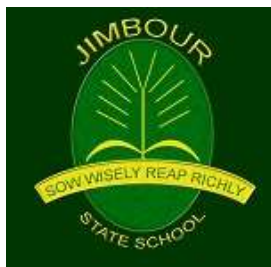


Jimbour State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Our School Annual Report for 2014 gives a brief snapshot of the satisfaction & performance of our students, staff & community & also looks at how we are endeavouring to meet the expectations of our families. It also contains information about what makes our school unique, the multi-age learning environment, the engaging and diverse curriculum, the inviting rural setting, the supportive and caring environment and the professional and dedicated staff. This annual report forms an integral part of our schools reporting and transparency framework for parents and the community. The content of this document meets the needs of the QLD and Australian Governments annual reporting requirements for schools.

School progress towards its goals in 2014

In 2014 all teachers implemented the Australian Curriculum through the 'Curriculum into the Classroom' (C2C) units in the learning areas of English, Mathematics, Science, History and Geography. The School Opinion Survey affirmed our investment in meaningful partnerships between schools, parents and students with many positive gains. The school participated in a Discipline Audit which highlighted many positive practices in the school and areas for future development.

Through the Great Results Guarantee (GRG) staff participated in Professional Development in Understanding Dyslexia and Significant Difficulties as well as Explicit Instruction to ensure are practices in the classroom are based on best practice. All staff have been up-skilled in L.E.M. Phonics, a whole-school approach to Phonological awareness which has been implemented across the whole school. The GRG also enabled processes to be imbedded to record and track student data to inform teaching and learning.

Future outlook

We continue to pride ourselves in being committed in developing lifelong learning skills for our students and school community. We continue to learn and keep up-to-date with the current educational trends to ensure our students are at the cutting edge of education. The key strategic priorities identified in the school strategic plan were:

The key priorities for 2015 based on school policy and department proprieties include:

- Implement PBL as a means of delivering a positive school learning culture.
- Implement and manage high quality consistent teaching classroom pedagogical practices including Explicit Instruction.
- Continue implementation of the Australian Curriculum for English, Mathematics, Science, Geography and History for all students.
- Continue regular fortnightly newsletters and keep website up to date.

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	18	11	7	58%
2013	24	11	13	82%
2014	21	11	10	58%

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

Characteristics of the student body:

Established in 1873 and located on the Darling Downs approximately 15 minutes from the township of Dalby, Jimbour continues to service our local population and increasingly is a school of choice for families who travel daily from a range of surrounding locations. We currently have two multi-age classes, Prep-2 and 3-7.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	9	11	17
Year 4 – Year 7 Primary	3		
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	0	0	0
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

- Professional Tennis and Swimming Coaches.
- Specialist Music Teacher.
- Jimbour Trail Bike Ride.
- LOTE – Japanese.
- School Camps.
- Small School Sports Carnivals.

How Information and Communication Technologies are used to assist learning

At Jimbour we have a range of information and communication technologies that are used to assist student learning. We have 22 computers (Desktop and Laptops) used by students to research and publish their work as well as undertaking interactive Mathematics and literacy activities. Computers are used as an integral tool in the teaching/learning process at Jimbour SS. The school is able to boast a well-equipped, networked computer laboratory. Students are explicitly taught computer skills and keyboarding as part of classroom teaching programmes, and are encouraged to make appropriate use of these ICTs throughout the school day as part of an integrated approach to learning. As such, our students are very confident with the use of various technologies and are eager to use them to create their own learning and connect with each other and the world.

Social Climate

We are committed to creating a secure, success-oriented, empowering learning environment. We insist that students have the right to learn and teachers the right to teach and that both parties should treat each other with dignity and respect. We take care to ensure that our school provides a safe, supportive and disciplined learning environment. This is something for which we have very good reputation and which is highly regarded by our school community. All staff make it their business to ensure that children are happy to be a part of our school, and encourage all students to be safe, respectful learners.

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)	83%	100%	100%
this is a good school (S2035)	92%	100%	DW
their child likes being at this school* (S2001)	92%	100%	100%
their child feels safe at this school* (S2002)	92%	100%	100%
their child's learning needs are being met at this school* (S2003)	83%	100%	100%
their child is making good progress at this school* (S2004)	92%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	92%	92%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	92%	100%	100%
this school takes parents' opinions seriously* (S2011)	83%	100%	67%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
student behaviour is well managed at this school* (S2012)	100%	100%	67%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	89%	100%	77%
they like being at their school* (S2036)	89%	100%	69%
they feel safe at their school* (S2037)	88%	100%	77%
their teachers motivate them to learn* (S2038)	89%	100%	77%
their teachers expect them to do their best* (S2039)	100%	100%	85%
their teachers provide them with useful feedback about their school work* (S2040)	78%	100%	69%
teachers treat students fairly at their school* (S2041)	44%	100%	62%
they can talk to their teachers about their concerns* (S2042)	75%	100%	69%
their school takes students' opinions seriously* (S2043)	56%	100%	62%
student behaviour is well managed at their school* (S2044)	67%	100%	54%
their school looks for ways to improve* (S2045)	86%	100%	69%
their school is well maintained* (S2046)	67%	100%	62%
their school gives them opportunities to do interesting things* (S2047)	78%	100%	38%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	80%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		71%	60%
students are encouraged to do their best at their school (S2072)		100%	80%
students are treated fairly at their school (S2073)		100%	80%
student behaviour is well managed at their school (S2074)		100%	60%
staff are well supported at their school (S2075)		100%	40%
their school takes staff opinions seriously (S2076)		86%	60%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* 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

We believe that we have formed positive partnerships with our parents, ensuring they are valued and included in the systemic processes. Parents are welcome at the school at any time to observe, discuss and/or support student learning.

