



Jarvisfield State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



Contact Information

| | |
|-----------------|---|
| Postal address: | MS 2170 Ayr 4807 |
| Phone: | (07) 4782 4254 |
| Fax: | (07) 4782 4264 |
| Email: | 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: | Lisa Bello |

School Overview

Established in 1915, Jarvisfield State School is a small rural one-teacher school in the Townsville District, North Queensland. It is approximately 9km (5 minutes) east of the township of Ayr, 15km (10 minutes) northeast of the township of Home Hill and 98km south of Townsville.

Our school is proud to provide students with an education in a caring and supportive environment. We cater for students from Prep to Year six. As a small school, we deliver our curriculum through a multi-level class, with a variety of small and individual learning groups.

We are committed to providing learning programs that cater for the diversity of students in our community. Our efforts to achieve this are supported by an exceptionally experienced and dedicated team of staff members who interact closely with the students and their families.

Our academic program is complemented and supported by a range of sporting, recreational and cultural activities. We continue to implement the Australian Curriculum school program and endeavour to make learning exciting and engaging for all of our students.

At Jarvisfield State School, education involves the school community working in partnership to develop the full potential of each child in a warm, caring and personal environment. I extend a warm welcome to you and invite you to contact us with any enquiries you may have.

Principal's Foreword

Introduction

Welcome to Jarvisfield State School's 2017 Annual Report. Jarvisfield State School offers students a learning environment that is highly individualised to meet the needs of each learner. This report outlines the progress the school has made towards key priorities in 2017. The scope of this report includes:

Our School at a Glance

- School profile and characteristics of student body
- Curriculum delivery
- Social climate
- Environmental footprint
- School Funding

Our Staff Profile

- Workforce Composition
- Professional Development
- Staff attendance and Retention

Performance of our Students

- Key Student Outcomes
- NAPLAN

It is hoped that you find the information contained in this report of value. Should you seek further information please contact the school by email: principal@jarvisfiss.eq.edu.au

School Progress towards its goals in 2017

This report provides a snapshot of the school performance and unique characteristics for the 2017 school year. From the 2017 Annual Implementation Plan, and funding from *Investing For Success* (I4S) of which we received \$7,668, most key targets were achieved

| Strategy | Action | Target | Progress |
|-------------------------------|---|--|----------|
| Curriculum Implementation | <p>Implement the new learning areas of Technology and The Art within the Australian Curriculum.</p> <p>Familiarisation of the Humanities and Social Science (HASS) learning area within the Australian Curriculum.</p> <p>Implement, monitor and measure Investing for Success (I4S) actions.</p> | <p>85% of students achieving a 'C' standard or above in English, Maths and Science</p> <p>70% of students achieving PM Regional Regression Analysis targets</p> <p>All prep students achieving an 80% improvement between PMAP Pre and Post testing results</p> | Achieved |
| Quality Teaching and Learning | <p>Build teacher clarity of the curriculum intent within units of work.</p> <p>Articulate what students need to know and be able to do to be successful in the assessment task.</p> <p>Identify the reading and writing demands of assessment tasks.</p> <p>Develop a collaborative inquiry to determine the impact of teaching on student learning.</p> | <p>Teachers unpack the curriculum intent, reading and writing demands and assessment requirements.</p> <p>Learning Walls are evident within the classroom.</p> <p>100% of students satisfied that <i>'My teachers clearly explain what is required in my school work.'</i></p> <p>Teachers use assessment results to reflect on their teaching to inform their practice.</p> | Ongoing |
| Case Management | <p>Continue school wide case management system focusing on early and ongoing intervention.</p> <p>Refer, liaise and work with support staff to provide targeted evidence based differentiation and intervention for students at risk.</p> <p>Complete Individual Curriculum Plans (ICP) to support and provide differentiated instruction to students not achieving at year level expectations.</p> | <p>Staff to attend case management meetings</p> <p>Students given intensive, focused intervention.</p> <p>Students ICP written endorsed and actioned.</p> <p>Students with Case Management and ICPs are listed in support provisions in OneSchool.</p> <p>Parents are satisfied that <i>'My child's learning needs are being met at this school.'</i></p> | Ongoing |
| Positive Behaviour Learning | <p>Introduce and embed Positive Behaviour Learning (PBL) within the Responsible Behaviour Plan for Students and the school community.</p> <p>Plan and explicitly teach PBL content.</p> <p>Create and embed a Jarvisfield State School PBL insignia.</p> <p>Schedule school events to promote PBL.</p> | <p>Staff, students and parents to adopt PBL.</p> <p>Parents and students are satisfied that <i>'This school celebrates student achievements.'</i></p> <p>Staff to plan and enact fortnightly lessons focused on school rules.</p> <p>Principal to design artwork to be used.</p> <p>Staff and students plan family orientated events.</p> | Ongoing |

