing with the number of single parent families increasing. Many families rely on contract work which makes up a substantial part of their income stream. 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	25
Year 4 – Year 6	23	26	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At our school, we -

- teach the Australian curriculum and report against the achievement standards for each year level;
- Implement evidence based reading strategies across all year levels;
- Employ a science teacher for physics and chemistry strands of science;
- Have a student council consisting of year 6 student leaders;
- Teach an aquatics program Prep – 6, utilising our own pool, incorporating water polo, lifesaving and snorkelling (for Year 6s).
- Offer an instrumental music program including woodwind, brass, percussion and strings;
- Offer band and choir performances to parents as well as to community groups;
- Offer camps for students in Years 5 and 6 including a year 6 southern tour to Sydney, Canberra and the snowfields;
- utilise technology across the school, including 2 computer labs; and
- Offer the Jimboomba Jump Start program for pre-prep students assisting them with the transition to primary school each year in term 4.

Co-curricular activities

- Chess club – students learn chess at lunch times each week;
- Playground leaders program which involves Year 6 students assisting others at play times;
- Some students participating in school, district, regional and state sporting competitions;
- School participation in community ANZAC day march;
- Musical performances/junior and senior bands, junior and senior choir, junior and senior strings; and
- Water polo and touch football house competitions.

How information and communication technologies are used to assist learning

All teachers at Jimboomba have been issued with a laptop from the computers for teachers (C4T) 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 skills. The percentage of students who

accessed Mathletics and Reading Eggs at home was very encouraging. Students also have access to iPads to enhance their digital learning and skills in literacy, numeracy and science.

Social climate

Overview

The school climate is one of support, recognition of achievements and encouragement for all. We have a responsible behaviour plan for students (RBP4S) which incorporates the positive behaviour for learning (PBL) program across the school. We also utilise the expertise of specialist staff and outside agencies to support students. We hold rewards days for students each term to recognise good behaviour. A star program rewards students for exhibiting good behaviour as well.

The school chaplain has had very positive outcomes through his support of parents, students and staff. He works for two days per week within the school. The employment of a full time PBL team leader ensures that PBL processes and procedures are implemented consistently throughout the school.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	94%	85%
• this is a good school (S2035)	85%	94%	79%
• their child likes being at this school* (S2001)	91%	96%	85%
• their child feels safe at this school* (S2002)	91%	96%	81%
• their child's learning needs are being met at this school* (S2003)	91%	88%	79%
• their child is making good progress at this school* (S2004)	85%	88%	83%
• teachers at this school expect their child to do his or her best* (S2005)	91%	100%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	86%	87%
• teachers at this school motivate their child to learn* (S2007)	91%	92%	89%
• teachers at this school treat students fairly* (S2008)	76%	94%	75%
• they can talk to their child's teachers about their concerns* (S2009)	88%	90%	94%
• this school works with them to support their child's learning* (S2010)	88%	94%	89%
• this school takes parents' opinions seriously* (S2011)	82%	85%	67%
• student behaviour is well managed at this school* (S2012)	73%	84%	50%
• this school looks for ways to improve* (S2013)	81%	94%	80%
• this school is well maintained* (S2014)	91%	86%	78%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	93%	85%
• they like being at their school* (S2036)	98%	90%	82%
• they feel safe at their school* (S2037)	96%	90%	77%
• their teachers motivate them to learn* (S2038)	100%	96%	93%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	100%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	92%	90%
• teachers treat students fairly at their school* (S2041)	93%	86%	78%
• they can talk to their teachers about their concerns* (S2042)	89%	81%	81%
• their school takes students' opinions seriously* (S2043)	92%	81%	73%
• student behaviour is well managed at their school* (S2044)	80%	78%	56%
• their school looks for ways to improve* (S2045)	99%	94%	88%
• their school is well maintained* (S2046)	95%	81%	72%
• their school gives them opportunities to do interesting things* (S2047)	97%	87%	78%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	97%	77%
• they feel that their school is a safe place in which to work (S2070)	97%	95%	67%
• they receive useful feedback about their work at their school (S2071)	92%	83%	63%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	97%	96%
• students are encouraged to do their best at their school (S2072)	97%	95%	77%
• students are treated fairly at their school (S2073)	95%	91%	55%
• student behaviour is well managed at their school (S2074)	87%	69%	26%
• staff are well supported at their school (S2075)	92%	90%	47%
• their school takes staff opinions seriously (S2076)	92%	86%	49%
• their school looks for ways to improve (S2077)	92%	95%	66%
• their school is well maintained (S2078)	95%	90%	70%
• their school gives them opportunities to do interesting things (S2079)	92%	95%	77%

* 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 many 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 mother's day morning tea, father's day night event and grandparent's day. The principal delivers a comprehensive report at monthly P&C meetings and there is strong parental involvement in the tuckshop, school discos 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. 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.

