

Jericho State School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 13 Jericho 4728
Phone	(07) 4651 4162
Fax	(07) 4651 4280
Email	principal@jerichoss.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	Mrs. Bea Holmes

Principal's foreword

Introduction

Welcome to Jericho State School. The SAR allows us to showcase our amazing school, the dedication of our teaching and support staff, the excellence of our students and the commitment of our parents. All of these points provide a warm and supportive environment for children to learn and reach their potential.

It is the intent of this Annual Report to provide a snapshot of Jericho State School during 2015. The report will outline a number of key indicators of progress and important school data, specifically:

- Progress made towards the school's previously identified goals throughout the year
- Focus areas for future school improvement
- A general school profile
- Student attendance and disciplinary data
- Our school's distinctive curriculum offerings
- Information extracted from the staff, student and parent School Opinion Survey
- School achievement data from national testing

This School Annual Report for Jericho State School can be accessed on our website or via hard copy available from the school's office.

School progress towards its goals in 2015

The priorities for Jericho State School 2015s AIP were:

- Reading: All children from Years 2 to 6 engaged in NAPLAN trial tests; data collected to inform and promote teaching and learning; sound relevant gain achieved; this priority is ongoing. Continued use of PATR to track growth and cater for ongoing learning.
- Writing: All children from Years 2 to 6 engaged in NAPLAN trial tests; data collected to inform and promote teaching and learning; sound relevant gain achieved; this priority is ongoing. Implementation of the 'The Writing Book' across all year levels is being continued.

- Numeracy: All children from Years 2 to 6 engaged in NAPLAN trial tests; data collected to inform and promote teaching and learning; sound relevant gain achieved; this priority is ongoing. Continued use of PATM to track growth and cater for ongoing learning for years 1 – 6.
- Science: Audit of equipment and professional development for teaching staff is ongoing.
- Attainment: Ongoing collaboration with the Outback Advantage Cluster to construct meaningful, differentiated and succinct units of learning is ongoing. Moderation within the cluster is term based and ongoing. Five week data grabs for tracking attainment is ongoing.
- Transition: Year 6 children were engaged in a fortnightly transition program for semester 2, this program was facilitated by Barcaldine State School, and is ongoing.
- Closing the Gap: Ongoing, dependent on enrolment.
- Explicit Instruction: Corner-stone pedagogy for Central Queensland Region; in-school P.D. with all teaching staff completed; teacher and Principal/teacher attended professional development in Brisbane with Anita Archer; ongoing development for 2015.
- ACARA: All teaching and learning is clearly linked to ACARA; ongoing.
- English: All children from Years 2 to 6 engaged in NAPLAN trial tests; data collected to inform and promote teaching and learning; sound relevant gain achieved; this priority is ongoing. Development of whole school document carried forward 2015.
- Developing Professional Performance: Process is ongoing for all staff, it is an annual requirement.
- Methodology: Continued investigation and implementation of other teaching and learning strategies, whilst maintaining our corner-stone pedagogy of Explicit Instruction.
- Review of Strategic Documents: Ongoing task, key documents are reviewed and adjusted.
- Assets: Asset register is managed and maintained, ongoing practice.

Future outlook

Jericho State School's Explicit Improvement Agenda will focus on the following Key Priorities during 2016.

The core priority is Writing: All students improving at a rate greater than the Nation with 35% of students in years 3 and 5 performing in the U2B's

Key points within this focus are: Create community of writers, conduct professional development, provide ongoing assessment and moderation, implement individual goals, utilise explicit instruction as the cornerstone pedagogy, plan blocks of writing time to build writing fitness, take handwriting to automaticity and building a common bank of 300 known words.

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	13	8	5		93%
2014	19	8	11	3	75%
2015	17	8	9	1	89%

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:

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 laboring on surrounding properties.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	14	20	10
Year 4 – Year 6 Primary			7
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	0	0	0

Long Suspensions - 6 to 20 days	0	0	0
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 distinctive curriculum offerings

Our curriculum for years Prep to 6 is grounded in the Australian Curriculum, Assessment and Reporting Authority (ACARA). 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 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 ACARA 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 to be addressed, 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.

Extra curricula 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 2015, as specific APPs are introduced to enhance curriculum demands.

Social Climate

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.

Staff and children indicate, through the School Opinion Survey, that they enjoy working and learning at our school; that it is a safe place to be; that they are getting a good education with quality feedback. All parents that responded to the survey stated that their child likes being at Jericho S.S. and feels safe.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	92%	67%	64%
this is a good school (S2035)	92%	67%	55%
their child likes being at this school (S2001)	92%	100%	73%
their child feels safe at this school (S2002)	92%	100%	91%
their child's learning needs are being met at this school (S2003)	92%	67%	64%
their child is making good progress at this school (S2004)	100%	100%	73%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	100%	55%
teachers at this school motivate their child to learn (S2007)	100%	100%	73%
teachers at this school treat students fairly (S2008)	100%	67%	55%
they can talk to their child's teachers about their concerns (S2009)	100%	67%	73%
this school works with them to support their child's learning (S2010)	100%	67%	55%
this school takes parents' opinions seriously (S2011)	100%	33%	45%
student behaviour is well managed at this school (S2012)	100%	67%	82%
this school looks for ways to improve (S2013)	100%	67%	64%
this school is well maintained (S2014)	100%	100%	91%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	67%	100%	100%
they feel safe at their school (S2037)	100%	100%	71%
their teachers motivate them to learn (S2038)	100%	92%	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)	100%	100%	83%
teachers treat students fairly at their school (S2041)	83%	92%	100%
they can talk to their teachers about their concerns (S2042)	100%	92%	100%
their school takes students' opinions seriously (S2043)	100%	100%	86%
student behaviour is well managed at their school (S2044)	60%	83%	100%
their school looks for ways to improve (S2045)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	71%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
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)	100%	100%	83%

