

Jimbour 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

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.

School progress towards its goals in 2018

During 2018 our school's focus was the teaching of reading using the "Big 6" framework. We have started to implement the 'Big 6' into all our reading lessons and have seen some improvement; however this is still a work in progress. Our target was to have all students above the regional reading benchmark by the end of 2018, however we did not reach this target, we achieved 76% success rate.

Future outlook

2019's Explicit Improvement agenda continues to have a focus on Reading with a strong focus on providing professional development for teachers to increase capability to initiate and implement reading strategies. We will also developing a shared understanding of 'data literacy' and support teachers and teacher aides to effectively use data to inform targeted teaching. Our school will revisit, refine or revise the school pedagogical framework and embed it as the shared language of teaching and learning. Early Start materials will be used across Prep to Year 2 to inform teaching, learning and resourcing and to track student progress. Also in the early years we will develop or adapt a phonics and oral language program for use in Prep and Year 1 that can be utilised through to Year 6.

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	22	20	13
Girls	12	8	4
Boys	10	12	9
Indigenous			
Enrolment continuity (Feb. – Nov.)	100%	81%	92%

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

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 one multi-age class.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	20	7
Year 4 – Year 6			6
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

- 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.
- The school offers Japanese LOTE lessons for students in Year Five and Six.

Co-curricular activities

Students are offered opportunities to attend:

- School camps
- Excursions
- ANZAC parade in Jandowae
- Religious Instruction and ecumenical church services
- Sporting carnivals and events
- Sporting Schools visiting coaches.
- Professional Swimming 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 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

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)	100%	80%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	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)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• 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)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	90%	100%	100%
• they feel safe at their school* (S2037)	80%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	89%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	100%	100%
• teachers treat students fairly at their school* (S2041)	70%	89%	100%
• they can talk to their teachers about their concerns* (S2042)	60%	100%	100%
• their school takes students' opinions seriously* (S2043)	70%	100%	100%
• student behaviour is well managed at their school* (S2044)	80%	100%	100%
• their school looks for ways to improve* (S2045)	90%	100%	100%
• their school is well maintained* (S2046)	80%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	78%	89%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	83%	88%	86%
• 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)	100%	75%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
• students are encouraged to do their best at their school (S2072)	100%	88%	100%
• students are treated fairly at their school (S2073)	100%	88%	100%
• student behaviour is well managed at their school (S2074)	100%	88%	86%
• staff are well supported at their school (S2075)	100%	88%	100%
• their school takes staff opinions seriously (S2076)	100%	75%	100%
• their school looks for ways to improve (S2077)	100%	75%	86%
• their school is well maintained (S2078)	83%	75%	86%
• their school gives them opportunities to do interesting things (S2079)	100%	75%	86%

* 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 interschool 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. Parents are consulted regularly on the needs of their children particularly those who require support.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Jimbour State School is very aware of the need to teach every student personal safety. The school delivers learning experiences namely No Bullying, No Way and Bush Kids, both of which focus heavily on personal safety, awareness of emotions, conflict resolution and recognise, react and report. Being a small rural community it is imperative that students are well equipped to handle the possible situations they might face when transitioning to High School. On top of these programs the HPE curriculum covers in great detail aspects of personal safety and respectful relationships. We also completed lessons around- making friends, respectful talk and solving conflict. We used role play and discussion for these activities.

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	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	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

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 and working to grow their own vegetables to share amongst families.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	14,026	16,890	11,743
Water (kL)	267	218	269

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.

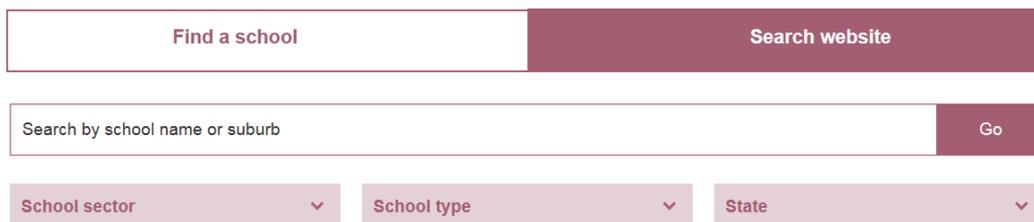
School funding

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

Search by school name or suburb 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	2	4	0
Full-time equivalents	1	2	0

*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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	
Certificate	

*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 were \$9148.57.

The major professional development initiatives are as follows:

- John Flemming Explicit Instruction
- Inclusion Training
- NSIT Training

The proportion of the teaching staff involved in professional development activities during 2018 was 50%

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.	95%	96%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87.5% 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	96%	95%	95%
Attendance rate for Indigenous** students at this school			

* 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
Prep	96%	94%	
Year 1	96%	96%	92%
Year 2	96%	94%	DW
Year 3	97%	96%	97%
Year 4	97%	96%	95%
Year 5	94%	94%	95%
Year 6	96%	96%	DW

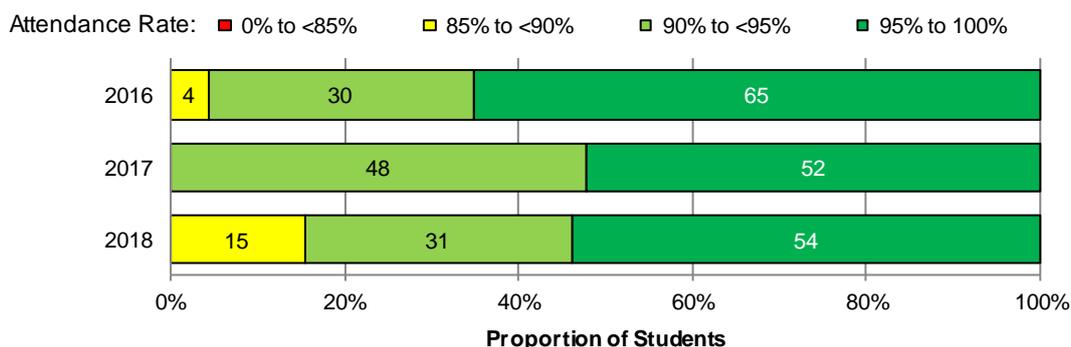
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Roll marking is conducted at 9:00am and 2:00pm each day. If a child is still absent by 9:30am a designated staff member will call the parents to find out why the student is absent. If no answer a message is left and phone calls are continued throughout the day until contact is made.

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.

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 'NAPLAN' to access the school NAPLAN information.

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

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.