

Jericho 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 13 Jericho 4728
Phone	(07) 4651 4162
Fax	(07) 4651 4280
Email	principal@jerichoss.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	Naomi Robinson

From the Principal

School overview

Jericho State School supports the Australian Curriculum by maintaining high expectations for excellence, delivered in a caring, supportive and challenging learning environment.

We believe our school is a happy, safe and supportive place to learn and a community where the children are encouraged to invest in their future through education. As well as this, they are encouraged and motivated to rise to the challenges placed before them, so they achieve success in learning and build confidence in their own ability. We also endeavour to openly and freely communicate and celebrate each success as an informed and caring school community.

While we may be a school small in number, we are big on commitment and we encourage our students to excel in all areas of their individual learning journey.

Jericho State School operates within a cluster called the Outback Advantage who, through commitment to the Education Queensland mantra, Every Student Succeeding, work collaboratively to innovate curriculum delivery within multi-age classes. Schools in the Outback Advantage cluster include:

- Jericho State School
- Jundah State School
- Windorah State School
- Birdsville State School
- Bedourie State School
- Muttuburra State School
- Stonehenge State School
- Ilfracombe State School
- Isisford State School

Principals and teachers at each of these schools partake in frequent teleconferences, instructional rounds, curriculum planning meetings and principal business meetings to share and improve practice.

School progress towards its goals in 2018

2018 Improvement Priorities	Progress
Leading the effective implementation of the Australian Curriculum in a Multi-age context 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 Research and develop a Writing Framework to ensure a consistent approach to writing at Jericho SS.	
Increasing student engagement and interest in STEM Develop the expertise of staff within the Outback Advantage Cluster	

Future outlook

2019 Improvement Priorities	Progress
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Reading - Data Build the school's systematic collection and analysis of reading data to monitor student progress and outcomes	
Reading - Differentiation Implement data cycles to differentiate learning experiences for students in reading in the English Curriculum	
Mathematics Develop a contextualised cohesive plan and sequence overview for Number to complement the Small Schools Curriculum Framework through a collaborative sharing of resources	
Systematic Curriculum Delivery Implementing and reviewing the Small Schools Curriculum Framework for English, Maths, Science and HASS using Version 8 of the Australian Curriculum and the Knows and Dos of the English Units.	

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	11	9	14
Girls	4	2	6
Boys	7	7	8
Indigenous	1	1	5
Enrolment continuity (Feb. – Nov.)	75%	90%	82%

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

The students at Jericho State School are from a small rural community background. Our small school provides scope for all children to learn and socialise together while also offering opportunities to develop and demonstrate leadership. We have two central learning areas, P – 2 and 3 – 6. Employment for families is largely based on services within the community and labouring on surrounding properties

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	7	5	7
Year 4 – Year 6	4		5
Year 7 – Year 10			
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

Our curriculum for years Prep to 6 is grounded in the Australian Curriculum. Our local cluster of small schools, the Outback Advantage, have written units in English and Mathematics to meet the diverse needs of teaching and learning within the multi-age setting. Collectively, we have 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 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. 5
- 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. Further, we facilitate participation in the following activities:

- 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.
- Jericho S.S. holds an Annual Art Show on school premises to celebrate student's achievements in The ARts

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 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 Positive Behaviour for Learning (PBL) 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 in all areas of the playground, which allows for relationship building and personal support if required. Further, the chaplain facilitates 'Kids Club' during Term 1, encourages participation in Cattle Judging at local shows and events and actively engages in camps and extra-curricular activities. The Chaplain is also available for counselling to all members of Jericho community including students (with permission from parents) and parents.

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)	83%	40%	100%
• this is a good school (S2035)	83%	100%	100%
• their child likes being at this school* (S2001)	83%	80%	100%
• their child feels safe at this school* (S2002)	83%	100%	100%
• their child's learning needs are being met at this school* (S2003)	67%	60%	75%
• their child is making good progress at this school* (S2004)	67%	40%	75%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	75%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	0%	100%
• teachers at this school motivate their child to learn* (S2007)	83%	60%	100%
• teachers at this school treat students fairly* (S2008)	83%	60%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	40%	100%
• this school works with them to support their child's learning* (S2010)	100%	60%	100%
• this school takes parents' opinions seriously* (S2011)	67%	25%	100%
• student behaviour is well managed at this school* (S2012)	67%	60%	100%
• this school looks for ways to improve* (S2013)	83%	80%	100%
• this school is well maintained* (S2014)	67%	60%	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)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	67%	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)	100%	100%	83%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	33%	100%	100%
• their school takes students' opinions seriously* (S2043)	67%	100%	100%
• student behaviour is well managed at their school* (S2044)	67%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	33%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	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 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)	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%	80%
• their school gives them opportunities to do interesting things (S2079)	100%	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

When students are enrolled at Jericho State School parents, students and school staff enter an important partnership that works to achieve the best educational and social opportunities and outcomes for students. There is an expectation that all stakeholders within the partnership will work and socialise in an ordered, safe, secure, supportive and productive learning environment.

