



Jandowae Prep-10 State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 60 Jandowae 4410
Phone	(07) 4668 4333
Fax	(07) 4668 5630
Email	principal@jandowaess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Mr Scott Bach - Principal



From the Principal

School overview

Jandowae Prep to 10 State School addresses as core business the mental health and well-being of all our members (World 1-the inner self) measuring this by consideration of the health of a person's World 4 (their ability to dream a positive future). We customise the learning needs of World 2 (education for the hands) and World 3 (education for the intellect) learners so that every person within our community can achieve his/her potential. Underpinning all our work are the learning processes, curriculum content and values framework which contribute to the development of motivated, confident learners who have a healthy outlook and resilience to face, manage and cope with their uncertain yet exciting futures. Key priorities include: developing and sustaining reciprocal community partnerships through community engagement, community education and community service, utilising technology for learning (acquisition, rehearsal, retention, retrieval), achieving an appropriate balance of World 2 and World 3 pedagogical practice incorporating digital technologies and providing a process driven curriculum around the identified core content

At Jandowae P-10 State School, we believe all students can experience success in learning within a supportive and stimulating environment. We therefore provide an open and welcoming environment which encourages students, staff, parents and the community to participate in the life of the school. We also foster self-responsibility and higher order thinking skills in students as preparation for their future. This includes encouraging students to be community minded, tolerant and respectful. This aligns with our School Expectations of being Safe, Respectful and Responsible Learners. This culture has been fostered since the school's opening on 28th March 1887. Jandowae P-10 State School currently has an enrolment of 150 students from Prep to Year 10.

School progress towards its goals in 2018

School Opinion: 100% of parents stated that Jandowae was a good school, that their child feels safe at school, and that the school works with them to support their child's learning.

100% of parents and staff stated that behaviour is well managed at this school.

Systematic curriculum delivery was a major focus in 2018. The development of the Jandowae Curriculum plan aligned our focus for the systematic delivery of the Australian curriculum and continues to support students to successfully transition through the different phases of school life. Underpinning the curriculum is our continued focus on creating an inclusive culture of engaging learning that improves wellbeing and achievement.

Our 'Positive Behaviour for Learning' program nurtures this culture and promotes positive student-teacher relationships. The following questions provided in the table below guide students and teachers and support our intentional approach to improving the progress of all students.

Five questions for students:- 1. What are you learning? Why? 2. How well are you doing? 3. How do you know? 4. How can you improve? 5. Where will you go for help?	Five questions for teachers:- 1. What am I teaching? 2. Why am I teaching it? 3. How will I teach it? 4. How will I know when students have learned it? 5. What is next... if it works?... if it doesn't work?
---	---

Knowing students and knowing how they learn has seen ongoing professional development occur using the work of Dr Lyn Sharratt. This work has led to the creation of data walls, success criteria and learning intentions. Ongoing data conversations provide a cyclic approach to monitor individual students and develop interventions.

Other key priorities include maintaining established community partnerships with the kindergarten, community library local businesses and the P&C. Continue the upskill of staff and students in the competent use of ICT's through the use of a Tech Ambassador. This work involves preparing students for online assessments such as NAPLAN and the increasing demands of the technologies and STEM curriculums.



Future outlook

Strategy: P-10 Curriculum, Assessment and Reporting Framework - Implementation

Actions	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> All stakeholders have a clear understanding of the curriculum overview (yearly/term) and expectations required for teaching, learning and assessment through the use of the Whole School Curriculum Plan. 	Deliver Term 1 Review in Term Planning Meetings	STLaN HOC Principal
<ul style="list-style-type: none"> Teaching staff regularly meet/ discuss/ review their teaching and learning content and curriculum requirements through term collaborative planning meetings. 	Term Planning Meetings	STLaN HOC Principal
<ul style="list-style-type: none"> Review of the school's staffing structure and associated roles and responsibilities and the creation of a Head of Curriculum (HOC) role. 	Term 1	Principal HR
<ul style="list-style-type: none"> SATE Transition for Year 10 students – Review the curriculum requirements that are needed in order to support students for Senior Schooling transition. 	Term 2	PATL Secondary Staff HOC
Strategy: Professional Development in understanding Australian Curriculum		
Actions	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Focused professional development (PD) that supports the development of teaching and learning aligned to the P-10 Curriculum and Reporting Assessment Framework. 	Semester 1/ Semester 2	Leadership Team PATL
<ul style="list-style-type: none"> STEM – Technologies Curriculum: Providing support to staff and students to access the Technologies Curriculum (Digital Technology) with the support of the Tech Ambassador. 		Tech Ambassador HOC
Strategy: Improving student learning outcomes by planning in Phase Teams		
Actions	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Develop a sharp and purposeful agenda for planning release time that provides direction and purpose aligned against improving student learning. 	Term Planning Meetings	Principal HOC
<ul style="list-style-type: none"> Through primary/ secondary planning, develop agreed teaching practices in response to the curriculum requirements and content. 		
<ul style="list-style-type: none"> Pre-planning of Learning Intentions and Success Criteria's that align to current teaching and learning with the use of 'Bump It Up Walls' to support students learning. 		