Respectful relationships education programs

The school has continued to have Bravehearts present to students in lower school to discuss personal safety and awareness. Through the development of the school's positive behaviour for learning programs, lessons have been developed around 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 seeks a school nurse to speak to the year 6 students about personal health and development as they move to secondary school. The school's chaplain runs the PPP program for parents each year.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	88	87	98
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school makes a concerted effort to conserve its energy usage by encouraging classes to keep lights off when not required, use water sparingly and to use air conditioning only on very hot days.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	191,980	308,373	204,683
Water (kL)	906	3,825	1,200

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	60	37	<5
Full-time equivalents	54	22	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	10
Bachelor degree	46
Diploma	0
Certificate	0

*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 2018 was \$29 922.

The major professional development initiatives are as follows:

- reading workshops;
- behaviour workshops;
- beginning teacher Workshops;
- Mathematics and Reading Eggs workshops;
- early years training
- information and communication technologies training;
- LLI training;
- reading consistency of practice across the school; and
- teacher release for observations (watching others work) – standards across the school.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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 were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	91%
Attendance rate for Indigenous** students at this school	93%	93%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

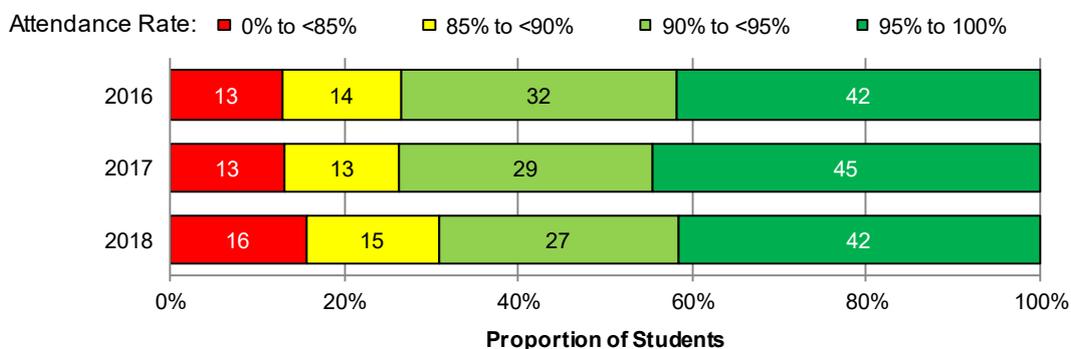
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	92%	93%	93%	Year 7			
Year 1	91%	92%	91%	Year 8			
Year 2	94%	93%	92%	Year 9			
Year 3	90%	93%	92%	Year 10			
Year 4	93%	91%	92%	Year 11			
Year 5	93%	93%	89%	Year 12			
Year 6	92%	92%	91%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the Department of Education 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 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 around requirements of compulsory participation. Continual absences are followed by formal letters. We also involve our school guidance officer 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 slip from the administration office. Students leaving early are signed out via the office as well. All staff receive instructions on the correct way to mark electronic rolls in accordance with audit requirements of the Department of Education. The school uses QParents to communicate with parents.

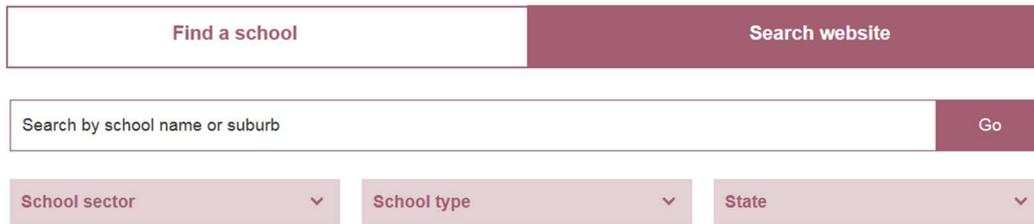
NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.

2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.