Jimboomba State School
Queensland State School Reporting
2015 School Annual Report

Postal address	PO Box 119 Jimboomba 4280
Phone	(07) 5548 8333
Fax	(07) 5548 8300
Email	principal@jimboombass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	Mrs Jay Mills

Principal's foreword

Introduction

As a school, 2015 was the sixth year of our involvement with the Australian Curriculum. All year levels studied the learning areas of English, Mathematics, Science, History and Geography, based on the Australian Curriculum's Content Descriptions and Achievement Standards. All staff were involved in planning our Guaranteed and Viable Maths Curriculum across the school, based on the Australian Curriculum. Professional development was undertaken by all staff in this area.

Part of our commitment to the curriculum, for our students, resulted in the appointment of a school wide Gifted and Talented Mentor, who works with our identified Gifted and Talented students and who also tests students for giftedness. Some of these students were involved in Science, Technology and The Arts Days of Excellence, Cluster Maths Enrichment workshop and other ICT based curriculum enhancement projects. Selected students attended a weekly art workshop conducted by Mr Aaron Pocock, a published illustrator.

We continue the implementation of flexible groupings for English and Maths over all year levels, apart from Prep, to better support all students and target their learning needs. The results of these groupings has been a significant improvement in student learning outcomes, and resources better utilized to meet student, school and systemic goals.

2015 saw the introduction of 2 components of Fountas and Pinnell:

1. BAS (Benchmark Assessment System) provided a whole school approach to reading assessment at JSS. In response to the BAS data, we introduced the System of Strategic Actions, providing explicit Reading Behaviours to improve students' learning. This also provided a consistent language around reading for teachers and students.

2. LLI (Levelled Literacy Intervention) implemented by Teacher Aides, using levelled resources for the explicit instruction of students, who need reading intervention.

The school has continued its tradition of excellence in the sporting arena with a number of students selected to represent regional and state codes. We were thrilled to have one of our students win an Australian championship in Motocross Racing. The strong involvement, of students, in the music field, saw a number of students attending camps and choir performances. Our school concerts, Gala Days and Interschool concerts were strongly supported and attended by our school community.

Our school grounds beautification project was supported by our very able grounds staff. New gardens, trees, road repairs and general area enhancements have resulted in grounds of which the students, staff and parents are very proud. The new learning area, near the library, provides a fantastic area for learning in the sciences, with the pond providing opportunities for students to study water plants and

small water creatures, in situ. This programme will continue into the next few years as will the repainting of our buildings.

Professional Development opportunities, for all staff, were targeted at: Child Protection, Code of Conduct, Positive Behaviour and Learning Program continued implementation, differentiation, One School and Students with Disabilities training.   As part of our staff welfare programme, professional development was delivered to all staff in how to safely use their voices in a classroom setting and how to improve their work/life balance.

NAIDOC celebration was held, involving all students working with visiting performers, in particular a visit from a published author of Indigenous children's books and a past staff member, Mr Greg Dryce.

2015 also saw the school celebrate 125 years of continuous provision of quality education to the students of Jimboomba and surrounding areas.

School progress towards its goals in 2015

PRIORITY	STRATEGY	ACTIONS	PROGRESS
READING **WRITING** **NUMERACY**	Development of JSS Reading Document. Focus on Reading improvement from Prep –Year 6. Review of the writing component of the Whole School English Programme. Focus on Reading improvement from Prep –Year 6.	Planned PD session to deliver reading document at commencement of 2015 school year. Mentoring and modelling of programme for class teachers English reading programme developed, by all class teachers, 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. Collaboratively developed specific reading goals for individual students by student and class teacher. Introduction and implementation of short term data cycles, across the whole school, around reading behaviours. Consultation with year level teachers to refine the writing component within the whole school document. Trial writing behaviours across the school Collation of staff responses to inform writing programme Development and writing of school based writing programme Utilisation of GT=GR funds to support individual students improvement in reading through the use of quality human resource allocation Analysis of PATM data to identify areas for development. Development of school based intervention programmes for identified areas. Evidence of Numeracy skill development in DPFs of staff. Use of Early Start data to support intervention in Prep.	In place and ongoing reviews and improvement

BEHAVIOUR	Review behaviour processes currently in place to enable consistency and alignment with PBL	Celebration of success through continued implementation of Positive Behaviour for Learning. School Wide programme implementation continued to next phase – Tier 2.	In place
DEVELOPING A FEEDBACK CULTURE	Refinement of process for instructional leaders' visit to classrooms to observe practice.	Establishment of a common format for class walk throughs Regular timetabled class walk throughs by instructional leaders Documented feedback to teachers from walk throughs Develop and implement school wide policy on Visible Learning and Feedback	In place

Future outlook

Priority 1. Writing

Development and implementation of JSS writing programme
Implementation across the school of short term data cycles.