Future Outlook in 2018

| Strategy | Action | Target | Progress |
|----------------------------------|--|--|----------|
| A culture that promotes learning | <p>Collaboratively develop and agree upon an attendance program endorsed by P&C</p> <ul style="list-style-type: none"> Establish quality routines and processes Set school attendance target <p>Embed case management</p> | <ul style="list-style-type: none"> 0 unexplained absences 60% of students at 95-100% attendance <10% of students at 85% attendance <p>95% whole school attendance</p> | Ongoing |
| | <p>Collaboratively review and embed Positive Behaviour Learning (PBL) with focus on social and emotional wellbeing of students</p> <ul style="list-style-type: none"> Address PBL in all staff meetings Timetable professional development in fortnightly staff meetings Explicitly teach behaviour and effort in school matrix (A-E) Staff record positive behaviour and incidents in OneSchool <p>Schedule focused lessons to reflect student learning and wellbeing needs</p> | <ul style="list-style-type: none"> 90% of students achieving an 'A' in behaviour matrix 100% of parents, students and staff satisfied in School Opinion Survey (SOS) that <i>'this school manages behaviour'</i> | Ongoing |
| Expert Teaching Team | <p>Curriculum provisions for all students through assessing, moderation and reporting</p> <p>Timetable co-planning and co-teaching to follow the Jarvisfield State School unit planning process</p> <p>Professional development for staff in planning process to identify the explicit literacy and numeracy demands in all learning areas</p> <p>Professional development to build data literacy skills so that teachers can use data and resources to identify the best teaching strategies to deliver curriculum and individualised student needs</p> <p>Continue to embed collective monitoring process (co-plan, co-teach, observations and feedback)</p> <p>Timetable 5 weekly data conversations between principal and teacher (data driven dialogue)</p> | <ul style="list-style-type: none"> 100% of staff attending professional development and involved in observations and feedback SOS data satisfaction | Ongoing |

Our School at a Glance

School Profile

| | |
|-------------------------------------|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2017: | Prep Year - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2015 | 21 | 7 | 14 | 7 | 95% |
| 2016 | 13 | 5 | 8 | 5 | 69% |
| 2017 | 14 | 4 | 10 | 3 | 69% |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The student body of Jarvisfield State School comprises of students from a rural and a small town background. Sugar cane farming has a great influence on the type and frequency of work available in the area for parents. The school has a small number of Indigenous families.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---------------------|------|------|------|
| Phase | 2015 | 2016 | 2017 |
| Prep – Year 3 | 22 | 13 | 13 |
| Year 4 – Year 6 | | | |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

As a small school we deliver our curriculum in a multiple aged classroom. Students are engaged in multileveled units designed to cater for learning at each child's year level. This approach allows students that require extra learning opportunities to grasp content through further consolidation time and those who are ready to be extended, the opportunity to move on with their thinking. Student learning at Jarvisfield State School is highly individualized.

