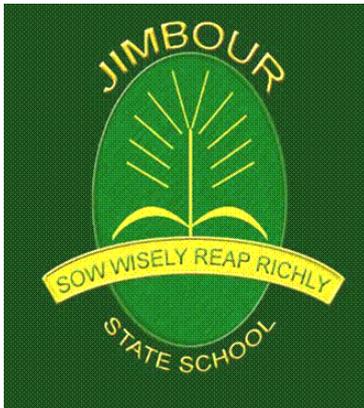


Jimbour State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Our School Annual Report for 2013 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 2013

In 2013 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. All staff has been up-skilled in L.E.M. Phonics, a whole-school approach to Phonological awareness which has been implemented across the whole school. The School Opinion Survey affirmed our investment in meaningful partnerships between schools, parents and students with many positive gains.

In 2013 the Queensland Government implemented its Advancing Our Schools Maintenance Program. This provided Jimbour with a new synthetic grass area, a full repaint of all our classrooms and computer lab, repairs to fencing and a painting of the office. On top of this the school invested in 17 new computers and repainted the library including a feature wall. The students love their new synthetic grass area and we receive many positive comments about the presentation of our school.

Queensland State School Reporting 2013 School Annual Report



Future outlook

In 2013 a number of key policy documents were reviewed and endorsed. These included the school's Responsible Behaviour Plan, Quadrennial School Review and Pedagogical Framework. These documents outline the vision, key priorities and beliefs about teaching and learning for the school over the next four years.

Key 2014 priorities based on school policy and departmental priorities include:

- Continue to implement School Policy and strengthen learning outcomes for students through a safe and orderly school environment and insightful data gathering and analysis.
- Continuing implementation of 'Curriculum into the Classroom' (C2C) materials and preparing the way for the next stage of the P–10 Australian Curriculum Humanities and Social Sciences (HSS).
- Implement class data action planning processes to document differentiation strategies and refine data usage.
- Develop evidenced based plans for students requiring intervention and extension.
- Undertake professional development in Understanding Dyslexia and Significant Difficulties in Reading to support targeted intervention programs.
- Provide staff with Professional Development to support the adoption of Explicit Instruction as a framework for the implementation of a Whole School Pedagogical Framework.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	21	11	10	81%
2012	18	11	7	58%
2013	24	11	13	82%

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

Characteristics of the student body:

Jimbour State School was established in 1873 and is 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. Our school motto, 'Sow Wisely Reap Richly' bears testament to our rural farming environment. We currently have two multi-age classes, Prep-2 and 3-7.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	9	11
Year 4 – Year 7 Primary		3	
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	3	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- School Gardening.
- Professional Tennis and Swimming Coaches.
- Specialist Music Teacher.
- Dalby Eisteddfod.
- Jimbour Trail Bike Ride.
- LOTE – Japanese.
- Artslink Queensland Youth Program Performances.
- School Camps.
- Small Schools 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

We continued to maintain high satisfaction ratings with positive gains in all areas over the 2012-2013 period. Despite the positive trends there is still a need to drive an improvement agenda to ensure we are working to capacity. We believe that we have formed positive partnerships with our parents, ensuring they are valued and included in the systemic processes. We will continue to do our best in 2014 to ensure that all stakeholders are happy with our efforts in providing an excellent education.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	83%	100%
this is a good school (S2035)	92%	100%
their child likes being at this school* (S2001)	92%	100%
their child feels safe at this school* (S2002)	92%	100%
their child's learning needs are being met at this school* (S2003)	83%	100%
their child is making good progress at this school* (S2004)	92%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	92%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	92%	100%
this school takes parents' opinions seriously* (S2011)	83%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	89%	100%
they like being at their school* (S2036)	89%	100%
they feel safe at their school* (S2037)	88%	100%

Our school at a glance

their teachers motivate them to learn* (S2038)	89%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	78%	100%
teachers treat students fairly at their school* (S2041)	44%	100%
they can talk to their teachers about their concerns* (S2042)	75%	100%
their school takes students' opinions seriously* (S2043)	56%	100%
student behaviour is well managed at their school* (S2044)	67%	100%
their school looks for ways to improve* (S2045)	86%	100%
their school is well maintained* (S2046)	67%	100%
their school gives them opportunities to do interesting things* (S2047)	78%	100%

