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Principal's foreword

Introduction

Welcome to the 2008 School Annual Report. This report describes our school's journey in 2008, identifies the elements that have contributed to our growth and summaries our achievements. It provides a snapshot of the life of South Johnstone State School.

Our school community actively works to provide a stimulating and vibrant learning environment for all. The staff are a committed and cohesive group who daily model team work and strong leadership with the students. The involvement of parents and wider community is an important ingredient in our success and we are participating in projects to build relationships and foster leadership, across all year levels.

Our experienced and dedicated staff support students to take a proactive approach to their behaviour and with consistency and social skilling instruction, help students work together as a team. Students work in a Prep – Yr 7 class with multi-age small group instruction, enabling them to reach their full academic and social potential by working at their own individual level. Students working together has developed strong bonds between students of all ages.

Future outlook

In 2008 our school conducted its Triennial School Review (TSR), which forms the basis of direction for the next 3 years. It is compiled with the support and input of parents, staff, students and wider community, using data to identify trends and sets a focus for school improvement.

Major focus will be on

- Development of quality Key Learning Area Curriculum using the QCAR framework. In collaboration with other small schools, integrated units have been developed and implemented across the school, and quality assessment tasks used. Reporting has been in the form of semester reporting with the new "One School" format, used across all State Schools in Queensland in 2008. This has helped us achieve clear curriculum intent and transparent reporting. These refinements will ensure that students are working on the same curriculum, with the same high expectations as students from other schools across the State. It is envisaged that these changes will deliver better outcomes for students, one measure being improved results in NAPLAN testing in 2009.
- Continuing to grow student enrolments by lifting the school community and academic profile.
- Ongoing improvements to our facilities and maintenance of our heritage buildings.

School Profile

South Johnstone is a small community of approximately 450 which is located just outside of Innisfail in North Queensland. The school has an enrolment of 22 students which is increasing steadily. The demographic upheaval that occurred after Cyclone Larry has abated and the community is growing, with some new housing construction and younger families moving into affordable existing housing.

In 2008 our there was a total enrolment of 22 students (2008 Census Statistics) spread across all year levels in our co-educational campus.

Curriculum offerings

Our distinctive curriculum offerings

- Flexible learning options with students operating in *small, ability based groupings* in Literacy and Numeracy
- Intensive and effective *learning support* lessons
- *Religious Education Classes* and a *School Chaplaincy Program* operates one-day a week
- *Going for Gold* is a social skilling program focusing on teaching students positive and responsible behaviour.
- *Field Trips and Camping* each year provides the social and academic advantages of taking the school to a different learning environment.
- *Sporting Program* with the Silkwood/ Mena Creek District Sport Association. Sporting carnivals are held each term, which include Cross Country, Soccer, Netball, T-Ball, Softball and Athletics. A 10-day swimming program is conducted each year.
- *Multi-cultural Day* is held each year in conjunction with other small schools in our district when we participate in a day of activities to celebrate our cultural diversity
- *Options Program* is offered each year. Activities include cooking, , card-making, lure making, scrap-booking and crafts.
- *Arts Council Performances* when we meet with other small schools to view quality productions

Extra curricula activities

- *Instrumental Music* is offered to students in Yr 3 - 7
- *Student Council* for our Senior Students to organize activities fundraise for in-school and wider community projects
- *Pre-Prep Transition program* in Term 4 for students enrolling the following year in Prep
- *Leadership Camps* for our Senior Students with leaders from other local schools
- *Eco-club* operates after school one afternoon a week for gardening and re-cycling projects
- *Art Space* is held after-school one day a week and run by a talented artist and registered teacher. Students from surrounding schools attend and exhibitions are held. Our school art program is supported by the Art Space Teacher.
- *Community Involvement* is valued and students are involved in activities such as the Harvest Festival, Innisfail District Show and ANZAC march each year.
- *Healthy choices tuckshop* with parents, staff and students working together on catering projects

How computers are used to assist learning

In 2008 we had a ratio of 1:2 computers per student. Technology is integrated into all Key Learning Areas, supporting students and adults with what they learn and how they learn. Key Assessment Tasks often involve the use of different computer programs and digital devices in their learning contexts.

Staff have completed comprehensive and advanced Professional Development in this area during the year. *One School* training was completed and academic and behaviour records are now stored centrally. All teachers have a dedicated laptop provided by the Computers for Teachers initiative. Wireless connectivity is available in classrooms and interactive whiteboards are being used to support student learning.

Social climate

Our school is noted for its friendly, family atmosphere, its well-resourced classrooms and attractive grounds. Co-operation, respect for all, high expectations for quality work and effort, underpin our school values. Students take responsibility for their actions and reflect on the implications that their actions have on others – both positive and negative. Staff take a consistent, proactive approach for dealing with behaviours within the guideline of our reviewed Responsible Behaviour Plan. There is a strong “Anti-Bullying” program, which is supported by all school stakeholders.

