

South Johnstone State School
Queensland State School Reporting
2015 School Annual Report



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Principal's foreword

Introduction

This School Annual Report is designed to inform parents and members of the wider community of our goals and achievements for 2015. It indicates what progress our students have made in regards to state and nation-wide testing and provides information to all interested stakeholders on what our goals are for the future and how we mean to achieve these goals. Finally, it will hopefully, give the reader a clear picture of what we have to offer students and parents who choose to be a part of our wonderful school community.

South Johnstone State School has always been regarded as an integral part of the wider community and we pride ourselves on our strong community involvement. We encourage our students to take pride in themselves, their community and to strive to reach their full potential.

School progress towards its goals in 2015

2015 was another successful year for South Johnstone State School. Our priorities for 2014 were to embed explicit teaching practices in all classrooms, to use data based decision making to set school targets and measure student improvement, to engage parents and caregivers in their children's learning, and to improve the teaching of reading throughout the school in order to ensure that every student achieves above the national minimum standard.

Throughout 2015 we made significant progress towards these goals. All teaching staff engaged in professional development to advance their skills in explicit teaching which is now being used in every classroom every day. Targets are set and reviewed every 5 weeks and student gain is analysed and celebrated, and programs are refined.

Our 2015 School Opinion Survey data revealed that 100% of parents were satisfied that South Johnstone State School looks for ways to improve and works with them to support their child's learning. 100% of parents were satisfied that their child is making good progress at this school.

Future outlook

Key strategies for 2016:

Maintain and strengthen school reading program closely focussed on the teaching of Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension and Oracy.

In collaboration with CC Cluster, develop Moderation between like schools and participate in cluster moderation.

Using C2C units in connection with Primary Connections to deliver Science content in a student friendly environment.

Ensure Cluster SEP is the key agency in providing support to students with disabilities. Great Result Guarantee strategy – employ T/A for intervention to ensure students are meeting FNQ standards in Reading, Writing and Mathematics.(performance measures and targets as per GRG).

Continue to implement FNQ Attendance System to monitor and address absenteeism.

Continue to implement CC Cluster Junior Secondary Transition program with Innisfail State College.

Maintain and strengthen explicit pedagogy as the school's signature pedagogy.

Maintain and strengthen the use of Consolidations as the key strategy for the movement of knowledge from short to long term memory.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	33	14	19	7	91%
2014	35	18	17	12	94%
2015	33	16	17	7	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

In 2015, South Johnstone State School's student enrolment growth continued, especially in the Prep area. Our student body is of mixed background and all are from English speaking backgrounds.

Approximately 20% of our students live in rural homes, while 80% are urban. Most students are from families that are long-term Australian residents and most families are long-term local residents or have a family history with our school. Approximately 25% of our students identify as Indigenous. We put high expectations on performance and on discipline which is reciprocated by the effort put in by our students in all areas of work and behaviour.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	11	7
Year 4 – Year 7 Primary			21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	1	8
Long Suspensions - 6 to 20 days	1	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings

- Reading Program achieving results
- Letter land for early years
- LEM Phonics
- CAMS and STAMS
- Japanese
- Swimming Program

Extra curricula activities

- Sporting programs with Silkwood / Mena Creek District Sporting Association
- Arts Council and other arts performances
- Innisfail Young Performers Competition
- Student Representative Council

- P-3 and 4-6 Camps
- Premier's Reading Challenge
- Reef Guardian School.
- Gardening program
- Healthy Choices promoted for eating and in tuck-shop
- 'Crunch & Munch', a healthy snack of fruit or vegetables at 10 am
- Pre-Prep Transition Program for 4 weeks in Term 4

How Information and Communication Technologies are used to improve learning

South Johnstone State School has a computer lab in each classroom which is equipped with a mixture of laptops and bench-top computers at the ratio of one computer to each student. ICTs are integrated across a variety of KLAs from Prep to Year 6 as part of the C2C units and strategies are taught explicitly. Wireless internet access is available in all classrooms as well as in our Resource Centre. Interactive whiteboards are installed in each classroom as well as in our Resource Centre and are used daily across a variety of lessons. Students also have access to scanners, cameras and a variety of software.

