

Jarvisfield State School (0798)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

In 2012 Jarvisfield State School community continued to work hard on its priority areas identified in our School Strategic Plan (SSP) 2011 – 2014. Areas that our school identified as priority areas were Priority 1 - Consistent curriculum, planning and implementation to improve learning, Priority 2 - A strong community, valuing and supporting Jarvisfield State School, and Priority 3 - High quality teaching focused on the achievement of every student. In 2013 we will, as a whole school community, continue to work on these priorities.

A new relationship was established between local small schools known as 'JOK SS'. 'JOK SS' is a program that involves Jarvisfield, Osborne, and Kalamia State Schools integrating through science, sports, art, and social activities. This program allows all stakeholders to be engaged, enhance learning, social skills, and to provide all school community members opportunities to meet other school families, other school students, and other school staff.

Jarvisfield State School students were also involved in a group camp with Millaroo, Maidavale, and Osborne State Schools.

Learning links continued with the first amalgamation of Jarvisfield State School joining Kalamia State School for their annual Fancy Dress Ball.

School progress towards its goals in 2012

Continuing to work on our School Strategic Plan priority areas:

- Consistent curriculum, planning and implementation to improve learning – with the introduction of the Australian Curriculum across the school this priority has made substantial progress. This priority will be on-going, but is expected to be completed throughout 2013.
- Build a strong community – with the implementation of links with other small schools, and further development with an established P&C Association, this priority has continued to be further developed and enhanced, and is expected to be completed in 2013.
- High quality teaching focused on the achievement of every student – with strong links to the wider school community through professional development training in school focus areas, with classroom specific timetabled one to one support, and support for students at risk, this priority is expected to be completed in 2013.

Future outlook

Our school community will be concentrating on improving in the areas identified in our Annual Implementation Plan:

- Consistent curriculum, planning and implementation to improve learning.
- Build a strong community.
- High quality teaching focused on the achievement of every student.

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These focus areas are expected to be completed in 2013.

The Jarvisfield school community continued to work on increasing enrolments, building a P&C Association, and implementing new school wide programs. Areas of importance are: improvement in student outcomes, particularly in the areas of reading and writing.

2013 focus areas:

- Consistent curriculum, planning and implementation to improve learning.
- Build a strong community.
- High quality teaching focused on the achievement of every student.
- Explicit teaching of reading.
- Attendance.
- Explicit teaching of writing.
- Closing the gap.

While we continue to work on priority areas we will be looking to the future to establish goals for 2014 onwards. The Quadrennial School Review process will be undertaken in 2014.

School Profile

- Coeducational or single sex: Coeducational
- Year levels offered in 2012: Prep - Year 7
- Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	19	11	8	94%
2011	20	10	10	56%
2012	31	15	16	93%

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

- Characteristics of the student body:
- Our student body is made up of families who live both in the local areas, as well as those who come from the outskirts of town. 42% of our students are Indigenous.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	16	16	11
Year 4 – Year 10		11	10
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days			1
Long Suspensions - 6 to 20 days			0
Exclusions			0
Cancellations of Enrolment			0

Curriculum offerings

- Our distinctive curriculum offerings
 - 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 'C' Schools Sports & Swimming Carnivals.
 - Jarvisfield State School Mini-Sports Carnival.
 - Jarvisfield State School 'JOK SS' participation in sports day, science day, and craft day.
 - School sporting and academic teams 'Banana Splits', and 'Red Backs'.
 - Prep program fully supported by a Teacher Aide.
 - Specialist PE (Physical Education) and LOTE teachers.
 - Student computer ratio 3:1 and all teaching areas are Internet connected.
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- Extra curricula activities
 - Active Student Council.
 - Excursions – students in year Prep – 7 attend excursions that relate to their learning.
 - Swimming program in terms 1 & 4.
 - 'Healthy Thursdays'.
 - 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.

How Information and Communication Technologies are used to assist 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

Like most small schools, 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.

Our school at a glance

Jarvisfield State School has a very devoted and supportive staff that are heavily involved in all aspects of school life. Parents, when possible, assist both with the fundraising activities, and transport needs for our learning activities. Parents attend regular school functions throughout the year.

The School Opinion Survey (SOS) conducted annually provides us with information to change and improve in areas should we need to. 100% of Parents feel that school staff are responsive to their enquiries (above state & like schools). 100% Parents felt that school staff are approachable (above state and like schools). 100% of Parents felt that this school asks for their input (above state and like schools). 100% of Parents felt that this school encourages me to take an active role in my child's education.

Student, staff and parent successes are celebrated through our fortnightly newsletter. Good news stories are placed in local newspapers. Student and school successes are celebrated through the local paper 'The Advocate'.

Social gatherings of school community e.g. Fancy Dress Ball, Student Discos, End of Year Break-up, Mini-sports Carnival, JOK SS Sports Carnival.

Staff access to Employee Advisor.

A Responsible Behaviour Plan and a Bullying Prevention Strategy are utilised in our school community to promote positive behaviours.