Performance measure

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

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

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

Parent involvement at Jimbour is high, whether it is supporting daily program delivery, contributing to the strategic direction of the school or attending functions and celebrations. We consistently involve parents when student welfare or behaviour management issues arise because students benefit most when there is a strong partnership between the school and the families of students. The relationships with staff that extend from this involvement enhance the opportunities for our students and send a clear message to children that education is valuable.

Reducing the school's 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. In 2013 a kill switch was installed enabling us to isolate the computer lab and save power when it's not in use. The school actively promotes waste reduction and recycling through gardening activities.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	22,312	108
2011-2012	22,406	146
2012-2013	18,363	213

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

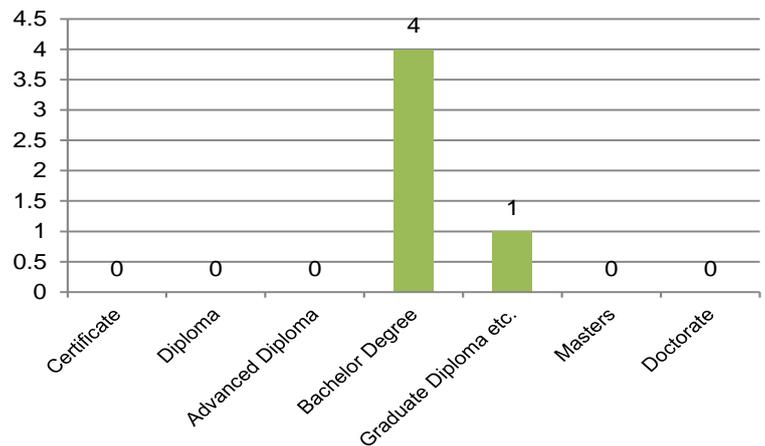
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	3	6	<5
Full-time equivalents	2	2	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.	1
Masters	0
Doctorate	0
Total	5



* 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 2013 were \$ 6481.79

The major professional development initiatives are as follows:

- L.E.M phonics
- Code of Conduct, Student Protection
- Explicit Instruction
- Senior First Aide Training

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	88%

Proportion of staff retained from the previous school year

From the end of the previous school year, 45% of staff was retained by the school for the entire 2013 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 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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

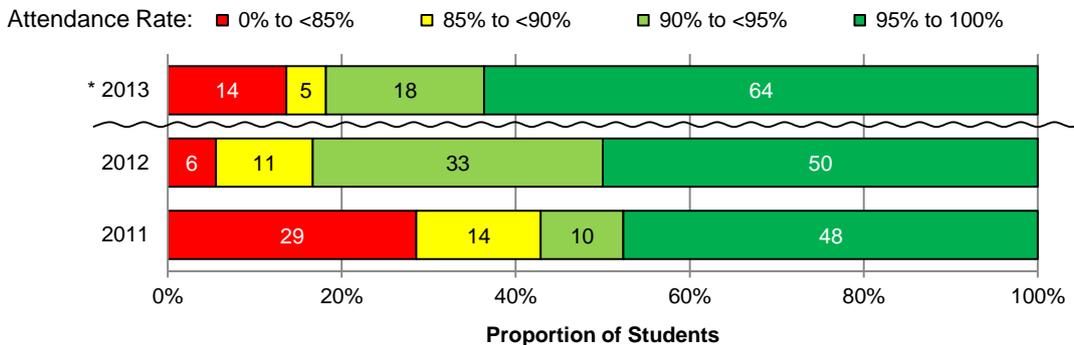
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	87%	91%	DW	94%	DW	DW	91%					
2012	97%	91%	93%	DW	97%	97%	DW					
2013	96%	94%	95%	97%	82%	DW	95%					

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 from 2013 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 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.

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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'.

Performance of our students

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

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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

Jimbour currently has no indigenous students enrolled.