Social Climate

South Johnstone State School committed to providing a safe, respectful and disciplined learning environment where strong citizenship and quality learning is a key priority for students, teachers and parents and carers, and students have opportunities to acquire values supportive of their lifelong wellbeing.

At South Johnstone State School we follow our Responsible Behaviour Plan for Students which is designed to facilitate high standards of behaviour so that the teaching and learning in our school can be effective and students can participate positively within our school community. We believe that in order for students to learn effectively they need to:

We pride ourselves on the very high standards of behaviour displayed by our students who are all considerate and respectful individuals. We have zero tolerance for bullying and address any issues immediately.

Our 2015 School Opinion Survey data shows that 100% of parents are satisfied that student behaviour is well managed at this school, 100% feel that their child is treated fairly and 100% feel that their child feels safe.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	DW	DW
this is a good school (S2035)	100%	DW	DW
their child likes being at this school (S2001)	100%	DW	DW
their child feels safe at this school (S2002)	100%	DW	DW
their child's learning needs are being met at this school (S2003)	100%	DW	DW
their child is making good progress at this school (S2004)	100%	DW	DW
teachers at this school expect their child to do his or her best (S2005)	100%	DW	DW

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	DW	DW
teachers at this school motivate their child to learn (S2007)	100%	DW	DW
teachers at this school treat students fairly (S2008)	100%	DW	DW
they can talk to their child's teachers about their concerns (S2009)	100%	DW	DW
this school works with them to support their child's learning (S2010)	100%	DW	DW
this school takes parents' opinions seriously (S2011)	100%	DW	DW
student behaviour is well managed at this school (S2012)	100%	DW	DW
this school looks for ways to improve (S2013)	100%	DW	DW
this school is well maintained (S2014)	100%	DW	DW

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	86%	86%	94%
they like being at their school (S2036)	71%	86%	94%
they feel safe at their school (S2037)	86%	100%	94%
their teachers motivate them to learn (S2038)	71%	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)	71%	100%	100%
teachers treat students fairly at their school (S2041)	86%	86%	100%
they can talk to their teachers about their concerns (S2042)	71%	100%	94%
their school takes students' opinions seriously (S2043)	57%	100%	100%
student behaviour is well managed at their school (S2044)	86%	86%	72%
their school looks for ways to improve (S2045)	86%	100%	94%
their school is well maintained (S2046)	86%	86%	100%
their school gives them opportunities to do interesting things (S2047)	71%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	80%	100%	100%
they feel that their school is a safe place in which to work (S2070)	80%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they receive useful feedback about their work at their school (S2071)	80%	83%	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)	100%	100%	100%
staff are well supported at their school (S2075)	60%	100%	100%
their school takes staff opinions seriously (S2076)	80%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	90%	100%	100%
their school gives them opportunities to do interesting things (S2079)	90%	100%	100%

'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

At South Johnstone State School we strongly value the partnership that we have with our parents and broader school community. Parents and caregivers at South Johnstone expect a well-disciplined, well organised and caring learning environment that caters for the needs of their children. We have an expectation that all students read to an adult at least five nights a week and involve them in conversations about vocabulary and the environment around them. We have a very active P&C who regularly organise school social events and run Tuckshop and other fundraising ventures. South Johnstone State School has implemented a range of strategies to ensure that our parents are well informed and involved in our school. These include:

- School website
- Fortnightly Newsletters
- Fortnightly Newsletters
- Parent Teacher Information Evenings
- Meet and Greet nights
- Reporting to our Parents and Citizens Association

Parents are also encouraged to be partners in their child's education through:

- Being an active member of our Parents and Citizens Association
- As classroom volunteers
- As support-a-reader/writer tutors
- By attending curriculum culmination activities
- Providing voluntary support and supervision on class excursions

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. South Johnstone State School is a Reef Guardian School and our aim is to educate our students to know how to work towards saving our valuable environment by reducing our environmental footprint. This includes reducing our water and electrical consumption. Dual flush toilets are installed and the water tanks provide water for the irrigation of our vegetable garden, which has kept our water consumption low.

2kw of solar panels were installed in late 2010 and an additional 4kw were installed in 2012. Also, the Student Council actively promotes turning off lights, fans and air-conditioning when rooms are empty, and shutting down and turning off computers at the wall. These strategies have helped us reduce our electricity consumption.

