



## Jericho State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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# School Overview

Jericho State School has been open since 1888. We believe that all students can succeed and should feel confident and happy within themselves. To ensure that every student succeeds we provide extra support through the use of teacher aides. As a part of the Band 5 network in our geographical area, we are able to provide a consistent curriculum that uses the Essential Learnings of the Key Learning Areas. Assessment and moderation of students' work is high on the network's priorities to again provide consistency of curriculum for our students. Early Intervention is the key to our success with support in all areas: gifted, learning difficulty, and special needs. Our key focus at Jericho State School is Literacy and Numeracy and this is complimented by the use of Higher Order Thinking Strategies to improve student outcomes. Our chaplain provides pastoral care to students, parents and staff. Our school is very active in the community participating in Anzac Day ceremonies, markets, drive-in movies and other celebratory days. Parents are an integral part of our school and are actively involved in the Parents and Citizens Association.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

The Jericho State School 2017 Annual Improvement Agenda focussed on one priority area with two strategies.

Priority Area:

The implementation of the Australian Curriculum, with a clear target that all students will remain at level or demonstrate improvement in English, Mathematics and Science.

**Strategies:**

1. Developing, implementing and reviewing a collaborative approach of a process of backward mapping assessment to the Version 7.5 (now V. 8) Australian Curriculum to establish a clear line of sight for teaching and learning.
2. Identify the writing demands of each unit and making explicit the teaching requirement within the Australian Curriculum.

During 2017, the Principal and teaching staff worked collaboratively with the Outback Advantage Cluster group to plan, using backward mapping, and moderation of tasks, to enhance student outcomes, via the Australian Curriculum, to reach the target for 2017. This priority continues into 2018 as the C2C Small School's Cluster Project continues to work collaboratively to develop multi-level units with explicit teaching of the Australian Curriculum. The teacher and teacher aides attended professional development in writing and reading.

#### Future Outlook

The Jericho State School 2018 Annual Improvement Agenda focusses on three priority areas:

- Leading the effective implementation of the Australian Curriculum in a multi-age context.
- Improving literacy outcomes in the area of Writing
- Increasing student engagement and interest in STEM.

Leading the effective implementation of the Australian Curriculum in a multi-age context

Strategies:

- Developing, implementing and reviewing a collaborative approach of a process of backward mapping assessment to the version 8 Australian Curriculum to establish a clear line of sight for teaching and learning.
- Reviewing and refining WSCP to ensure a clear line of sight of implementation and delivery of Australian Curriculum to every student according to their year level provision.

Improve literacy outcomes in Writing.

Strategies:

- Research and develop a Writing Framework to ensure a consistent approach to writing at Jericho SS.

Increasing student engagement and interest in STEM

Strategies:

- Develop the expertise of staff within the Outback Advantage Cluster

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	17	8	9	1	89%
<b>2016</b>	11	4	7	1	75%
<b>2017</b>	9	2	7	1	90%

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 students at Jericho State School are from a small rural community/rural background. Our small school provides scope for all children to learn and socialise together, according to curriculum demands. It also caters for a broad spectrum of leadership opportunities. We have two central learning areas: P – 2 and 3 – 6, these groups assist with the successful implementation of a multiage curriculum. Employment for families is largely based on services within the community and labouring on surrounding properties.

### 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	10	7	5
Year 4 – Year 6	7	4	
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our curriculum for years Prep to 6 is grounded in the Australian Curriculum. Our local cluster of small schools, Outback Advantage, have written units in English and Mathematics, to meet the diverse needs of teaching and learning within the multi-age setting. We also adapted C2C and DDSS units to cover the entire range of required 5

KLAs. The curriculum is rigorous, well planned and implemented using Explicit Instruction or other suitable pedagogies. The distinctive features within this design are:-

- \_ Units of work are based on Australian Curriculum achievement standards.
- \_ Units are multi-aged and adapted to meet the diverse learning needs of the children within the cohort or subject area. e.g. Prep Units, Prep – 2 Units, Year 1 & 2 Units, Year 3 & 4 Units, Year 5 – 6 Units or Year 3 – 6 Units.



\_ Our programming provides scope for every child's learning needs, either through extension, consolidating or individual curriculum plans.

\_ We have an established learning support program, which aims at early identification and intervention for learners. We work closely with the HOSES of Barcaldine State School to provide quality programs and outcomes for our students.

\_ Students major assessments are mapped on the Outback Advantage Assessment Framework which offers Benchmarks for all grade levels. Regular in school and cluster moderation processes take place to enhance student outcomes.

### Co-curricular Activities

\_ Jericho State School leads the ANZAC Day march and participates in the annual commemorative service.

\_ We gather with other small schools within the Outback Advantage cluster, as well as home-schooled and distant education students, for the annual Windorah Sports Camp.

\_ Jericho S.S. combines with Alpha S.S. for swimming and athletics carnivals, as well as district representations.

### How Information and Communication Technologies are used to Assist Learning

Jericho State School uses Information and Communication Technologies (ICTs) as a tool to learn, demonstrate learning (assessment) and consolidate learning. We have a bank of desktop computers, as well as iPADS and interactive whiteboards.

Students from all year levels are able to adequately access and work with ICTs throughout the day. Continued integration is planned for 2016, as specific APPs are introduced to enhance curriculum demands.

## Social Climate

### Overview

Jericho State School offers a supportive and safe environment for all children to learn and socialise. Our behaviour management is based on the School Wide Positive Behaviour program (SWPBS), which has its foundations on identifying negative behaviours and teaching positive replacement behaviours.

