

Jimbour 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

## Contact Information

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## School Overview

Jimbour State School is a Band 5 school located on the Darling Downs approximately 15 minutes from the township of Dalby. At Jimbour we pride ourselves on being the hub of the local farming community. Jimbour students value respect, responsibility, honesty, teamwork and learning as lifelong attributes and as the fundamentals to success as upcoming citizens. Our main purpose and aim as a community partnership is to educate our local children to the best of our ability, so that they will exit primary school with a set of comparable nationwide standards as they embark on the important journey of secondary education and lifelong learning. Jimbour Provisional School No. 128 opened on the 9th of September 1873. It became a State School in 1917. There were some periods when it operated as a half time school and it closed and opened several times between 1908 and 1925, when it closed on the 31st of December 1925 due to low attendance. It re-opened as a provisional school No. 1558 on the 29th of September 1931 and continues to prosper to this day.

## Principal's Foreword

### Introduction

#### **School Progress towards its goals in 2016**

Our goals in 2016 were to improve students more than the state mean in writing and mathematics. Due to our small number of students we cannot give a figure of how many students who achieved this goal. A high number of students did achieve the goal set but not all students were successful. I4S money was directed towards our focus area, particularly writing, which has shown the greatest improvement.

#### **Future Outlook**

Our school Explicit Improvement Agenda for 2017 is the Teaching of Writing with a strong focus on sentence structure and the planning and feedback process. We have introduced new programmes at the beginning of 2017 including Quick Writes and Spelling Mastery. Our goal for this year is to have all students in Years 3 and 5 in the Upper 2 Bands in NAPLAN writing.

# 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>	21	11	10		58%
<b>2015*</b>	20	11	9		95%
<b>2016</b>	22	12	10		100%

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

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	17	10	9
Year 4 – Year 7		10	13
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

- 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.



## Co-curricular Activities

### Our distinctive curriculum offerings

- Professional Swimming Coaches.
- LOTE – Japanese.
- School Camps.
- Small School Sports Carnivals.
- Sporting Schools visiting coaches.

### 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) 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

### Overview

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

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	DW	DW	100%
their child likes being at this school* (S2001)	100%	DW	100%
their child feels safe at this school* (S2002)	100%	DW	100%
their child's learning needs are being met at this school* (S2003)	100%	DW	100%
their child is making good progress at this school* (S2004)	100%	DW	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%
teachers at this school motivate their child to learn* (S2007)	100%	DW	100%
teachers at this school treat students fairly* (S2008)	DW	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
this school works with them to support their child's learning* (S2010)	100%	DW	100%
this school takes parents' opinions seriously* (S2011)	67%	DW	100%
student behaviour is well managed at this school* (S2012)	67%	DW	100%
this school looks for ways to improve* (S2013)	100%	DW	100%
this school is well maintained* (S2014)	100%	DW	100%

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	77%	100%	100%
they like being at their school* (S2036)	69%	80%	90%
they feel safe at their school* (S2037)	77%	100%	80%
their teachers motivate them to learn* (S2038)	77%	80%	100%
their teachers expect them to do their best* (S2039)	85%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	69%	80%	90%
teachers treat students fairly at their school* (S2041)	62%	40%	70%
they can talk to their teachers about their concerns* (S2042)	69%	40%	60%
their school takes students' opinions seriously* (S2043)	62%	60%	70%
student behaviour is well managed at their school* (S2044)	54%	60%	80%
their school looks for ways to improve* (S2045)	69%	100%	90%
their school is well maintained* (S2046)	62%	80%	80%
their school gives them opportunities to do interesting things* (S2047)	38%	80%	78%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	80%	100%	83%
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)	60%	100%	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)	80%	100%	100%
students are treated fairly at their school (S2073)	80%	100%	100%
student behaviour is well managed at their school (S2074)	60%	100%	100%
staff are well supported at their school (S2075)	40%	100%	100%
their school takes staff opinions seriously (S2076)	60%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	83%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

\* 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

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.

### Respectful relationships programs

During Term 4, 2016 Jimbour accessed the department's Respectful Relationships program. We worked through the 'Not Now, Not Ever' lessons and we also completed lessons around- making friends, respectful talk and solving conflict. We used role play and discussion for these activities. Through our PBL framework lessons around these areas have continued.

### 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	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.

## Environmental Footprint

### 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	9,499	202
2014-2015	12,124	42,966
2015-2016	14,026	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.

## 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	3	5	0
Full-time Equivalent	2	2	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	3
Diploma	
Certificate	

\*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 \$7,196

- This includes cost of teacher replacement to attend Professional Development days.

The major professional development initiatives are as follows:

- Teaching of Writing
- Leading Learning

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.	97%	94%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	93%	95%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).		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%.

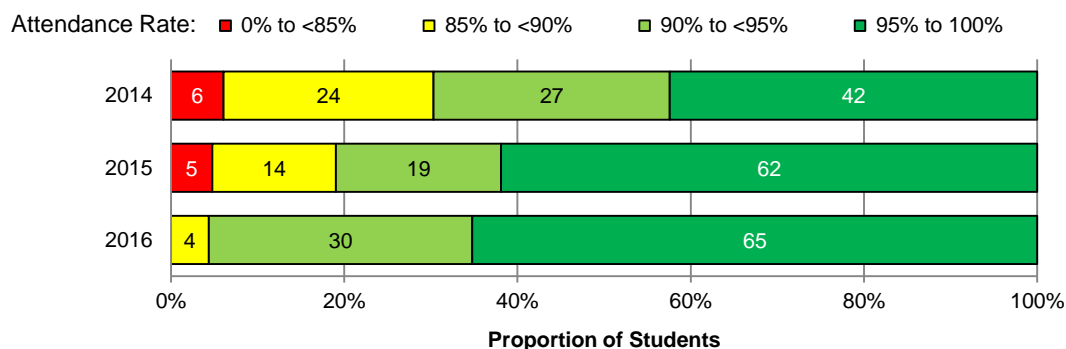
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	90%	95%	93%	94%	93%	94%	90%					
2015	95%	95%	97%	94%	95%	93%	98%						
2016	96%	96%	96%	97%	97%	94%	96%						

\*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.

Rolls are completed by 9:30am and 2:00pm each day. Phone calls are made to check on any unexplained absences. If no contact is made a staff member will continue to phone during the day, when practicable, to make contact with the family.

## 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.

