

Jarvisfield State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This is the Annual Report for the 2015 school year. Throughout the year, the school community continued working towards achieving the goals set out in the School Strategic Plan (2011-2014). The school priorities included:

- Improve Reading ,Writing and Numeracy outcomes
- Implement the Australian Curriculum
- Build the capability of leaders and teachers
- Improve attendance rates
- Develop QSR for 2015-2019.

During 2015, a Quadrennial School Review was also conducted at Jarvisfield State School. The school was commended on:

- The staff are dedicated and committed to student learning and well-being.
- Curriculum into the Classroom (C2C) is the embedded curriculum.
- There is a positive and optimistic school culture that promotes learning.

The following recommendations for improvement were also made:

- Collaboratively develop an explicit improvement agenda with a focus on two or three priorities.
- Collaboratively review the roles and responsibilities of staff and communicate these to the school community.
- Develop a curriculum framework for the school, which is aligned to the Australian Curriculum. Ensure it is clear, coherent and precise in its requirements and sets aspirational targets.
- Develop a clear reading program based on current research with explicit strategies for the teaching of reading.
- Collaboratively develop documentation in regards to pedagogy, curriculum, assessment and data collection to reflect systemic expectations and the local context.
- Develop and document a data and assessment plan with targets and timelines that is aligned with school and regional priorities.
- Continue to develop data literacy skills of teachers and ensure that the purpose of collecting data to inform practice is known and understood.

OUR VISION

Jarvisfield State School aims to provide a comprehensive education of the highest quality developing intellectual, social, emotional, physical, cultural and creative potential of every student.

OUR PURPOSE

Our purpose at Jarvisfield State School is to provide a stimulating environment that fosters the intellectual, physical, social and emotional development of each student to attain his/her maximum potential.

School progress towards its goals in 2015

- Improve Reading ,Writing and Numeracy outcomes
- Implement the Australian Curriculum
- Build the capability of leaders and teachers
- Improve attendance rates
- Develop QSR for 2015-2019

We achieve this by:

- Ensuring that the Australian Curriculum is taught in all relevant subject areas.
- Providing a differentiated curriculum based on individual learning needs and styles.
- Providing explicit targeted instruction based on high yield, research based teaching strategies.
- Setting individual learning goals for each student to strive to achieve.
- Developing key documents which provide clarity around learning for teachers, students and parents.
- Tracking attendance data manually and electronically.

Future outlook

- Continue to implement and embed Australian Curriculum (Continuous)
- Develop and implement Quality Teaching and Learning practices (Continuous)
- Whole-school reading plan (Term 1, 2016)
- Whole-school curriculum, assessment and data plan (Term 1, 2016)
- Develop, implement and embed a professional learning plan (Term 3, 2016)
- Review and update the Responsible Behaviour Plan for Students (RBP4S) (Term 2, 2016)

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	25	9	16	13	96%
2014	22	8	14	11	100%
2015	21	7	14	7	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:

The 2015 school population consisted of students from Anglo-Saxon, Aboriginal and Torres Strait Islander backgrounds. 30% of students who attended the school identified as Aboriginal or Torres Strait Islander. 50% of the students live in the rural surrounds of the school, whilst 50% travel out to the school from the town of Ayr. The school community group consists of a diverse mix of family groups including nuclear families, extended families, single parents and informal adoptive families. Within these family groups, there is a mix of employed and unemployed parents and carers.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	9	7	6
Year 4 – Year 7 Primary	7		
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	4	7	6
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

Students are taught in a multi-aged setting.

- One to one support is provided to children in areas of Literacy and Numeracy.
- Japanese is the LOTE (Language other than English) language offered in years 6 & 7.
- Jarvisfield State School participates in the Annual Small Schools Sports & Swimming Carnivals.
- Jarvisfield State School 'JOK SS' participation in sports day, science day, and craft day.
- School sporting and academic teams 'Banana Splits', and 'Red Backs'.
- S4 Science Camp
- Prep program fully supported by a Teacher Aide.
- Specialist English, Numeracy, Science and LOTE teachers.
- Australian Curriculum is used in History, Geography, HPE, Science, English and Mathematics
- C2C units are used in all Key Learning Areas where they are available.
- Student computer ratio 3:1 and all teaching areas are Internet connected.

