

# Julatten State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	1141 Euluma Creek Road Julatten 4871
Phone	(07) 4094 1130
Fax	
Email	principal@julattenss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Miss Kim McFadzen, Acting Principal

## Principal's foreword

### Introduction

Julatten State School is a holistic education community. Every aspect of the education of our children is very important to our culture and ethos. We aim to provide a rich educational program so that our students have a solid foundation and can go on to be successful in a wide variety of career pathways at High School. We aim to be a primary school of first choice in our area because of a focus not just on the best possible outcomes in literacy, numeracy and information technology by also the best possible outcomes for each student in the areas of creativity, citizenship and sustainability. These goals are central to our culture and reflective of our broader school community. Julatten State School is a high expectations school and we believe that our students are capable of great things. With a supportive environment our students are capable of achieving amazing things.

### School progress towards its goals in 2015

During 2015 Julatten State School has continued to progress towards its goals.

In 2015 the key operational goals were to focus on:

- Developing differentiated reading instruction across the school
- Data based decision making and the use of evidence based teaching practices (explicit teaching)
- Refine and embed foundation learning programs
- Focus on reading
- Develop a writing continua of standards
- Build ongoing capacity of staff
- Develop consistent numeracy practices across the school
- Improve attendance

### Future outlook

Our goals as set out in the Annual Implementation Plan for 2016 are:

- Develop differentiated reading instruction across school in Reading
- Data based decision making and use of evidence based teaching practices around Reading
- Developing a continua of standards – build consistency of practice and understanding in Writing
- Developing consistent practices across school in Numeracy
- Explicit instruction as key teaching strategy for Numeracy
- Imbedding Science Consolidations templates
- Improve students attendance through student, parent and community awareness
- Embedding explicit instruction pedagogy in every classroom, everyday. Development of a sustainable schoolwide pedagogical framework based on this model.

## 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	85	45	40	3	91%
2014	60	34	26	3	93%
2015	58	33	25	4	88%

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 of Julatten State School represent a variety and diverse range of socio economic, cultural and religious backgrounds. The majority of the students are from the local rural area.

The school has three multi-age classrooms; Prep-Year 1, Year2-Year 3 and Year 4-Year 6.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	27	15	12
Year 4 – Year 7 Primary	24	22	24
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	2	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 approach to curriculum delivery

Curriculum at Julatten State School is based on the Australian Curriculum and Reporting Framework and is supported by C2C documents. Our distinctive curriculum offerings at Julatten State School are based on the 8 Key Learning Areas mandated by Education Queensland. These are English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, The Arts and Technology. Japanese language is taught in years 2 to 6.

### Extra curricula activities

- RREAP with Wonga Beach SS, Daintree SS and Alexandra Bay SS caters for activities including; drama workshops, sports coaching, swimming for students in all year levels and other yearly initiatives.
- Douglas Cluster of schools sporting events including; cross country, athletics, swimming carnival and sports competitions.
- Student Council
- Instrumental Music
- School leaders attend Leadership Camp
- 4-6 Camp at Tinaroo Environmental Education Centre
- Key note speaker visits
- Visits from travelling organisations

### How Information and Communication Technologies are used to improve learning

Julatten State School has interactive whiteboards in every classroom and all classrooms have access to WiFi internet. The school has a computer lab containing 14 desktop computers which are accessed by each class in the majority of KLAs. The school also has 10 iPads which are predominately used by the Prep-Year 1 classroom and sourced to the Year 2 – Year 6 students on a needs basis. The school has 12 laptops used by all classes.

## Social Climate

We believe that every day, in every classroom, every child is learning and achieving. We also believe that everyone has the right to be safe, be respected and treated fairly while engaging in that learning. Julatten State School follows the School Wide Positive Behaviour Support program with high expectations of behavior. All of our expectations fall under the three principles of Be safe, Be respectful and Be a learner. The size of the school and make-up of classes enables a very strong supportive culture to be part of the Julatten way. Students are encouraged to be proactive in their dealings with each other and to involve adults if they need help to resolve an issue or if the behaviour in question is unacceptable. At Julatten we actively promote inclusive wellbeing rather than a “blame” culture. We have the advantage of a small student population and mixed age group classes, enabling stable school staff to know the students and their families. Students respond quickly to the positive enforcement of school expectations. School captains run the assemblies and the student council is responsible for the organization of various fundraising and charitable events throughout the year.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	93%	DW	73%
this is a good school (S2035)	96%	DW	79%
their child likes being at this school (S2001)	96%	DW	100%
their child feels safe at this school (S2002)	96%	DW	93%
their child's learning needs are being met at this school (S2003)	81%	DW	71%
their child is making good progress at this school (S2004)	85%	DW	79%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school expect their child to do his or her best (S2005)	96%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	DW	87%
teachers at this school motivate their child to learn (S2007)	92%	DW	87%
teachers at this school treat students fairly (S2008)	100%	DW	93%
they can talk to their child's teachers about their concerns (S2009)	100%	DW	100%
this school works with them to support their child's learning (S2010)	96%	DW	86%
this school takes parents' opinions seriously (S2011)	92%	DW	93%
student behaviour is well managed at this school (S2012)	96%	DW	100%
this school looks for ways to improve (S2013)	100%	DW	80%
this school is well maintained (S2014)	100%	DW	93%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	75%	83%
they like being at their school (S2036)	90%	85%	79%
they feel safe at their school (S2037)	90%	100%	96%
their teachers motivate them to learn (S2038)	90%	90%	88%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	85%	90%	71%
teachers treat students fairly at their school (S2041)	86%	75%	75%
they can talk to their teachers about their concerns (S2042)	81%	90%	91%
their school takes students' opinions seriously (S2043)	85%	75%	77%
student behaviour is well managed at their school (S2044)	67%	95%	79%
their school looks for ways to improve (S2045)	89%	95%	83%
their school is well maintained (S2046)	85%	80%	88%
their school gives them opportunities to do interesting things (S2047)	85%	84%	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)	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%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	83%
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%	88%	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