The Chaplaincy program has supported students in a variety of situations and has provided a valuable life-line to students bridging the gap from Primary to Secondary School.

Parents, staff and students are satisfied or very satisfied with the way the school operates. (School Survey – 2008)

Involving parents in their child’s education.

Our school actively encourages parental involvement in the students’ learning journey. Parent Interviews are invited twice a year and informal conversations take place between teachers and staff frequently.

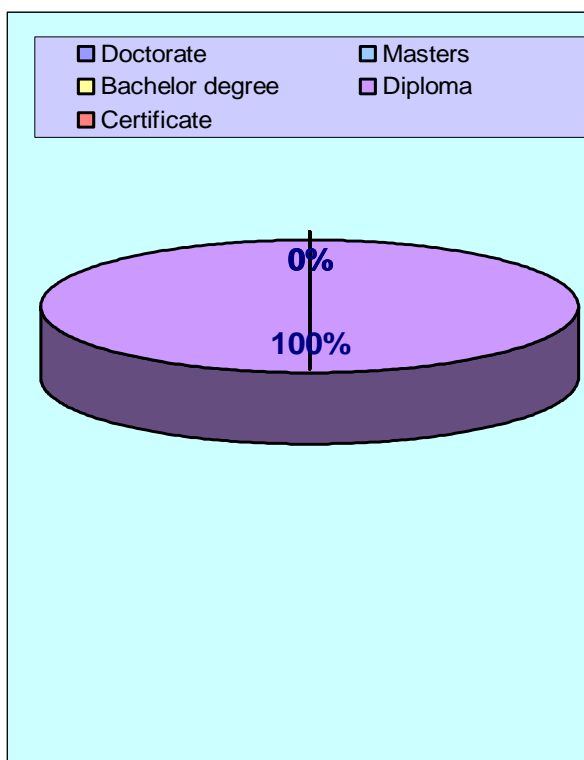
We have a growing band of willing parents who form the core of a very supportive and protective parent body that want to see the school prosper. South Johnstone State School employs an open door policy for all parents and this as an important strategy in maintaining a positive school environment. We enjoy a high level of parent satisfaction within the school. We have opportunities for parental involvement in the following areas:

- Attending school culminating activities to view student performances and review displays of their work
- Involvement in School Sporting Events including swimming where additional adult supervision is required
- Volunteering in classrooms is welcomed and encouraged.
- Religious Education is provided by student family members
- Participation in excursions and camps
- Involvement in our Parent and Citizens’ Association
- Input from parents regarding school infrastructure enhancement for Grant submissions
- Collaboration with other school stakeholders to develop the school strategic plans

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	0
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$4,047.
- The major professional development initiatives are as follows: Numeracy Training (First Steps) and ICT Pedagogical Licence. Peer tutoring took place with staff who attended, sharing with other staff.
- The involvement of the teaching staff in professional development activities during 2008 was 100%.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 99% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 100 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 92%.

Key outcomes

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.

Where student cohorts are small (5 or less) or it would be easy to identify individual student results and we have not published results.

There were no Yr 3 students involved in 2008 testing.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	NA	354	459
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	NA	#
Writing	Average score for the school	NA	446	495
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	NA	100%
Spelling	Average score for the school	NA	384	543
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	NA	#
Grammar and Punctuation	Average score for the school	NA	400	451
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	NA	#
Numeracy	Average score for the school	NA	419	465
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	NA	#

Performance of our students

Results in the Year 2 Diagnostic Net	
	Where cohorts are small, results can fluctuate widely, depending on enrolments for that Year level. The results are presented in narrative form, without identifying individual students.
Reading	Intervention strategies have been in place with some students who are experiencing difficulties in Reading. the Learning Support program will support them in 2009 and Speech Language Support will be accessed.
Writing	Students performed well in these areas and additional support will be given to any student who requires intensive support.
Number	

Value added

South Johnstone State School is a small, friendly school where students are able to build their social and academic skills in a supportive environment. Our focus is on developing quality academic programs, building high expectations and working towards improved results for students.

Many parents in our school have chosen a "small school environment" because they want additional support for their students. Students are able to access intensive learning support and work in ability based groups in all curriculum areas.

Health and fitness levels have benefited from the implementation of Healthy Choices and Smart Moves program.

Parent, student and teacher satisfaction with the school

There was a significant increase in student enrolments in the first 6 months of 2008. Our school enjoys a climate of "EDUCATIONAL OPTIMISM". Parents, students and staff are pleased with the support they receive from the school and are satisfied with the resources offered and the way the school is organised. In turn, the staff feel supported by the parents, pleased that the students are working to their full potential and the administration is happy to have such dedicated staff working in our school. This has come about by valuing all stakeholders, careful management of resources and effective conflict management.