We offer all key learning areas to students. In addition we offer

- LOTE Japanese for Years 5-6 conducted online from Charters Towers Distance of Education.
- Phonemic Awareness Programme

Co-curricular Activities



Burdekin Festival of Arts which involves the whole school to perform in choir and choral speaking divisions

- School excursions related to units of work covered in class
- School Camps for Years 5/6
- Grip Leadership Conference and Leadership skills development
- Student council
- Small Schools' cluster Days with curriculum focus

How Information and Communication Technologies are used to Assist Learning

Jarvisfield State School has a 1:2 laptop computer to student ratio for use within learning activities. All classrooms have either an interactive whiteboard, data projector or touchscreen television. The school currently has 3 iPads that are used daily in learning rotations. The school subscribes to Reading Eggs, Mathletics and Typing Tournament as part of the literacy and maths program. Students access the Learning Place to engage in learning objects, online resources and web conferencing.

Social Climate

Overview

Jarvisfield State School has commenced implementing Positive Behavioural Learning. We are committed to providing a positive school environment, where all students are included and feel safe and supported improves student learning outcomes. Every member of the school community (school staff, parents and students) play a role in creating a safe, supportive and disciplined school environment, where students can learn and achieve. Our students identify with the Super J's core school values of safety, respect and responsibility and the school's behaviour matrix as outlined in the Responsible Behaviour Plan for Students.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | 100% | 100% | 100% |
| this is a good school (S2035) | 100% | 100% | 89% |
| their child likes being at this school* (S2001) | 100% | 100% | 100% |
| their child feels safe at this school* (S2002) | 100% | 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% | 100% | 89% |
| 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) | 100% | 86% | 88% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 100% | 89% |
| teachers at this school treat students fairly* (S2008) | 100% | 100% | 89% |
| 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% | 100% | 100% |
| this school takes parents' opinions seriously* (S2011) | 100% | 100% | 88% |
| student behaviour is well managed at this school* (S2012) | 100% | 100% | 88% |
| this school looks for ways to improve* (S2013) | 100% | 100% | 88% |
| this school is well maintained* (S2014) | 100% | 100% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 100% | 100% | 100% |
| they like being at their school* (S2036) | 57% | 88% | 100% |
| they feel safe at their school* (S2037) | 86% | 100% | 100% |



| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| their teachers motivate them to learn* (S2038) | 100% | 100% | 100% |
| their teachers expect them to do their best* (S2039) | 100% | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 86% | 100% | 100% |
| teachers treat students fairly at their school* (S2041) | 86% | 100% | 92% |
| they can talk to their teachers about their concerns* (S2042) | 100% | 100% | 100% |
| their school takes students' opinions seriously* (S2043) | 71% | 88% | 100% |
| student behaviour is well managed at their school* (S2044) | 71% | 100% | 100% |
| their school looks for ways to improve* (S2045) | 100% | 100% | 92% |
| their school is well maintained* (S2046) | 71% | 100% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 71% | 100% | 92% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 86% | 100% | 100% |
| 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) | 71% | 50% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | DW | DW | 100% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 83% |
| students are treated fairly at their school (S2073) | 100% | 100% | 83% |
| student behaviour is well managed at their school (S2074) | 71% | 100% | 100% |
| staff are well supported at their school (S2075) | 86% | 100% | 83% |
| their school takes staff opinions seriously (S2076) | 86% | 100% | 83% |
| their school looks for ways to improve (S2077) | 86% | 100% | 100% |
| their school is well maintained (S2078) | 100% | 75% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 86% | 50% | 100% |

* Nationally agreed student and parent/caregiver items

'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 encourages parents to maintain a strong working relationship with their child's teacher and all school personnel. The school involves parents in their child's education by providing oral reporting twice a year or at any time a parent wishes to talk about their child's education. Parents of students requiring additional school support are encouraged to actively consult with teaching staff and support staff to develop individualised curriculum plans, personalised learning plans and/or case management. We appreciate our parents and carers supporting regular student attendance and items set for homework.