There is a very positive relationship between the community and the school. The parents and community members of our school have strong expectations for the success of our school and their students. There are many opportunities for parents to become involved in their child's education and they are always welcomed into the classrooms and school. They include;

- P&C meetings and functions
- School social functions and performances
- Parent helpers in the classroom
- Parent helpers on school camp
- Attendance and involvement in parade
- Parent/Teacher meetings in term 1 & 3
- Fortnightly newsletter
- School/Community notice board

## Reducing the school's environmental footprint

Julatten State School has made a conscious effort to reduce its environmental footprint through general instruction to the students. The school regularly participates in Earth hour. The school is very environmentally aware and recycles daily food scraps for the garden beds. The school is part of a government initiative environmental sustainability program that assists the school in reducing our footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	36,742	0
2013-2014	33,549	0
2014-2015	31,713	

\*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.

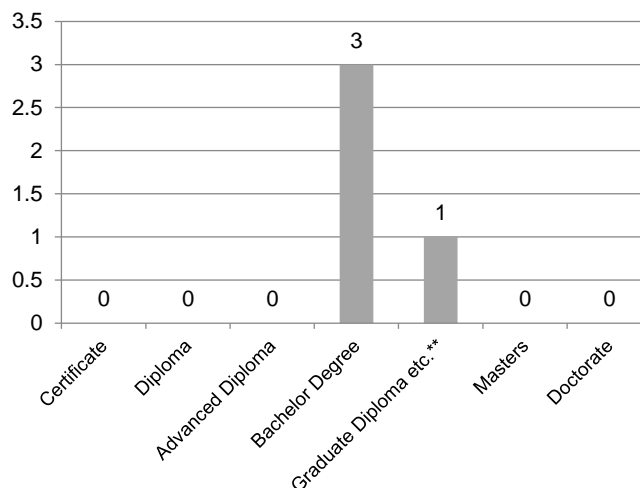
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	5	0
Full-time equivalents	4	3	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
<b>Total</b>	<b>4</b>



\*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 \$11 263.64

The major professional development initiatives are as follows:

- Principal's Conference
- Instrumental Music
- Cleaners Training
- Jolly Phonics Education and Training
- CPR/First Aid
- Consolidation
- Explicit Instruction

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.	99%	97%	99%

### 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

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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 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).	90%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	86%	96%

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%.

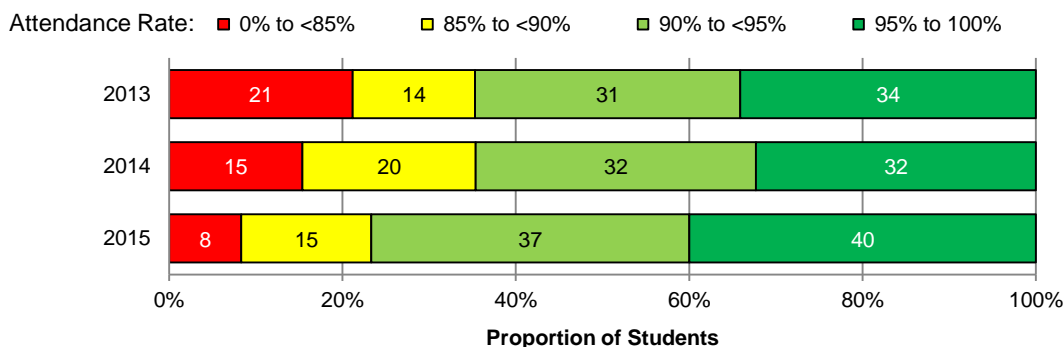
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	87%	88%	91%	88%	90%	93%	91%	94%					
2014	92%	91%	90%	92%	95%	91%	95%	90%					
2015	92%	96%	94%	93%	92%	95%	91%						

\*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.

Student attendance rolls are taken twice daily. Parents/caregivers are contacted by the school if a student is absent for 3 days without contacting the school. Incentive programs are in place to encourage high attendance including the grade with the highest attendance each week receiving a reward session.

## 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 res