



Julatten State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

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# School Overview

Julatten State School is an inclusive rural school located in Far North Queensland. Our school offers a holistic approach to learning and promotes a true sense of community with positive ethos. We strive to deliver a rich educational program that enables every student the opportunity to achieve quality outcomes in literacy, numeracy and STEM that will ultimately lead to success in a variety of career pathways.

The school vision, To Try Is To Triumph, expresses the support and encouragement that our school offers to all students to become responsible citizens, be creative and environmentally aware. We aim to be the preferred choice of school for families in our local community. Partnerships with families, community, local services and businesses have developed with shared core values of trust, high expectation, self-belief and sustainable lifestyle choices. We support our students to be capable, independent and confident learners.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

During 2016, Julatten State School identified and progressed the following improvement agenda priorities.

Improvement Priorities	Implemented
To develop differentiated reading instruction	✓
To use data to make decisions and improve teaching of reading	✓
To develop a continua of standards in writing	✓
To improve teaching practices in numeracy	✓
To utilise explicit instruction as a key pedagogy in teaching numeracy	✓
To embed science consolidations	✓
To improve school attendance	✓
Embed schoolwide explicit instruction pedagogy	✓

#### Future Outlook

Our school has identified an explicit improvement agenda for 2017.

Improvement Priorities	Targets	Timeline
1. Reading · Develop differentiated reading instruction · Use data to inform teaching and learning cycles · Embed foundation learning programs with integrity · Improve decoding skills, fluency and comprehension	· 80% students achieve PM/Probe benchmark levels · 80% students achieve Stanine 4 in PAT-R · 100% Year 3 and 5 achieve NMS in NAPLAN Reading · 50% Year 3 and 5 achieve U2B in NAPLAN Reading	Ongoing
2. Attendance · Monitor student attendance daily · Reward high attendance classes	· 90% students attend >85%	Ongoing
3. Explicit Instruction · Embed Explicit Instruction as school wide pedagogy	· Explicit instruction pedagogy used in every classroom everyday	Ongoing

# 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 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	60	34	26	3	93%
<b>2015*</b>	58	33	25	4	88%
<b>2016</b>	69	34	35	9	90%

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 2016, 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

### Overview

Julatten State School students live in the local rural area. They represent a diverse range of cultural, religious, linguistic and socio-economic backgrounds. Approximately 30% of students speak English as an Additional Language or Dialect.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	15	16	22
Year 4 – Year 7	22	24	27
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Julatten State School is working towards full implementation of the Australian Curriculum to:

- Plan
- Teach
- Assess
- Report

Curriculum to Classroom (C2C) is used as a teaching resource in the key learning areas of English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, The Arts and Technology. Language Other Than English - Japanese is taught across all year levels.

### Co-curricular Activities

Students participated in a variety of activities during 2016:

- RREAP with Wonga Beach SS, Daintree SS and Alexandra Bay SS catered for activities including drama workshops, robotics courses, sports clinics, swimming program and other initiatives
- Douglas Cluster schools participated in sporting events including cross country, athletics, swimming carnival and various sports competitions
- Student Representative Council is active
- Instrumental Music held weekly
- Leadership Camps held annually
- Day excursions each term
- Year 4 – 6 Camp at Magnetic Island
- Keynote speaker visits
- Visits and performances by travelling groups

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

Julatten State School classrooms feature interactive whiteboards and have access to WiFi internet service. The computer lab in the Resource Centre has 14 desktop computers which are used by students daily for most learning areas. The school has 12 laptops utilised by all class groups. 10 ipads are located in the Prep/Yr 1 classroom for student access.

## Social Climate

### Overview

Every day in every classroom, students are expected to be learning and achieving. Students have the right to be safe and treated with respect in our supportive environment. Julatten State School has implemented a school-wide positive behaviour program with staff having high expectations of student behaviour. These expectations are categorised in three domains – *I am safe, I am respectful, I am a learner.*

Students are encouraged to be proactive in their interactions with one another and seek the support of an adult if they are unable to independently resolve an issue in the classroom or the playground.