Extra curricula activities

- Swimming program in terms 1 & 4.
- Engaging community groups such as the gospel choir to do performances
- ICT specialist teacher support.
- 'Sport Link' program, upper school students involved in Friday afternoon sports competition in terms 2 & 3.
- Burdekin Theatre performances.
- Burdekin Centre for Rural Health programs and courses.
- NAIDOC Celebrations
- Australian Red Cross Ambulance First Aid courses for staff and students.

How Information and Communication Technologies are used to improve learning

- Our classrooms contain networked computers for everyday use. Our student computer ratio is 3:1.
- Staff and students have ready access to a wide range of ICT hardware and software including:
- Email and internet access
- Digital imaging using still and video cameras
- Direct curriculum integration of a range of generic software applications scaffolded and sequenced across the school
- Each unit of work contains ICT skills. There is an interactive whiteboard and a data projector (in both teaching areas), both of which are regularly used by students and teachers.
- In our small school setting we are able to allow students to work individually, and we integrate ICT's (Information Communication technologies into all of our learning areas.
- At times we have access to a teacher who works exclusively in this area.
- All students have access to computers to enhance their learning in learning areas

Social Climate

Jarvisfield State School provides a distinctive style of education in its rural setting and small class sizes. Our school caters for local students, as well as those students who live on the outskirts of town, whose parents prefer a small school setting. Our school is very family-oriented.

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)	92%	100%	100%
this is a good school (S2035)	92%	100%	100%
their child likes being at this school (S2001)	92%	89%	100%
their child feels safe at this school (S2002)	92%	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%	89%	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)	92%	100%	100%
teachers at this school motivate their child to learn (S2007)	92%	100%	100%
teachers at this school treat students fairly (S2008)	92%	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)	92%	100%	100%
this school takes parents' opinions seriously (S2011)	85%	100%	100%
student behaviour is well managed at this school (S2012)	92%	100%	100%
this school looks for ways to improve (S2013)	92%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	80%	57%
they feel safe at their school (S2037)	100%	100%	86%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	80%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	86%
teachers treat students fairly at their school (S2041)	100%	100%	86%
they can talk to their teachers about their concerns (S2042)	100%	100%	100%
their school takes students' opinions seriously (S2043)	100%	80%	71%
student behaviour is well managed at their school (S2044)	80%	80%	71%
their school looks for ways to improve (S2045)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school is well maintained (S2046)	100%	100%	71%
their school gives them opportunities to do interesting things (S2047)	100%	100%	71%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	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%	100%	71%
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%	100%	100%
students are treated fairly at their school (S2073)	100%	86%	100%
student behaviour is well managed at their school (S2074)	100%	57%	71%
staff are well supported at their school (S2075)	100%	71%	86%
their school takes staff opinions seriously (S2076)	100%	100%	86%
their school looks for ways to improve (S2077)	100%	100%	86%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	71%	86%

'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

Jarvisfield State School welcomes Parent/Guardian involvement with the school and their child's education. Teachers provide interviews at any time suitable to both parties. Specific Parent Teacher interviews are held in terms 2 & 4, with written reports handed out in terms 2 & 4. Parents/Guardians are invited to attend excursions, all school social activities, and carnivals. We have an open door policy, which encourages all Parents/Guardians to be:

- actively involved in their child/children's education. Parents/Guardians volunteer to assist with reading, P&C functions, tuck shop, and at social functions.
- involved in all aspects of their child/children's learning. In the past we have had outside professionals come to the school to provide specialised skills in areas such as mosaics, quilting, and athletics training. In 2015 we involved a number of our indigenous parents in NAIDOC Celebrations
- Parents and Community were also involved in running our school centenary.
- They were also involved through community meetings for the Quadrennial School Review Process.

Reducing the school's environmental footprint

Jarvisfield State School continued to reduce its paper usage by recycling all paper used. All stakeholders actively reduce power usage by turning electricity off, in areas of the school when not in use. Continued discussion and acknowledgement of the care of our environment, ensures all stakeholders are active participants both at school, and in their private lives. Students are conserve electricity through energy efficient behaviours.