To ensure this partnership works effectively, Jericho State School believes that good communication is essential and is achieved through regular emails, weekly newsletters, information and permission forms for special events and extra-curricular activities, community notice board, school website, interviews and telephone calls. The school maintains an open door policy that encourages parents to enter the classroom and become involved in school camps, sports days, end-of-term breakups and the annual Christmas concert.

Parents are encouraged to become involved in their child's education through:

- Parents and Citizens Association
- Volunteering for special events and extra-curricular activities
- Accompanying students and staff on school excursions
- Participating in parent/teacher interviews
- Attending end-of-term and end-of-year activities

Respectful relationships education programs

Students at Jericho State School are given the opportunity to engage in respectful relationship awareness programs throughout their Health and Physical Education unit with frequent referral to the common core values – Be Responsible, Be Respectful and Be Safe. Additionally, the students engage in activity sessions run by North West Health who provide, amongst other things, information surrounding the recognise, react and report (RRR) framework.

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

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	0	0	0
Long suspensions – 11 to 20 days	0	0	0
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

Jericho State School is committed to implementing and enforcing energy and water saving measures. It is an expectation that all students and staff manage consumable energies with care through consideration of economical cooling/heating temperatures, use of lights and power draw of electronic equipment such as computers and charging stations.

Jericho State School has extensive solar panels which work to significantly reduce our electricity usage. We also have rainwater tanks and a timed watering system to decrease water usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	18,850	18,418	17,646
Water (kL)	3,565		1,856

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	2	4	0
Full-time equivalents	1	2	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	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	1
Diploma	
Certificate	1

*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 \$10,000

The major professional development initiatives are as follows:

- Central Queensland Regional Principal's Conference
- Principal's Business Meetings
- Instructional Rounds
- Outback Advantage
- Numeracy Improvement Project Moderation
- Curriculum Planning
- Data Analysis
- One School Finance Workshops
- First Aid Training

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.	100%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 17% 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 Primary schools was 92%.

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	94%	94%	91%
Attendance rate for Indigenous** students at this school	DW	87%	79%

* 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

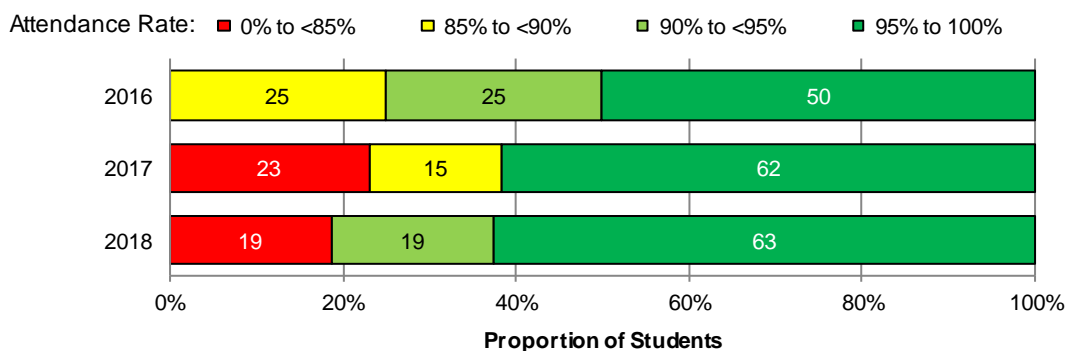
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep		94%	DW	Year 7		DW	
Year 1	95%	DW	86%	Year 8			
Year 2	96%	87%	DW	Year 9			
Year 3	93%	98%	DW	Year 10			
Year 4	DW	90%	95%	Year 11			
Year 5	DW	DW	96%	Year 12			
Year 6	96%	DW	87%				

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.

At Jericho State School roll marking occurs daily at 9:00am and again at 1:45pm. School absences are recorded in OneSchool. Parents notify the school administration if their child is going to be absent from school and the reason for the absences. If a student is absent without the school being notified, parents are contacted that day.

Regular reminders about the importance of school attendance are included in the school newsletter and discussed at P & C meetings. Issues in relation to absenteeism are followed up promptly by the principal.

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		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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
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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.