Parent, student and staff satisfaction with the school

Jarvisfield State School's performance consistently rated as above Like and State Schools on the annual School Opinion Survey across all key performance measures.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%



Our school at a glance

student behaviour is well managed at their school*	85.7%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	97.5%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Jarvisfield State School welcomes Parent/Guardian involvement with the school and their child's education. Teachers are happy to 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.

Parents/Guardians are welcome to be 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. Parents/Guardians were able to learn the life skills along with their children.

Annually we hold our own Mini-Sports Carnival. Due to the success, and the positive feedback from our whole school community, the carnival is now part of our small school's curriculum. On this day parents/guardians participate in actual events; like parent races, etc..

Our JOK SS (Jarvisfield, Osborne, Kalamia, and Gumlu State Schools) program allows our parents/guardians to support and be actively involved in the programs organised by each small school community. Each time the small schools gather, parents/guardians from each of the settings help by assisting with tuckshop, setting up, and assisting with the activities on the day.

Reducing the school's environmental footprint

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

As a school Jarvisfield continues 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.

Our school at a glance

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	18,005	0
2010-2011	16,848	0
2011-2012	0	0

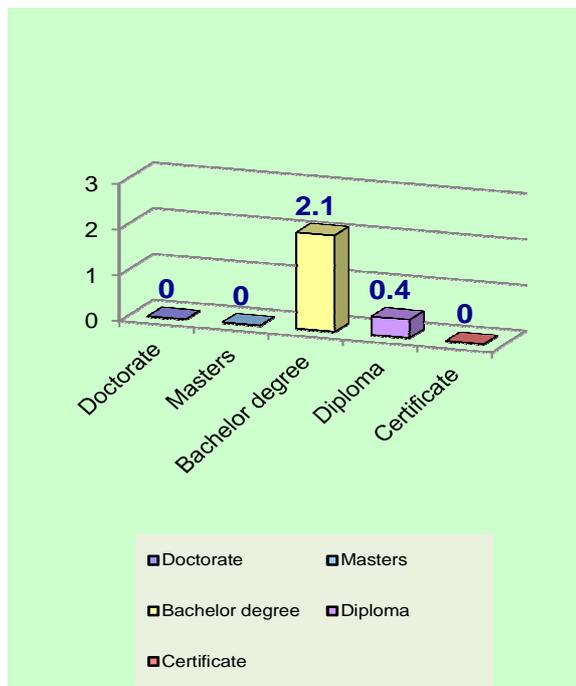
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	<5
Full-time equivalents	2.5	2.7	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	2.1
Diploma	0.4
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$2608.

The major professional development initiatives are as follows:

- Moderation of assessment
- Principal leadership
- OneSchool finance
- ACARA

Our staff profile

- Pedagogical Frameworks
- Indigenous staff training
- EATSIPS Principal training
- KAGAN Co-operative learning
- QCPCA training
- Support – A –Talker
- Prep talk
- First Steps in Reading
- C2C – Curriculum to Classroom training

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94.8%	85%	95.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.9% of staff was retained by the school for the entire 2012 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	83%	87%	95%
The overall attendance rate in 2012 for all Queensland State Primary schools was 93%.			

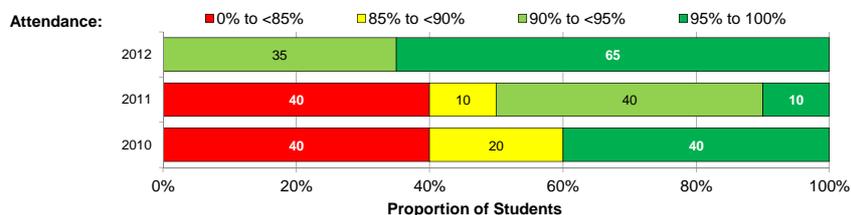
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	91%	78%	63%	DW	84%			DW				
2011	87%	81%	83%		91%	88%						
2012	96%	DW	96%	95%	93%	96%	93%					

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 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.

Student's attendance at Jarvisfield State School is monitored daily via the marking of class rolls in the morning and afternoon. The school has a low incidence rate of unexplained absences as parents are expected to report their child's absence via a phone call, note, or personal communication with members of staff.

Unexplained absences are followed up with phone calls from school administration staff to ascertain the necessity of the absence. Reminders about parent obligations to ensure students attend school regularly, and the need to inform the school of student absence, are relayed through the school Handbook for Parents.

Many proactive strategies for encouraging high attendance rates were used during in 2012 including:

- 'Every Day Counts' strategy – Our students are rewarded for attending school. Students who have attended the most each term are in the draw for a voucher at their favourite store. Families of the students who have attended also go into a draw for a voucher to their favourite store.
- Students are awarded points to their sporting teams for attendance.
- Information regarding the importance of attendance is given to families throughout the year via our school Newsletter.

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/>.

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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

In 2012 we worked towards achieving all systemic targets in Closing the Gap between Indigenous and Non-Indigenous students, in the areas of Attendance, Attainment and Retention.