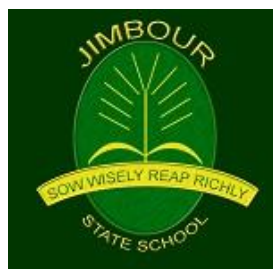


Jimbour State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

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 2015

In 2015 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.

Through the Investing for Success (I4S) we purchased extra teacher and teacher aide time to assist our students and keep our student/staff ratio low.

Future outlook

Our school improvement agenda is in the areas of writing and mathematics. Our targets for this year are for all students, as individuals, to improve more than the state mean. In other words we are aiming for all our students to improve more than other students across the state in one year of learning.

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	24	11	13	1	82%
2014	21	11	10		58%
2015	20	11	9		95%

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:

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		
	2013	2014	2015
Prep – Year 3	11	17	10
Year 4 – Year 7 Primary			10
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	0	0	0
Long Suspensions - 6 to 20 days	0	0	0

Exclusions	0	0	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.

Curriculum delivery

Our approach to curriculum delivery

- Our school curriculum is linked to the Australian Curriculum through the use of Education Queensland's C2C documents.
- Formative and Summative assessment tools are used throughout the school to assist in guiding the learning for each individual student.
- We use a range of online, direct teaching and individual strategies to present the curriculum to our students.

Extra curricula activities

Our distinctive curriculum offerings

- Professional 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 improve 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) and 8 iPads 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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	DW	DW
their child likes being at this school (S2001)	100%	100%	DW
their child feels safe at this school (S2002)	100%	100%	DW

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child's learning needs are being met at this school (S2003)	100%	100%	DW
their child is making good progress at this school (S2004)	100%	100%	DW
teachers at this school expect their child to do his or her best (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	100%	DW
teachers at this school motivate their child to learn (S2007)	100%	100%	DW
teachers at this school treat students fairly (S2008)	92%	DW	DW
they can talk to their child's teachers about their concerns (S2009)	100%	100%	DW
this school works with them to support their child's learning (S2010)	100%	100%	DW
this school takes parents' opinions seriously (S2011)	100%	67%	DW
student behaviour is well managed at this school (S2012)	100%	67%	DW
this school looks for ways to improve (S2013)	100%	100%	DW
this school is well maintained (S2014)	100%	100%	DW

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	77%	100%
they like being at their school (S2036)	100%	69%	80%
they feel safe at their school (S2037)	100%	77%	100%
their teachers motivate them to learn (S2038)	100%	77%	80%
their teachers expect them to do their best (S2039)	100%	85%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	69%	80%
teachers treat students fairly at their school (S2041)	100%	62%	40%
they can talk to their teachers about their concerns (S2042)	100%	69%	40%
their school takes students' opinions seriously (S2043)	100%	62%	60%
student behaviour is well managed at their school (S2044)	100%	54%	60%
their school looks for ways to improve (S2045)	100%	69%	100%
their school is well maintained (S2046)	100%	62%	80%
their school gives them opportunities to do interesting things (S2047)	100%	38%	80%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	80%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	71%	60%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	80%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
students are treated fairly at their school (S2073)	100%	80%	100%
student behaviour is well managed at their school (S2074)	100%	60%	100%
staff are well supported at their school (S2075)	100%	40%	100%
their school takes staff opinions seriously (S2076)	86%	60%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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

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 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 Fridays.

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 newsletter is sent out to the whole community via post.

Written reports on student learning are shared twice a year with parents/carers and oral parent/teacher interviews are offered each semester.

We have a strong relationship with the Jimbour Sport and Rec. Association.

Parents are consulted regularly on the needs of their children particularly those who require, and are receiving, extra support.

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
2012-2013	18,363	213
2013-2014	9,499	202
2014-2015	12,124	42,966

*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.

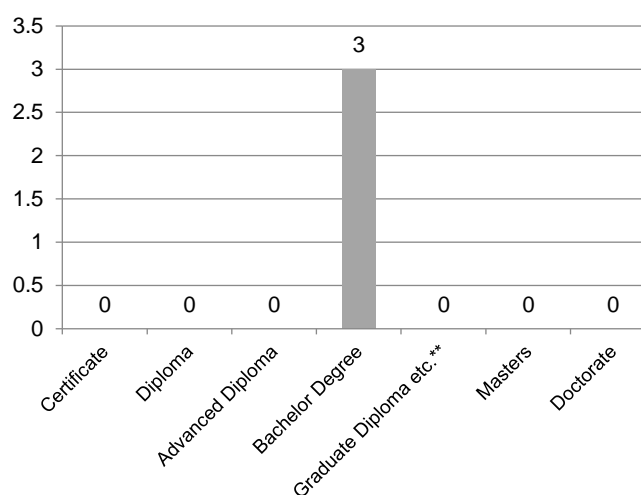
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	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	0
Doctorate	0
Total	3



*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 \$5467.56

The major professional development initiative is as follows:

Explicit Teaching

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.	88%	97%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 36% 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

GO

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).	94%	93%	95%

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%.

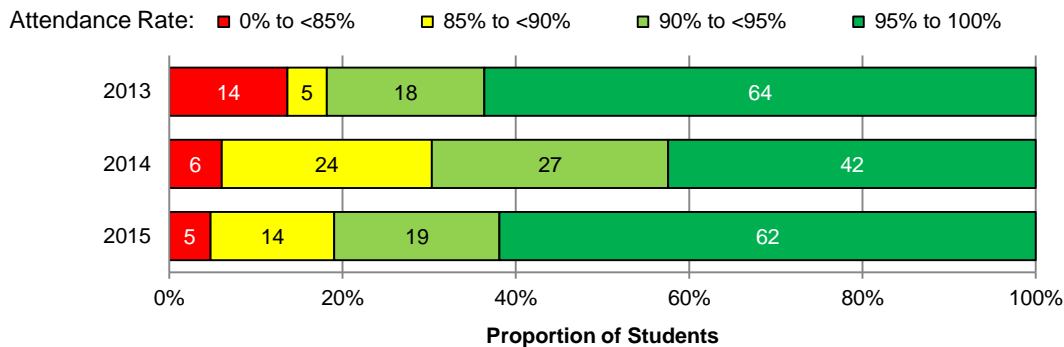
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	96%	94%	95%	97%	82%	DW	95%					
2014	92%	90%	95%	93%	94%	93%	94%	90%					
2015	95%	95%	97%	94%	95%	93%	98%						

*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.



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.

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.

Find a school

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 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.