Environmental footprint indicators

Years	Electricity kWh	Water kL
2012-2013	16,579	0
2013-2014	9,484	0
2014-2015	8,650	

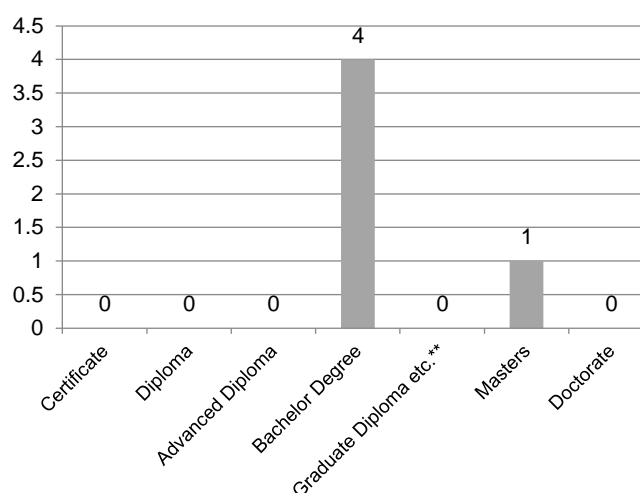
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time equivalents	2	3	0

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.**	0
Masters	1
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 2015 were \$2,331.82

The major professional development initiatives are as follows:

Principal's Forums

Principal's Conference

Cleaner Training

First Aid, Asthma and Anaphylaxis

Quality Teaching and Learning Forum

Budgeting and Finance EOY Procedures

Finance Masterclass

Michael Fullan Conferencing

Mentoring Beginning Teachers Programme

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.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 53% 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

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
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The overall attendance rate for the students at this school (shown as a percentage). 89% 90% 91%

The attendance rate for Indigenous students at this school (shown as a percentage). 84% 86% 83%

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)

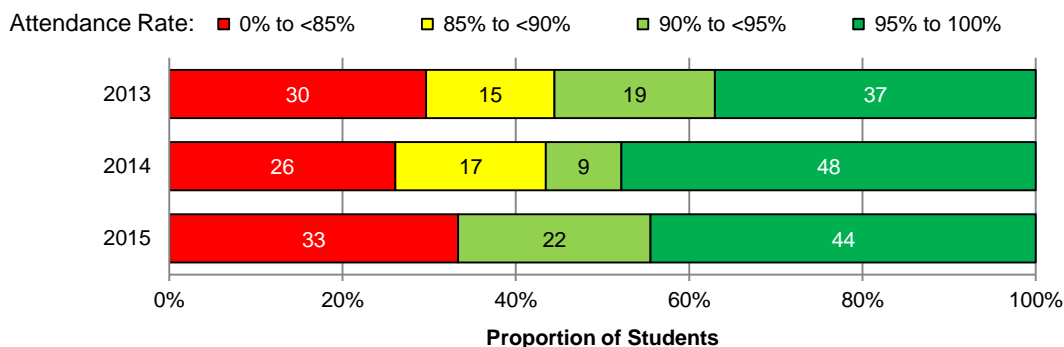
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	81%	93%	97%		86%	DW		92%					
2014	97%	90%	92%	88%	DW	93%	DW						
2015	DW	98%	88%	95%	80%	71%	92%	DW					

*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.

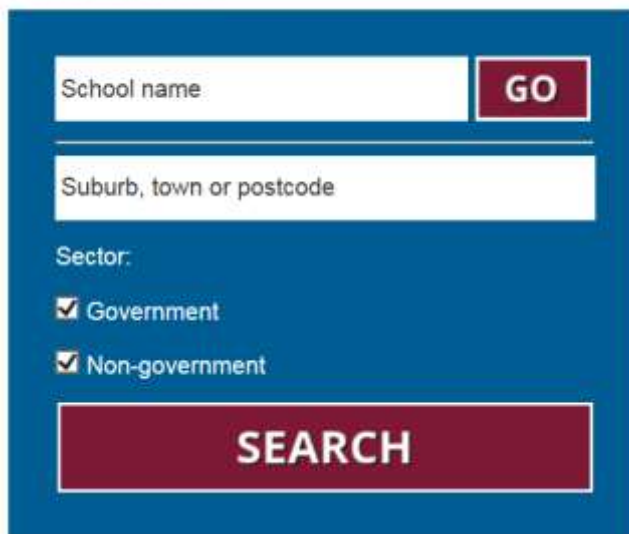
Jarvisfield State School monitors attendance through an electronic roll marking system on OneSchool. The roll is marked twice per day. Parents and carers are contacted in regards to every unexplained absence and are contacted immediately when their child has been absent for 3 consecutive days. Students also monitor their own attendance by marking their attendance on a chart displayed in the classroom.

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



The screenshot shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

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.