Priority 2. Reading

Focus on U2Band across the school through G&T Mentor

Priority 3. Numeracy

Community education on Numeracy

Priority 4. Developing a Feedback Culture

Develop of whole school process to identify, display and track individual student's learning goals to inform students and parents.
Provide verbal and written feedback to inform students of progress with their daily learning, including bookwork.
Provide coaching and mentoring feedback to teachers.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	809	402	407	44	94%
2014	805	374	431	52	91%
2015	748	341	407	58	94%

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 2015, 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:

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, Japan and Eastern European Areas. Indigenous groups, from Torres Strait and Aboriginal Family groupings, make up the largest minority grouping, within the student body. While most students reside in semi-rural properties from 1 to 10 acres, the makeup of Jimboomba, Cedar Vale, Cedar Grove, Flagstone, Logan Village and Greenbank is changing, along with the rest of Logan City, with increased development and small allotment housing. 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 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 more difficult, our enrolment numbers have shown a downward trend. This has been the pattern over the past three years as families look for work and cheaper accommodation further afield.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	25	24
Year 4 – Year 7 Primary	25	26	26
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	107	142	85
Long Suspensions - 6 to 20 days	2	0	0
Exclusions	0	0	1
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.

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 snorkeling (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 linking school

* BYOX programme in Year 3 & 4

* Jimboomba Jump Start programme for pre-prep students

Extra curricula 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 service.

* Musical performances/Junior and senior bands, junior and senior choir, junior and senior strings

* Water polo competition

* Science Spectra Awards participation

* Lego Mechanical competitions

* Touch Football House competition

How Information and Communication Technologies are used to improve 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 iweb, clay animation with i-movie, musical composition with Garageband and blue screen productions utilising the built in cameras. With the creation of a Digital Media Recording Studio with green-screen and blackout studio, students create their own films and audio. Associated resources have also been purchased to fit out the room within the Science and Technology Information Centre attached to the Jimboomba State School and Community Hall. Some Apple Platform computers have also been installed in the Music Centre to incorporate Garageband and other software into the Senior School Program. 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, in particular the students in Year 4-6. 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 3 and 4, give the students additional opportunity to engage with the curriculum in a digital world through the use of iPads. in 2016, the will extend to Year 5.

Social Climate

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 across the school

Extensive use of specialist staff and outside agencies to support students.

A "Zero Tolerance to Bullying" policy and the use of "High Five" strategies.

"Friendly Families", "Friends for Life" and "You Can Do It" Values' programmes to facilitate social skilling for students.

Positive Behaviour recognition days for students.

Supported lunches for Students with Disabilities.

Lunchtime activities that involve a large number of students in enjoyable activities e.g. games room.

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 2015, the School Opinion Survey Data revealed that 88% 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 with the school

Performance measure

Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	91%	88%	88%
this is a good school (S2035)	92%	85%	81%
their child likes being at this school (S2001)	92%	95%	97%
their child feels safe at this school (S2002)	96%	93%	88%
their child's learning needs are being met at this school (S2003)	88%	85%	84%
their child is making good progress at this school (S2004)	88%	85%	81%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	83%	78%
teachers at this school motivate their child to learn (S2007)	96%	85%	94%
teachers at this school treat students fairly (S2008)	100%	80%	79%
they can talk to their child's teachers about their concerns (S2009)	92%	90%	94%
this school works with them to support their child's learning (S2010)	86%	83%	84%
this school takes parents' opinions seriously (S2011)	82%	76%	65%
student behaviour is well managed at this school (S2012)	92%	82%	70%
this school looks for ways to improve (S2013)	96%	83%	82%
this school is well maintained (S2014)	96%	83%	84%

Performance measure

Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	93%	98%
they like being at their school (S2036)	97%	92%	98%
they feel safe at their school (S2037)	96%	90%	97%
their teachers motivate them to learn (S2038)	97%	94%	98%
their teachers expect them to do their best (S2039)	100%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	96%	93%	94%
teachers treat students fairly at their school (S2041)	94%	90%	94%
they can talk to their teachers about their concerns (S2042)	89%	88%	90%
their school takes students' opinions seriously (S2043)	91%	83%	91%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	86%	73%	85%
their school looks for ways to improve (S2045)	98%	94%	98%
their school is well maintained (S2046)	95%	84%	94%
their school gives them opportunities to do interesting things (S2047)	96%	94%	97%