In addition, all year levels being involved daily recycling of classroom paper and cardboard and lunch wrappings, and food waste is fed to our chickens, our worm farm or our compost bin.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	16,150	158
2013-2014	18,004	329
2014-2015	21,808	

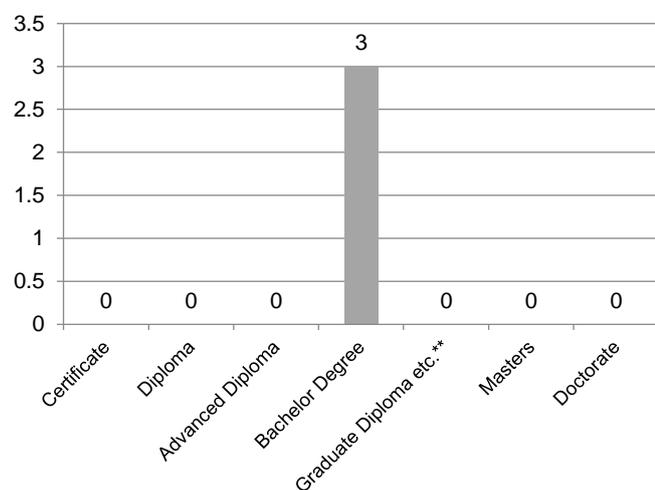
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	<5
Full-time equivalents	2.4	2.5	<5

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	3



*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 2015 were \$5020.45

The major professional development initiatives are as follows:

- LEM Phonics
- First Aid Instruction
- Michael Fullen Conference

- Tips for Building positive relationships
- Cleaners Training
- Stephanie Alexander

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

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 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	96%	92%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

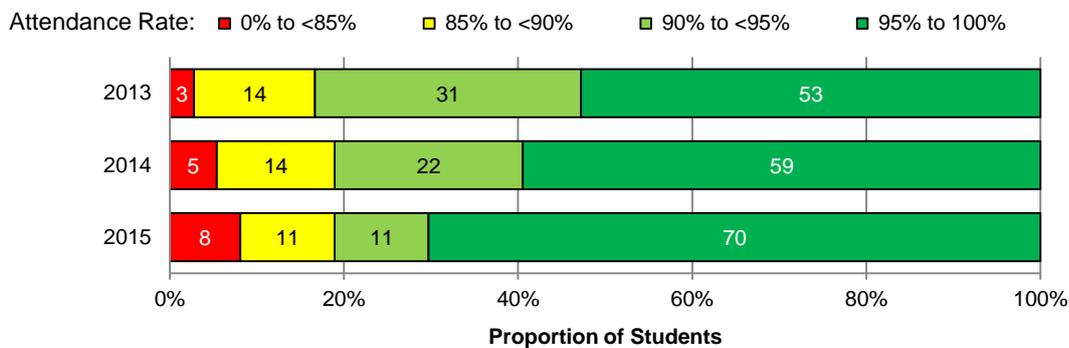
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	96%	95%	96%	95%	90%	92%	DW	92%					
2014	96%	78%	95%	97%	96%	95%	93%	DW					
2015	89%	95%		96%	96%	93%	97%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

The South Johnstone State School attendance policy targets absenteeism and aims to create a culture that appreciates the need for students to be in school every day in order to maximise their learning. A necessary part of this plan is to engage all stakeholders in reducing absenteeism, making every day count at school and celebrating excellent attendance.

At South Johnstone State School we promote 100% attendance by:

- Sending clear messages to parents and students that attendance is vital for meeting educational benchmarks and targets;
- Promoting the message that Every Day Counts by ensuring that class time is used effectively and learning starts on the first day and occurs up to and including the last day of every term;
- Marking rolls twice a day and monitoring for patterns of absenteeism e.g. day of the week, long weekends, last week of term, etc.
- Quickly identifying unexplained absences and following up promptly;
- Developing clear expectations about what is a reasonable excuse for being absent;
- Developing clear expectations about taking long holidays in term time;
- Building positive relationships and pro-actively supporting parents in every way possible to ensure full attendance at school;
- Prize draws and celebrations for 100% attendees.

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/>.

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**.

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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.