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Principal's foreword

Introduction

Our School Annual Report for 2011 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 2011

Priorities of the 2011 AOP were focused around:

- Quality teaching and learning
- Student, family and community engagement
- Positive schools that enhance student well-being, promote social inclusion and reduce educational disadvantage
- Improved attainment and transitions from school to further study
- Implement all Curriculum Audit recommendations.

During 2011, our new School Library was completed, which included a new interactive white board.



Specific strategies under each area were implemented with varying degrees of success. Areas identified as requiring additional emphasis were reviewed and strategically planned for 2012. These included:

- Implement the Australian Curriculum in English, Maths and Science
- Development of a Jimbour State School Curriculum Plan that identifies how pedagogy, assessment and reporting will be addressed across the school
- Reading improvement
- Writing improvement including spelling, grammar and punctuation.
- Attendance improvement

Future outlook

Key Priorities include:

Explicit teaching and the successful implementation of the Australian Curriculum in English, Maths and Science.

Improving the reading, writing and spelling outcomes for our students through the purposeful use of data. Using data to not only inform classroom practices but to also provide explicit feedback to students on individual progress. This will include a review and updating of the school's current data collection tools. Internal audit of all library resources. The purchase of new furnishings and books to support the schools improvement agenda for reading.

Continue to ensure that a safe, supportive, inclusive and disciplined learning environment is maintained at all times.

Community partnerships remain a strong focus for the school. Through the introduction of a playgroup for pre-school children it is hoped that our school will continue to grow in numbers and be a viable educational option for residents in the future.

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
21	11	10	82%

Characteristics of the student body:

Jimbour State School is a small rural coeducational school located amongst farmland 22km North-West of Dalby. With a proud tradition stretching over 130 years, Jimbour State School is proud of its values and its modern facilities. Students who attend Jimbour State School are largely from farming families, although there is an increase in families now being employed by mining companies.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	22
Year 4 – Year 10	10
Year 11 – Year 12	12
All Classes	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	3
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

All lessons are supported by a safe and supportive learning environment. Values are a distinctive part of the Jimbour experience.

The following ten attributes, good communicators, hardworking, positive, problem solvers, team players, knowledgeable, fair, caring, creative and balanced are the important characteristics we aim to develop in students and staff here at Jimbour. These attributes include the nine essential values the Australian Government has identified for Australian Schools.

In 2012 the school will complete a School Environmental Management Plan. It is hoped that this will include a focus on sustainability and promote students learning through gardening and sustainable practices.

Extra curricula activities

Jandowae ANZAC Parade
Jimbour Trial Bike Ride
Swimming
Small Schools Sport Carnivals
School Camp for 6/7
Eisteddfod

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

Jimbour State School is one of 4 schools surrounding the town of Dalby in The Downs District in the Darling Downs- South Western Region. It is situated 25kms north of Dalby and 25kms south of Jandowae. The community consists mostly of farm owners and farm workers. It is rich in a variety of agricultural pursuits including grazing, piggeries, feed lots, and a mixture of cropping, including grain and cotton. A number of large property owners are part of the school community. The school's makeup is diverse, both socially and culturally.

A strong core of nuclear families exists, with a few single parent families. Families are drawn from a broad range of the socio-economic spectrum, from well-educated financially secure backgrounds, to those relying on social security and welfare organisations. The small family atmosphere at Jimbour State School allows each student individual attention to their needs and concerns.

Parent, student and teacher satisfaction with the school

The overall response from parents, students and teachers indicates a high level of satisfaction with the school.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	91%
Percentage of students satisfied that they are getting a good education at school	80%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	96%

Involving parents in their child's education

Parents, Grandparents and other significant adults in children's lives are always welcome at our School. Jimbour has an active parent body that support the school through, attendance at monthly P&C meetings, helping in the classroom, tuckshop, working bees, sport, and running and working at the Jimbour Trail Ride, which is our main P&C fundraiser. Parents are also encouraged to participate in Parent-Teacher interviews at least twice a year as well as remaining in contact with staff through email, phone or appointment to discuss their child/ren's progress.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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. In 2012 the school will complete a School Environmental Management Plan. This plan will help identify actions and targets to help reduce the school's environmental footprint.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	22,312	108
2010	26,121	949
% change 10 - 11	-15%	-89%