Performance measure			
Percentage of school staff who agree[#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	94%	100%
they feel that their school is a safe place in which to work (S2070)	95%	90%	100%
they receive useful feedback about their work at their school (S2071)	95%	87%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	100%	95%
students are encouraged to do their best at their school (S2072)	100%	90%	100%
students are treated fairly at their school (S2073)	90%	90%	100%
student behaviour is well managed at their school (S2074)	88%	71%	96%
staff are well supported at their school (S2075)	95%	84%	100%
their school takes staff opinions seriously (S2076)	89%	77%	100%
their school looks for ways to improve (S2077)	100%	90%	100%
their school is well maintained (S2078)	100%	87%	100%
their school gives them opportunities to do interesting things (S2079)	95%	90%	100%

# '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. 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 new 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 Imrpovmenet 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.

Reducing the school's environmental footprint

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	235,168	2,844
2013-2014	236,167	3,397

2014-2015	244,583	3,267

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	52	30	<5
Full-time equivalents	47	19	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	46
Graduate Diploma etc.**	8
Masters	4
Doctorate	0
Total	**66**
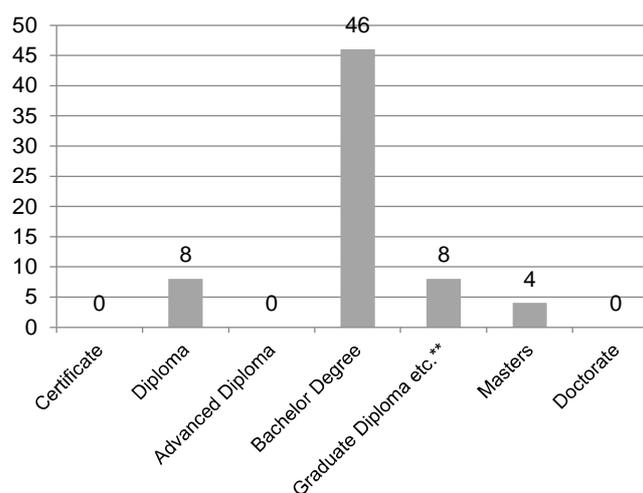
*Teaching staff includes School Leaders

**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 2015 were $20 800.

The major professional development initiatives are as follows:

Reading and Comprehension workshops

Fontas and Pinnelle training (reading programme)

Positive Behaviour for Learning workshops

Fountas & Pinnell Reading Behaviours inservice

Mathletics and Reading Eggs workshops

Early Years Patrons Training

One Plan Webinar

Coding Webinars

Technologies

LLI Teacher and Teacher Aide Training

ACER Online

Maths Planning (Guaranteed and Viable Curriculum)

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 92% of staff was retained by the school for the entire 2015 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

School name   GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
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%	92%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

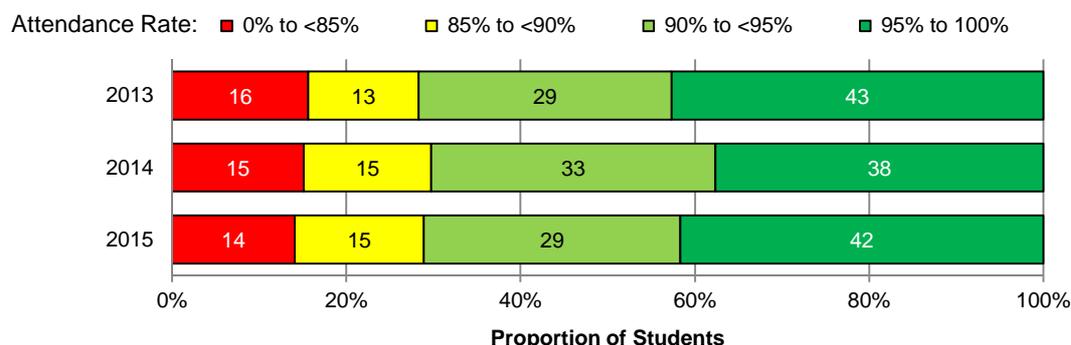### Student attendance rate for each year level (shown as a percentage)

	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
2013	90%	92%	93%	91%	92%	92%	91%	92%					
2014	92%	90%	93%	92%	92%	92%	91%	93%					
2015	93%	93%	90%	93%	93%	91%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	16	13	29	43
2014	15	15	33	38
2015	14	15	29	42

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.

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.

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 or by member of the school administration. 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 or to the Principal. 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 adopt-a-cop, 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.

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.

Where it says '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 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.