

Jarvisfield State School

Queensland State School Reporting

2014 School Annual Report



Postal address	MS 2170 Rita Island Via Ayr 4807
Phone	(07) 4782 4254
Fax	(07) 4782 4264
Email	the.principal@jarvisfiss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mr Stanley John Eade

Principal's foreword

Introduction

All members of the school community work together to ensure our students receive a quality education. We have a very open school, where parental involvement and participation as partners in children's growth and development are welcomed and encouraged. Our staff are very friendly, approachable and dedicated to the quality education of all students. Statement of purpose: 'The central purpose of schooling in Queensland is to create a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens with a disposition to lifelong learning and that students participate in the economic and political life of their communities and can engage with other cultures at home and abroad.' (2010 Queensland State Education).

In 2014 Jarvisfield State School community continued to work on priority areas identified in our School Strategic Plan

(SSP) 2011 – 2014 and recommendations from the school Discipline Audit in October. Great Results Guaranteed [GRG] funding was used to support school priorities that included:

- Increasing the percentage of students meeting NAPLAN National Minimum Standards
- Developing Individual Learning Plans for students for identified students
- Improving teacher capability and develop staff capacity
- Increase the number of Parent/carer engaging in literacy workshops

School progress towards its goals in 2014

We continued to build on school community relationship between local small schools in 2014 through a program known as 'JOK SS'. This program involved Jarvisfield, Osborne, and Kalamia State Schools through the integration of science, sport, art and social activities. Jarvisfield State School students were also involved in a camp with Millaroo, Maidavale, and Osborne State Schools. Senior students were able to participate in, and learn guitar lessons at school. As part of our senior leadership program students participated in community service working with the local Meals on Wheels Association.

Future outlook

Key areas for improvement as defined in the School Implementation Plan for 2015 include;

- Reading, writing and numeracy
- Continue to implement the Australian Curriculum
- Build capacity of teachers and leaders
- Improve student attendance rate
- Develop QSR for 2016 to 2019

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	31	15	16	93%
2013	25	9	16	96%
2014	22	8	14	100%

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

Characteristics of the student body:

In 2014 Jarvisfield State School, had 22 children and supported by a very stable, experienced, devoted staff. 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 Ayr. 30% of our students are Indigenous

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	11	9	7
Year 4 – Year 7 Primary	10	7	15
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	4	7
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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.

Extra curricula activities

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.
- Australian Red Cross Ambulance First Aid courses for staff and students.

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

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	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	92%	100%
this is a good school (S2035)	100%	92%	100%
their child likes being at this school* (S2001)	100%	92%	89%
their child feels safe at this school* (S2002)	100%	92%	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%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%	100%
teachers at this school motivate their child to learn* (S2007)	100%	92%	100%
teachers at this school treat students fairly* (S2008)	100%	92%	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%	92%	100%
this school takes parents' opinions seriously* (S2011)	100%	85%	100%
student behaviour is well managed at this school* (S2012)	100%	92%	100%
this school looks for ways to improve* (S2013)	100%	92%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	80%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	80%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	80%
student behaviour is well managed at their school* (S2044)	86%	80%	80%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	86%
student behaviour is well managed at their school (S2074)		100%	57%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
staff are well supported at their school (S2075)		100%	71%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	71%

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

'Agree' represents the 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

JJarvisfield 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 2013 our senior students learnt how to play guitar.

Reducing the school's environmental footprint

JJarvisfield 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	0	0
2012-2013	16,579	0
2013-2014	9,484	0

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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.

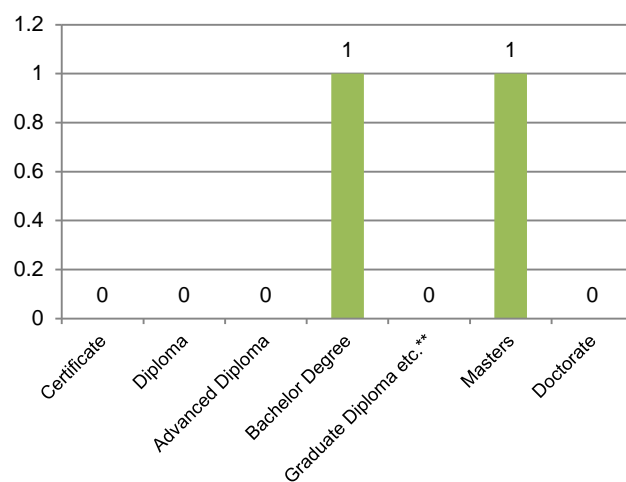
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	6	0
Full-time equivalents	1	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	2



*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 2014 were \$2033.10

The major professional development initiatives focused on:

- First Aid
- Principal leadership
- OneSchool finance
- Explicit teaching of reading
- C2C implementation
- Student with Disabilities
- Education Queensland mandated professional development

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

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 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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**

	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	89%	90%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

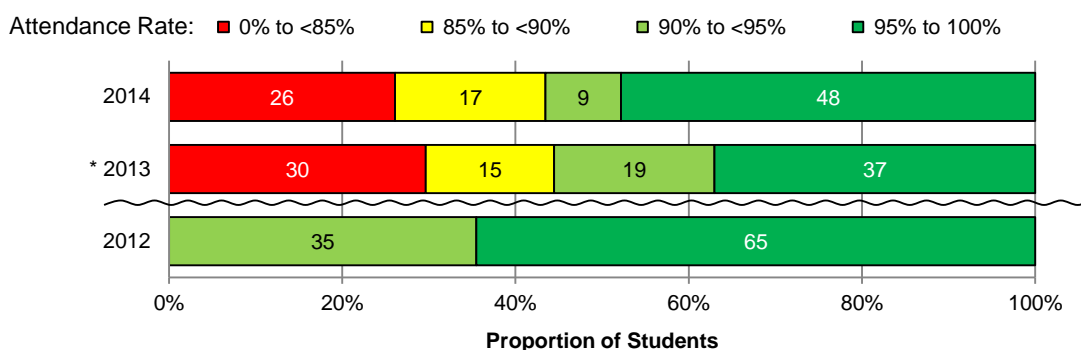
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12

2012	96%	DW	96%	95%	93%	96%	93%
2013	93%	97%		86%	DW		92%
2014	90%	92%	88%	DW	93%	DW	

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 after 2012 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 DETE 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 2013 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, and attendance percentage is given to families throughout the year via our school Newsletter.

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 2014 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