Julatten State School actively seeks to reward students for safe, respectful and learning behaviour by handing out Good Ones as recognition of appropriate behaviour choices. Student well-being is actively promoted by staff and planned events such as healthy cooking, fitness sessions and group challenges. Students are inclusive and are accepting of diversity. This is enhanced by small school numbers and long term relationships developed with staff, peers and families.

Students positively respond to rewards for appropriate behaviour – Good Ones weekly draw, fun planned behaviour reward parties and participation in Student Council charity events and fundraisers.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	73%	92%
this is a good school (S2035)	DW	79%	92%
their child likes being at this school* (S2001)	DW	100%	92%
their child feels safe at this school* (S2002)	DW	93%	92%
their child's learning needs are being met at this school* (S2003)	DW	71%	77%
their child is making good progress at this school* (S2004)	DW	79%	77%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	87%	85%
teachers at this school motivate their child to learn* (S2007)	DW	87%	85%
teachers at this school treat students fairly* (S2008)	DW	93%	85%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	92%
this school works with them to support their child's learning* (S2010)	DW	86%	77%
this school takes parents' opinions seriously* (S2011)	DW	93%	85%
student behaviour is well managed at this school* (S2012)	DW	100%	92%
this school looks for ways to improve* (S2013)	DW	80%	85%
this school is well maintained* (S2014)	DW	93%	92%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	75%	83%	65%
they like being at their school* (S2036)	85%	79%	57%
they feel safe at their school* (S2037)	100%	96%	85%
their teachers motivate them to learn* (S2038)	90%	88%	86%
their teachers expect them to do their best* (S2039)	100%	100%	90%
their teachers provide them with useful feedback about their school work* (S2040)	90%	71%	86%
teachers treat students fairly at their school* (S2041)	75%	75%	76%
they can talk to their teachers about their concerns* (S2042)	90%	91%	67%
their school takes students' opinions seriously* (S2043)	75%	77%	76%
student behaviour is well managed at their school* (S2044)	95%	79%	57%
their school looks for ways to improve* (S2045)	95%	83%	86%
their school is well maintained* (S2046)	80%	88%	80%
their school gives them opportunities to do interesting things* (S2047)	84%	71%	65%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	91%
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%	91%
staff are well supported at their school (S2075)	100%	100%	91%
their school takes staff opinions seriously (S2076)	100%	83%	100%
their school looks for ways to improve (S2077)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	88%	100%	91%

\* 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

Positive partnerships have been developed between Julatten State School and the wider community. Parents and community members have high expectations of student success and actively seek involvement in the school. Many opportunities are offered to parents to support their child's learning. Parents and carers are invited and warmly welcomed in the school at all times.

Opportunities on offer include the choice to:

- Attend monthly P&C Meetings
- Assist with social events and performances
- Support students in the classroom
- Assist with school events - camp, variety concert
- Attend weekly parade
- Attend parent and teacher interviews in Terms 1 and 3
- Read and contribute to the fortnightly school newsletter
- Volunteer at school functions
- Read noticeboards and notes home to keep informed

## Respectful relationships programs

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

Students participate in healthy food, body and wellbeing programs in the learning area of Health.

Daniel Morecombe Safety units are taught across year levels to develop awareness of safe and protective behaviour.

Day for Daniel is an annual opportunity to promote the Recognise, React and Report response to unsafe situations.

## 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	2	0	1
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.

## Environmental Footprint

### Reducing the school's environmental footprint

Julatten State School has successfully reduced the environmental footprint of the school through specific classroom expectations in classrooms to turn off taps, lights, fans and air cons when transitioning to another area or departing. The school participates annually in Earth Hour. Recycling of food scraps, aluminium, glass, plastics and other materials is promoted with the provision of compost bins, worm farms and designated collection areas.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	33,549	0
2014-2015	31,713	
2015-2016	24,331	

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.