Parents, staff and students support school events such as the Fancy Dress Ball by providing food and volunteering their time to help organise the event. They also support their children in performances, displays and ceremonies.

School newsletters are sent home and placed on the school website and noticeboard in the office to keep parents informed about school activities and events. Students who receive awards or achievements receive special mention in the newsletter. Where possible we try to have information about our school placed in the local papers to showcase our students' successes

Respectful relationships programs

Jarvisfield State School is committed to providing a safe, respectful, responsible and disciplined learning environment for students and staff. Students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Jarvisfield State School has begun implementing Positive Behaviour Learning (PBL) within the Responsible Behaviour Plan for Students and the school community.

Students participated in the Day for Daniel and the Braveheart's programs. The Daniel Morcombe Foundation's key role in the community is the education of all children about their personal safety. The foundation assists educators and parents through the funding and development of child safety educational resources as well as assisting young victims of crime. The Braveheart's mission and vision is to prevent sexual assault in our society and to make Australia the safest place in the world to raise a child. Jarvisfield State School implement programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|----------------------------------|------|------|------|
| Type | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 6 | 7 | 0 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the school's environmental footprint

The use of natural breeze rather than air conditioner use has decreased the electricity usage. Water usage is dependent on seasonal responses to water need. Staff use relevant curriculum opportunities to educate students about energy.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 8,650 | |
| 2015-2016 | 10,445 | |
| 2016-2017 | 11,142 | |

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 2 | 4 | 0 |
| Full-time Equivalents | 1 | 2 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | |
| Masters | |
| Graduate Diploma etc.** | |
| Bachelor degree | 2 |
| Diploma | |
| Certificate | |

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$10,752.

The major professional development initiatives are as follows:

- Positive Behaviour Learning
- Collaborative learning
- Students with disabilities
- Literacy

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 93% | 99% |

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 2017.

Performance of Our Students

Key Student Outcomes

Our key student outcome across the school is 85% of our students achieving a 'C' standard or above in English, Maths and Science.

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 91% | 92% | 88% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 83% | 88% | 88% |

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

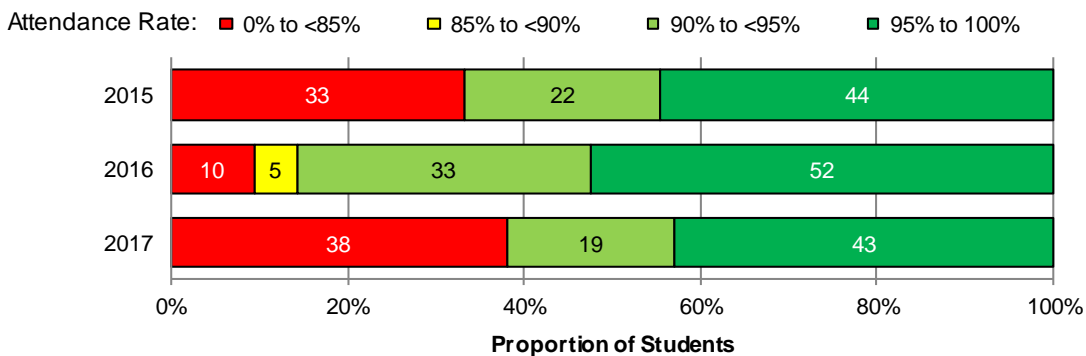
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | DW | 98% | 88% | 95% | 80% | 71% | 92% | DW | | | | | |
| 2016 | | DW | 87% | 90% | 95% | DW | DW | 100% | | | | | |
| 2017 | 96% | 91% | 71% | 96% | 88% | 89% | | | | | | | |

*Attendance rates effectively count 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 Department of Education 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.

NAPLAN

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

Sector:

Government

Non-government

Where it states '**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.

Conclusion

Every year Jarvisfield State School strives to provide a stimulating environment that fosters the intellectual, physical, social and emotional development of each student to attain his/her potential.