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	123	148	152
Girls	66	78	78
Boys	57	70	74
Indigenous	18	22	23
Enrolment continuity (Feb. – Nov.)	81%	91%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Students enrolled at Jandowae Prep - 10 State School are generally from a broad range of demographics. The student body consists of students from families who are of a Christian Background and either reside within the town boundary or are located on rural properties. The student body continues to be a mix of students whose family backgrounds have a mix of low and high socio-economic status. Coming from homes that consist of home owner/occupiers, renters or rural family properties. Families continue to enrol students along with new arrivals to the township due to its close proximity to larger centres with a variety of families working either within the township of Jandowae or the larger centres. Close by mining opportunities and the wind farm continue to support some families and have allowed families to relocate into our town and school. Our school accommodates approximately small percentage of students who identify as ATSI students.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	19	18
Year 4 – Year 6	18	17	20
Year 7 – Year 10	16	8	12
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.



Curriculum delivery

Our approach to curriculum delivery

- Small classroom sizes to allow for greater student/teacher ratio interactions.
- Primary students have access to secondary specialist teachers/ specialist areas.
- Secondary students working with primary students for both academic and social interactions in a supportive environment.
- Community engagement with academic, cultural, sporting and community activities.
- Investing in online based academic extension programs.
- Working in partnership with cluster P-10 schools and cluster high school for academic and sporting programs.

Co-curricular activities

Co-curricular Activities

- School Choir
- Performances at the school and community events.
- Performing at local Eisteddfod, community events and local establishments (ie: Nursing Home).

Student Leadership

- Representing the school at both school and community events.

Sporting Representative

- School sport – Interschool Sporting Carnivals
- Athletics/ Swimming – Students representative at both local, district and state level.
- Representative Sport - Students representative at both local, district and state level.

How information and communication technologies are used to assist learning

Jandowae Prep-10 State School utilises both a computer laboratory and laptops (for Primary and Secondary classrooms) to compliment Digital Technologies with in the school. Additional laptops have been purchased to allow upper primary and secondary students to utilise these devices with their learning. iPads are being upgraded to allow for students to access and respond to the curriculum in varying formats.

The school is now exploring the opportunities provided by STEM and are investigating the Digital Technology curriculum to see how this can be aligned and delivered at the school. The school is in the process of acquiring a 3D printer to compliment the schools direction in the Digital Technologies. As part of the forward planning of the Digital Curriculum, a Tech Ambassador will be employed in a part teaching fraction to assist in the development of the Digital Curriculum.



Social climate

Overview

Jandowae P-10 State School continues to foster student wellbeing through a support programs by way of creating and promoting our school values. School data indicates that staff and in particular students are satisfied with their opportunities at our school. Our school has an active student council that plans and delivers events to support charities and school projects. It also provides financial support for school excursions, student events and student council projects. Whole school celebrations are also in place for recognising student achievements each semester. The school's student leaders are supported by the school with the students attending student workshops at the beginning of the school year. The Jandowae Business Group and other community organisations continue to provide student bursaries in recognising the achievements of a student. The school also continues to support our community and our school choir continues to provide performances for school and community events. Students are provided with additional pastoral care through the involvement of the school based Chaplain, the school based youth nurse, Guidance Officer and other support agencies (either within the school or outside agencies).

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	64%	44%	86%
• this is a good school (S2035)	73%	67%	100%
• their child likes being at this school* (S2001)	73%	89%	100%
• their child feels safe at this school* (S2002)	73%	100%	100%
• their child's learning needs are being met at this school* (S2003)	73%	56%	86%
• their child is making good progress at this school* (S2004)	73%	78%	86%
• teachers at this school expect their child to do his or her best* (S2005)	90%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	64%	67%	83%
• teachers at this school motivate their child to learn* (S2007)	64%	56%	86%
• teachers at this school treat students fairly* (S2008)	64%	75%	86%
• they can talk to their child's teachers about their concerns* (S2009)	82%	78%	100%
• this school works with them to support their child's learning* (S2010)	64%	67%	100%
• this school takes parents' opinions seriously* (S2011)	64%	56%	83%
• student behaviour is well managed at this school* (S2012)	73%	44%	100%
• this school looks for ways to improve* (S2013)	73%	78%	86%
• this school is well maintained* (S2014)	91%	100%	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.



Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	96%	92%
• they like being at their school* (S2036)	93%	96%	91%
• they feel safe at their school* (S2037)	93%	93%	83%
• their teachers motivate them to learn* (S2038)	96%	98%	96%
• their teachers expect them to do their best* (S2039)	100%	98%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	98%
• teachers treat students fairly at their school* (S2041)	93%	96%	87%
• they can talk to their teachers about their concerns* (S2042)	87%	93%	94%
• their school takes students' opinions seriously* (S2043)	89%	91%	92%
• student behaviour is well managed at their school* (S2044)	91%	91%	72%
• their school looks for ways to improve* (S2045)	96%	96%	96%
• their school is well maintained* (S2046)	93%	96%	90%
• their school gives them opportunities to do interesting things* (S2047)	87%	91%	94%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
• they receive useful feedback about their work at their school (S2071)	83%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	94%	100%	100%
• staff are well supported at their school (S2075)	100%	95%	100%
• their school takes staff opinions seriously (S2076)	100%	95%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	95%
• their school gives them opportunities to do interesting things (S2079)	89%	95%	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

- Our school continues to support and promote Parent/Teacher meetings to discuss all aspects of the teaching and learning process each semester.
- The P&C continues to be promoted and acknowledged for all parents to become involved in as this is a valuable relationship within the school community.
- Communication is vital in reaching all of our families and the school newsletter is a vital link to our school community.
- Within our newsletter, all school matters are addressed/ outlined and both classroom and school events are outlined.
- The school celebrates student successes each week through the school parade where student achievements are recognised and awarded.
- Each semester student achievements are recognised for attendance and behaviour.
- Student performances are incorporated into the parade where parents and community members are invited.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. These programs are delivered through a number of staff and/or agencies including the School Chaplain, school based health nurse, Guidance Officer and outside agencies of BushKids, Child Youth Mental Health and the Queensland Police Service. Through consultation, programs are delivered on an as needs basis or through specific needs that need to be addressed urgently. Programs are delivered by trained staff who are experienced in their relative fields and are capable of addressing the concerns that are faced by our students. Under pinning our respectful relationships programs is our school wide positive behaviour program – Positive Behaviour for Learning (PBL). This provides the platform for both positive and negative behaviour pathways and teaching students the required behaviour expectations at our school in a supportive way.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	10	4	7
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.



Environmental footprint

Reducing this school's environmental footprint

Efforts are made on a daily basis to reduce our environmental footprint. This includes turning off electrical equipment when not required (ie: during break times, before and after school). Staff are reminded along with students on the appropriate use of electricity and water and the appropriate use both in and out of the classroom. In attempts to reduce our footprint, electrical equipment is replaced where possible with more efficient products.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	100,069	78,128	81,286
Water (kL)	1,641	44,237	1,345

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	15	12	0
Full-time equivalents	13	8	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	NA
Masters	1
Graduate Diploma etc.*	2
Bachelor degree	8
Diploma	4
Certificate	NA

*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 2018 were \$6 688.59

The major professional development initiatives are as follows:

- Dr Lyn Sharratt Workshops
- Zones of Regulation Training
- Dr Susan Main – Early Years Phonics Training
- The Big 6 Instruction
- Finance Training
- One School Workshops

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.



Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	94%	94%
Attendance rate for Indigenous** students at this school	89%	87%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	90%	94%	93%
Year 1	89%	94%	93%
Year 2	93%	93%	96%
Year 3	93%	95%	95%
Year 4	93%	96%	95%
Year 5	92%	96%	92%
Year 6	95%	93%	97%

Year level	2016	2017	2018
Year 7	89%	92%	97%
Year 8	89%	96%	81%
Year 9	88%	91%	85%
Year 10	65%	93%	87%
Year 11			
Year 12			

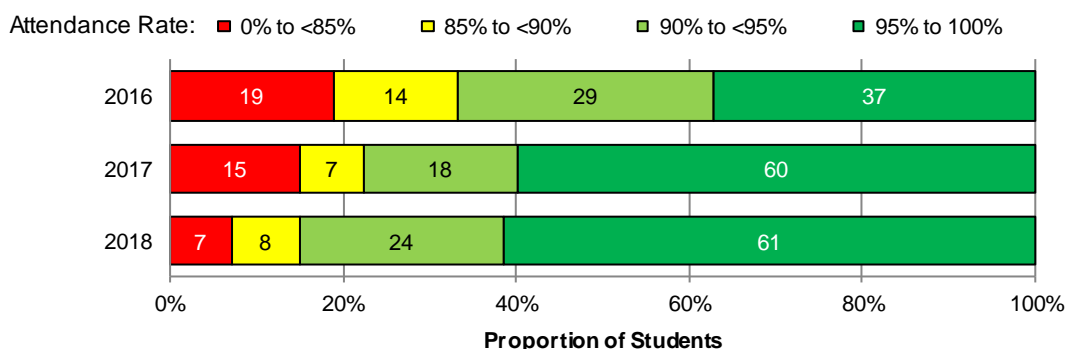
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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. Jandowae Prep-10 State School utilises a proactive approach to school attendance with respect to implementing a direct phone contact for any expected student absenteeism. Further, a parental follow-up contact by way of an initial phone contact and/or an official school letter is invoked for students who have returned to school without explanation for the absent period is routine school practice. Specifically, student attendance rolls are marked at the beginning and end of each school day. Absenteeism is monitored by both the classroom teacher and Administration Team with reviews taking place on any absenteeism trends.

The school recognises those students who have met Regional Benchmark Attendance Rate and those students who have 100%.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile



4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