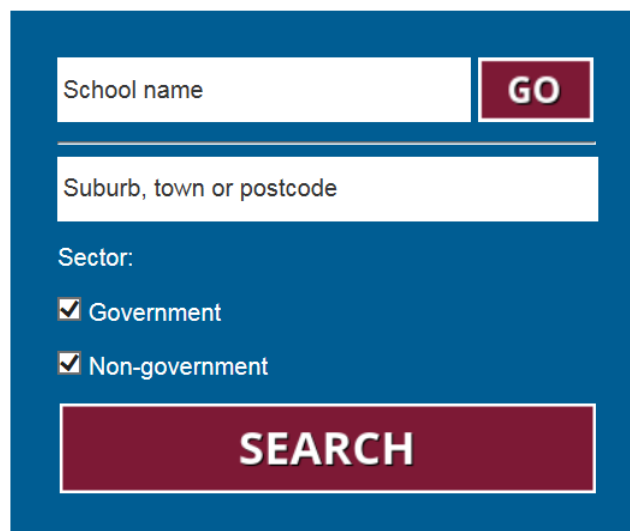
## School Funding

### 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



School name

Suburb, town or postcode

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	6	0
Full-time Equivalent	4	4	0



## Qualification of all teachers

TEACHING STAFF* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma**	
Bachelor Degree	5
Diploma	1
Certificate	

\*Teaching Staff includes Teachers and School Leaders

\*\*Graduate Diploma 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 2016 were \$5328.90

The major professional development initiatives are as follows:

- Principal Business Meetings
- PETAA reading and writing Informative Texts
- Teacher Aide Training
- CPR/First Aid
- Seven Steps to Writing
- Literacy Solutions
- NAPLAN Online Training
- Cleaner's Workshop
- Leading Where You Are Program

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	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 2016.

# 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	96%	98%

\*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 2016 for all Queensland Primary schools was 93%.

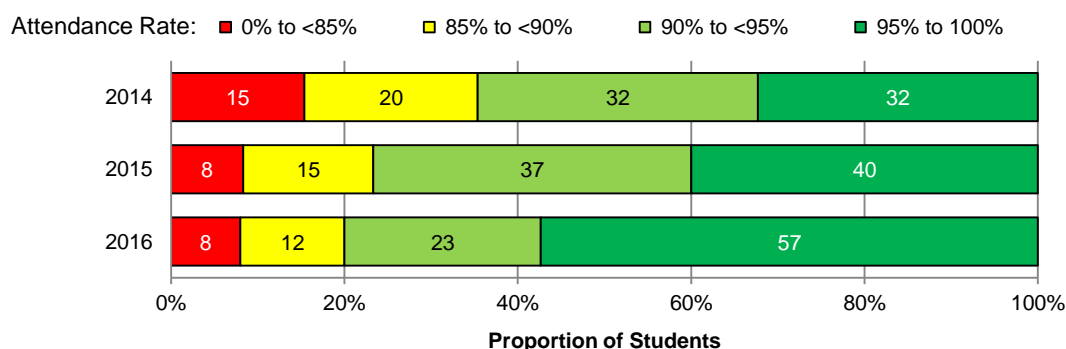
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	91%	90%	92%	95%	91%	95%	90%					
2015	92%	96%	94%	93%	92%	95%	91%						
2016	95%	91%	92%	93%	94%	95%	96%						

\*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 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.

At Julatten State School, student attendance is closely monitored as a daily routine. Rolls are marked twice daily. Parents and carers of absent students are phoned by administrative staff to enquire about the reason for absence. Parents of new enrolments are requested to make contact with the school during the morning if their child is unable to attend school on that day. Teachers are required to inform the office of any concerns regarding attendance.

Attendance is promoted by:

- Newsletter information on attendance percentages of year levels is a regular feature
- A prominent and colourful thermometer is displayed at school to indicate class attendance percentages
- Highest Attendance Reward banners are presented on parade to classes
- Awards are presented to individual students for high level attendance
- Message board is used to inform community of full attendance days and weeks

## 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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