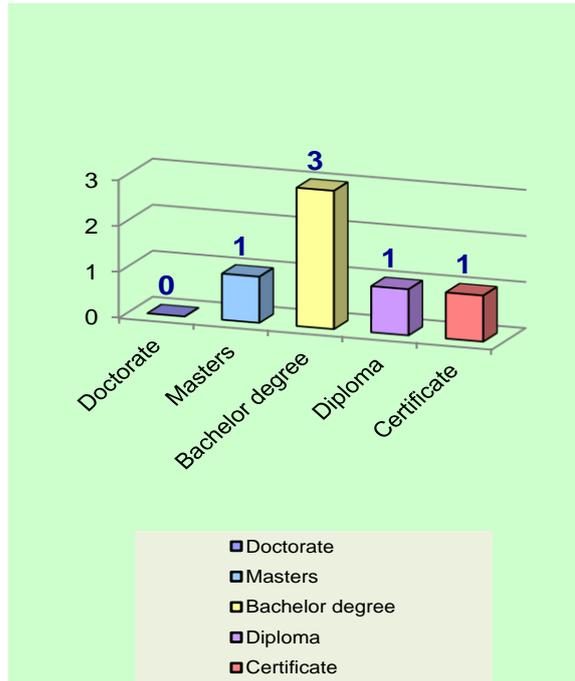
Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	3	6	<5
Full-time equivalents	2	2	<5

Qualifications of all teachers

Our staff profile

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	3
Diploma	1
Certificate	1



Current Principal holds a Post Graduate Certificate in Science.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$ 4565.43

The major professional development initiatives are as follows:

Curriculum Planning

ICT certificates and pedagogical licences

Code of Conduct

National Curriculum

Student Protection

First Aid and CPR

Administration training in Infrastructure maintenance, budgeting and finance, timetabling and reporting.

Cleaner training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

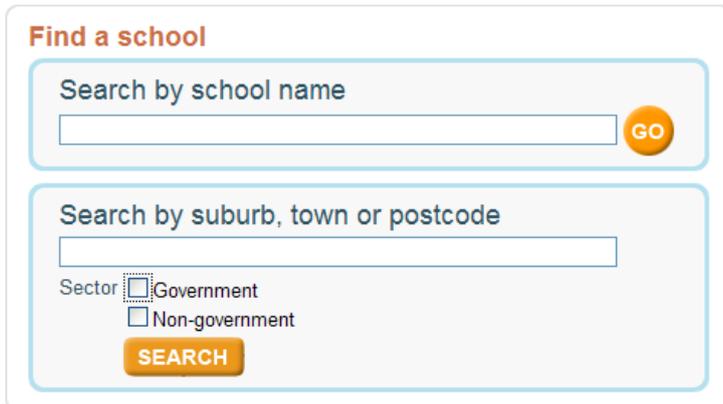
Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is labeled "Search by school name" and features a text input field followed by an orange "GO" button. The second section is labeled "Search by suburb, town or postcode" and includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and an orange "SEARCH" button.

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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.

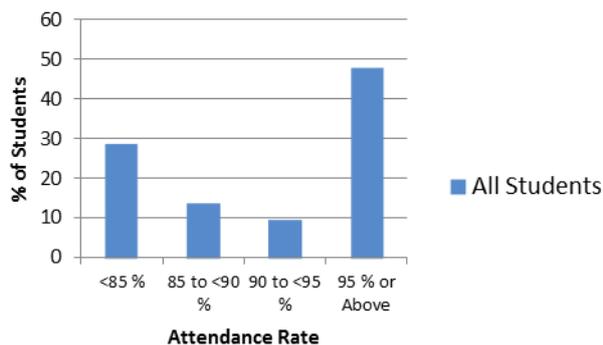
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
87%	91%	77%	94%	98%	76%	91%	N/A	N/A	N/A	N/A	N/A

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 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.

Attendance rolls are marked at 9am and again at 1:45 pm. Children who are absent are coded according to the reason for their absence. Parents must inform the school, either by phone or in writing, of the reason for their child's absence so that the coding can reflect this. All absences are recorded on a central register.

If a child is absent for more than 3 days without an explanation, a phone call is made by the child's teacher to ascertain the reason for the absence and when the child is likely to return to school. Absences for sporting, academic or cultural activities that have been organised by the school do not require an explanation for the absence as a permission note will have been signed off prior to the event.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Performance of our students

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results 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 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

Indigenous students at Jimbour SS have a high attendance rate. Due to small numbers it is not appropriate to comment on achievement statistics due to privacy concerns. However, indigenous students, like all students receive targeted intervention or extension depending on their need.