'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 S.S. parents are invited to become actively engaged in their child's learning by: attending parent/teacher interviews; requesting other formal/informal meetings when learning needs occur; nominate as classroom helpers, working to a timetable and with teacher direction; supporting their child through the homework process; and keeping the lines of communication open for free and honest discussion with teachers.

Reducing the school's environmental footprint

During 2013 – 2014 Jericho S.S. had extensive solar panels placed on the schools roof, this greatly reduced our electricity usage. Jericho S.S. also utilises rainwater tanks and a timed watering system to manage gardens and lawns, and limit the use of water wastage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	16,258	2,469
2013-2014	8,270	0
2014-2015	17,790	2,061

*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

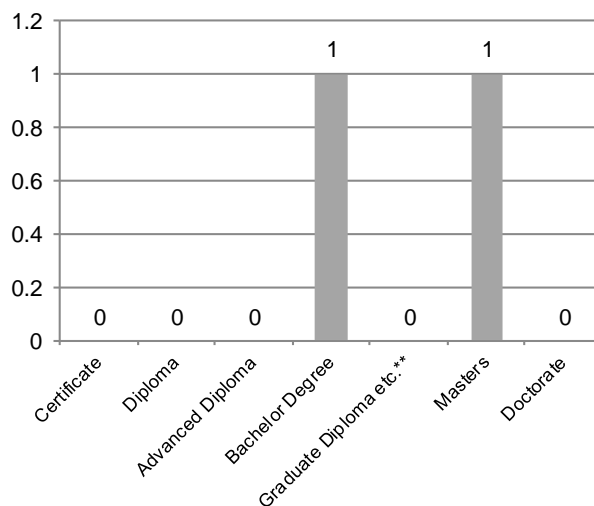
Staff composition, including Indigenous staff

Jericho State School employs the following staff: Principal/teacher; a second teacher on 0.8 per fortnight; a fulltime aide; a part-time aide; an AO2 for 11 hours per week; a cleaner and a part-time grounds person.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	2	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	2



*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 \$20 000

The major professional development initiatives are as follows:

The following professional development activities were undertaken in 2015:

- Principal Business Meetings and Outback Advantage Cluster meetings,
- Observational rounds,
- Finance and procurement,
- Write 2 Read 2 Spell,
- Principal Leadership,
- Explicit Instruction,
- NIP program.

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

Average staff attendance

	2013	2014	2015
Average staff attendance			

Staff attendance for permanent and temporary staff and school leaders. 99% 100% 100%

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).	92%	93%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).		91%	DW

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)

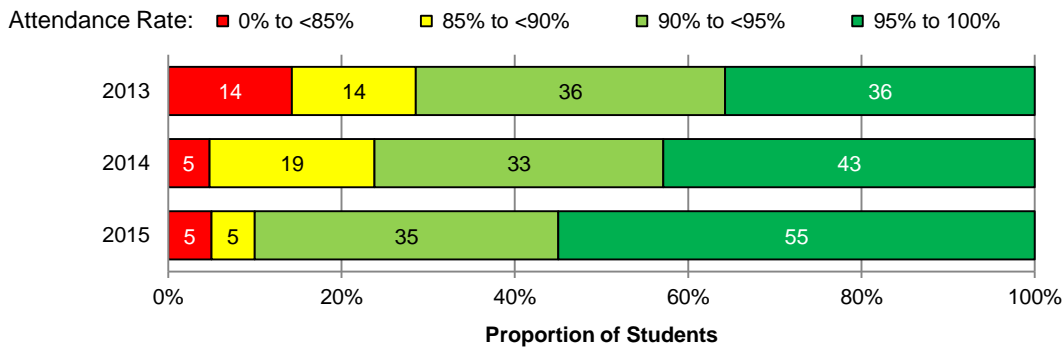
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	DW	DW	DW	92%	88%	DW	95%					
2014	94%	DW	DW	91%	89%	93%	95%	93%					
2015	93%	96%	93%	DW	DW	97%	97%	DW					

*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.

In cases of non-attendance at Jericho S.S., parents are contacted (personally or phone call) to ascertain reason for absence; attendance letters are provided to highlight individual child's absence and what absenteeism means to ongoing learning; rolls are recorded electronically and reasons for absences are recorded; contact with parents are recorded if school needs to locate a child due to unexplained absence; exemptions for absence may be provided if application is made to the Principal; days of absence, other than those provided with an exemption, are recorded on semester reports.

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.

Find a school

Sector:

Government

Non-government

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 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.