Parents visit to hear reading, assist with sporting teams, maintain the school grounds and support the student's extra curricula and distinctive offerings. They also willingly cater for school celebrations and provide a tuckshop on cluster days.

A regular newsletter is sent home to report on topical events and issues and to advise of upcoming events. The newsletter is published on the school web site and in hard copy. The school magazine, *Total Recall*, went digital in 2007 and is now presented to parents on DVD.

Written reports on student learning are shared twice a year with parents/carers and oral parent/teacher interviews are offered each semester. To help parents/carers develop a clearer picture of their child's growth as a learner, each unit of work ends with a culminating activity where the students celebrate and share their learning with the community.

Reducing the school's environmental footprint

As a school community, we actively encourage everyone to reduce their environmental footprint. Our school uses its considerable water storage tanks to deliver water for drinking and gardens. Solar panels have been installed to help reduce our electricity usage. All non-essential electrical items are turned off nightly, over weekends and during school holidays. Our water is either harvested from rain water or comes directly from our bore. Weekly refuse disposal is kept to a minimum and paper is recycled as much as possible in printers, fax machines, for compost and in the classroom. Food scraps are kept for extra food for the chickens.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	22,406	146
2012-2013	18,363	213
2013-2014	9,499	202

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.

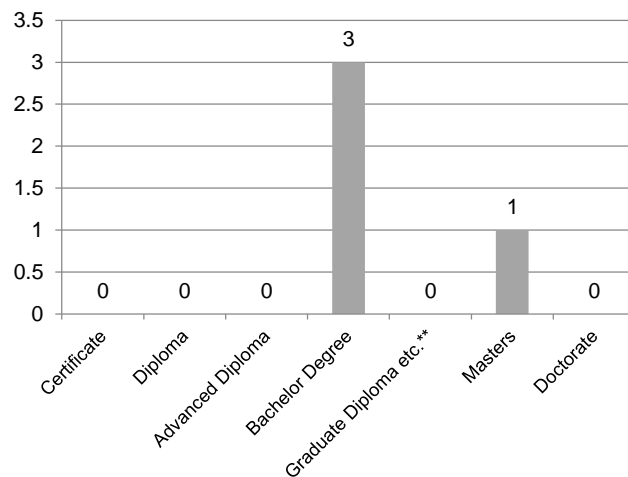
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time equivalents	2	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	4



*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 \$8105.32

The major professional development initiatives are as follows:

- Principals Conference
- Senior First Aide Training
- Explicit Instruction
- More Support for Students with Disabilities
- Code of Conduct
- Student Protection
- LEM Phonics

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.	97%	88%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 57% 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).	94%	94%	93%

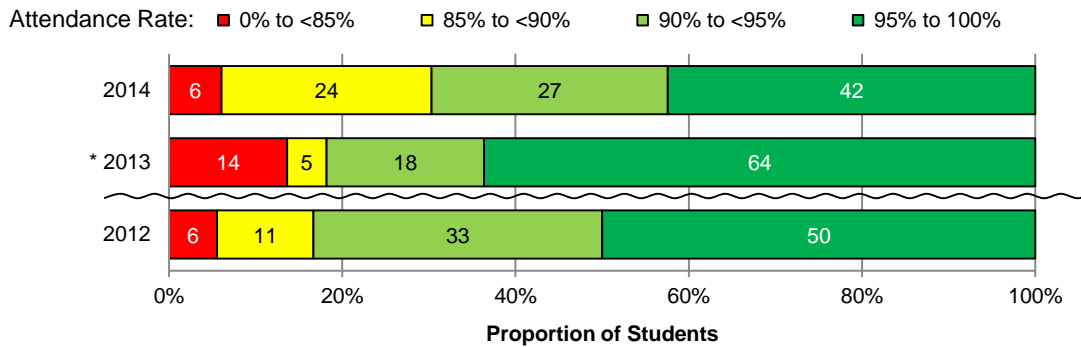
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	97%	91%	93%	DW	97%	97%	DW					
2013	96%	94%	95%	97%	82%	DW	95%					
2014	90%	95%	93%	94%	93%	94%	90%					

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.

As a small school, and due to the close relationship with parents, phone calls are made to discern reasons for student non-attendance. Rolls are marked early in the morning session and following afternoon tea. All absences are marked with a code and any unexplained absence is followed up the next school day. Families are made aware of the importance of attendance through 'Every Day Counts'.

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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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

Due to the small cohort of children at Jimbour State School in 2014 and to protect the privacy of individual students, Closing the Gap results will not be published.