Jericho State School has a Chaplain who works within the school 2 days per week. Our Chaplain is actively engaged in a supportive role during teaching/learning; he actively participates in playtime sessions, all areas of the playground, which allows for relationship building and personal support if required; he runs 'Kids Club' during Term 1; encourages participants in Cattle Judging and takes them to the Show events; he also actively engages in any a camp or extra-curricular activity for both school, parents and the community. Our Chaplain is also available for counselling, which includes children (with permission from parents), parents and the greater community.

2016 School Opinion Survey indicated improved performance measures from parents/caregivers and students. Some check backs and changes of approach would need to be: motivation of children; communication with parents and children, making ourselves accessible; and review school maintenance.

### 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)	64%	83%	40%
this is a good school (S2035)	55%	83%	100%
their child likes being at this school* (S2001)	73%	83%	80%
their child feels safe at this school* (S2002)	91%	83%	100%
their child's learning needs are being met at this school* (S2003)	64%	67%	60%
their child is making good progress at this school* (S2004)	73%	67%	40%
teachers at this school expect their child to do his or her best* (S2005)	91%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	55%	100%	0%
teachers at this school motivate their child to learn* (S2007)	73%	83%	60%
teachers at this school treat students fairly* (S2008)	55%	83%	60%
they can talk to their child's teachers about their concerns* (S2009)	73%	100%	40%
this school works with them to support their child's learning* (S2010)	55%	100%	60%
this school takes parents' opinions seriously* (S2011)	45%	67%	25%
student behaviour is well managed at this school* (S2012)	82%	67%	60%
this school looks for ways to improve* (S2013)	64%	83%	80%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school is well maintained* (S2014)	91%	67%	60%

### 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)	100%	100%	100%
they feel safe at their school* (S2037)	71%	100%	100%
their teachers motivate them to learn* (S2038)	100%	67%	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)	83%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	33%	100%
their school takes students' opinions seriously* (S2043)	86%	67%	100%
student behaviour is well managed at their school* (S2044)	100%	67%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	33%	100%
their school gives them opportunities to do interesting things* (S2047)	71%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
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)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	83%	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.

### Parent and community engagement

At Jericho SS parents are invited to become actively engaged in their child's learning by: nominate as classroom helpers; be open to gate conversations; and attend parent/teacher interviews.



Jericho SS P&C are often asked to assist with local functions, for the community, i.e. hold BBQs for open Council meetings, this provides income for the P&C and provides inroads to promoting the school within the community. Parent opinion was sought when considering staffing for 2016 and what parents thought the needs were for our students to succeed, from this we purchased extra teacher hours to support student learning.

### Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	0	0	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

Jericho SS has extensive solar panels, this greatly reduces our electricity usage. We also have rainwater tanks and a timed watering system to decrease water wastage. However, through a variety of leaks and breaks in various pipes, water usage has increased, this is being remedied as leaks are found. Watering needs have also increased with the long-term drought in the region. Grounds have required watering to maintain safety for students.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	17,790	2,061
2015-2016	18,850	3,565
2016-2017	18,418	

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

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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 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

Jericho State School employs the following staff: Principal/teacher; a second teacher on 0.2 per fortnight; a fulltime aide; a parttime aide; an AO2 for 11 hours per week; a cleaner and a part-time grounds person.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	1	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



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

\*\*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 \$18 000.

The major professional development initiatives are as follows:

- Teaching of writing,
- Instructional rounds,
- Developing Principal capabilities,
- Teacher Aide professional development in reading and writing.

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.	100%	100%	98%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 52% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### 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).	95%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	87%

\*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%.

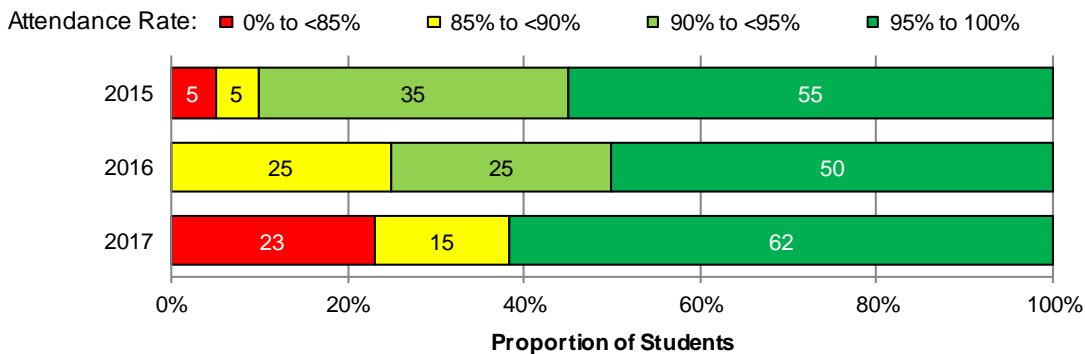
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	96%	93%	DW	DW	97%	97%	DW					
2016		95%	96%	93%	DW	DW	96%						
2017	94%	DW	87%	98%	90%	DW	DW	DW					

\*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.

At Jericho SS we use electronic roll marking, via OneSchool, and paper copy when general teaching staff are away. Mid 2016, we adopted the DET policy of early informing of student absence. Parents are requested to inform the school by 10 am, each day, or the school will ring to ascertain where the student is.

The following process is in place to support student absence:

- Roll marked twice per day.
- Absence is reported prior to 10 am or parent / caregiver rung.
- Children monitor their own absence in their data books, which indicates a target of only 2 days per term absent, for successful learning.
- Parents are reminded in newsletters to make arrangements for unplanned absences or seeking exemptions from learning.
- Letters are sent home indicating school target, as %, and child's own attendance %.
- Absences are monitored by principal for discussion with parents if required.

## 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/>.

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