



Julatten State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	1141 Euluma Creek Road Julatten 4871
Phone	(07) 4094 1130
Email	principal@julattenss.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
Contact person	Russell Barlow (Principal)



From the Principal

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 a 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 are 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.

Julatten State School is a caring, nurturing and inclusive small school located in the mountains west of Port Douglas. The school demonstrates pride in our local community and stunning rural location. Julatten State School offers a quality curriculum in all learning areas. Curriculum is delivered in a blended approach with the explicit teaching of academic skills, supported by daily practice and feedback. Students at our school are valued for their diversity. We offer academic excellence, sporting involvement, student leadership opportunities, environmental appreciation, sustainability priorities and cultural diversity. Students are encouraged to be active, engaged and responsible learners. Julatten State School cares about children and strives to allow every student to achieve their learning potential. We are committed to ongoing learning improvement and achievement of the best possible outcomes for our students.

School progress towards its goals in 2018

Improvement Priorities	Implemented
To develop differentiated reading instruction across the school.	✓
To use data to inform the teaching and learning cycle.	✓
To use evidence based teaching practices.	✓
To set learning goals with students each term.	✓
To refine and embed foundation learning programs.	✓
To embed science consolidations	✓
To improve school attendance.	✓
Embed school wide explicit instruction pedagogy.	✓

Future Outlook

Our school has identified an explicit improvement agenda for 2018.

Improvement Priority	Targets	Timeline
1. Reading <ul style="list-style-type: none"> Embed the use of short-term data cycles to inform teaching and learning, including differentiated strategies to cater for individual student needs. 5 weekly data meetings with each individual teacher. Track reading improvement for each student on a whole school reading wall, as a means of monitoring progress. Embed the development of term by term target setting for all students across the school, informing parents and caregivers of goals. Develop knowledge and understanding of the Big Six of Reading Set expectations for the collection of data. Use spelling programs to enhance vocabulary - Spelling Mastery, C2C spelling Implement Cars and Stars to develop knowledge of comprehension strategies. 	85% P-6 students will achieve year level benchmark in reading using PM and PROBE Assessment 100% Year 3 and Year 5 students will achieve NMS in NAPLAN Reading >20% Year 3 and Year 5 students will attain U2B in NAPLAN Reading 85% P-6 students will achieve 4 or above in PAT-R assessment	Ongoing
2. Writing <ul style="list-style-type: none"> Embed explicit teaching model - I Do, We Do, You Do, Plough Back, monitor with classroom observations and feedback sessions. Expect students to write a quality product as the You Do of each writing lesson. Develop teacher capacity to use the Literacy Continuum - Aspects of Writing, to inform teaching and learning. To develop teacher knowledge of NAPLAN marking criteria Moderation of writing each term in school and with cluster. 	85% P-6 students to achieve C standard or higher in English. 100 % Year 3 and Year 5 students will achieve NMS in NAPLAN Writing >20% Year 3 and Year 5 students will attain U2B in NAPLAN Writing 100% P-6 students will achieve year level cluster markers on the P-10 Literacy Continuum	Ongoing



<p>3. Explicit Instruction</p> <ul style="list-style-type: none"> Implement a pedagogical framework that is collaboratively developed with the school community and improves student performance Identify explicit instruction as a structured and systematic approach to teaching academic skills, guided by a stated purpose, explanation, demonstrations and supported by practice and feedback. Embed the use of consolidations in core learning areas. 	<p>30% of allocated teaching time in core learning areas will use explicit teaching as the preferred pedagogy, to systematically teach academic skills.</p> <p>Daily consolidations will be embedded in all classes, to support student learning in core learning areas.</p>	<p>End of year</p>
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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	69	49	57
Girls	34	26	30
Boys	35	23	27
Indigenous	9	7	8
Enrolment continuity (Feb. – Nov.)	90%	78%	94%

Notes:

- Student counts are based on the Census (August) enrolment collection.
- Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
- [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

Julatten State School students live in the local rural area. They represent a diverse range of cultural, religious, linguistic and socio-economic backgrounds. Approximately 13% of students speak English as an Additional Language or Dialect.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	12	19
Year 4 – Year 6	27	23	15

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

Julatten State School has fully implemented the Australian Curriculum to:

- Plan units of learning
- Teach units of learning
- Assess student learning
- Report on student learning



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, and Language Other Than English. Japanese is taught across all year levels.

Co-curricular activities

Students participated in many varied activities during 2018.

School co-curricular activities:

- Anzac Commemoration
- Anzac day Parade
- Year 4/5/6 Camp at Mungalli Falls
- Spelling Bee at Mt Sheridan
- Youth Parliament in Cairns
- Leadership Camp at Tinaroo Environmental Education Centre
- Instrumental Music
- Band Camps
- NAIDOC Celebration
- Overnight Sleepover
- Science Day of Excellence
- STEM Workshops
- NAIDOC Day
- NAIDOC Parade and Family Day in Mossman
- RREAP projects – Sports, Arts, STEM
- Sporting Schools Grants
- Douglas Cluster Cross Country
- Small School Athletics Carnival
- Douglas Cluster Swimming Carnival
- Douglas Cluster Sports Trials
- Student Representative Council
- Variety Night
- Graduation Dinner
- Presentation Night
- Visits to local schools
- NAIDOC Celebration
- Trip to Low Isles
- Behaviour Reward Day
- Class Excursions
- Venture Deeper Snake Workshop
- The Australian Circus Show and Workshop
- Learning Garden

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 22 desktop computers that are used by students daily for most learning areas. The school has 12 laptops utilised by all class groups with 10 ipads located in the Prep/Yr 1 classroom for student learning access.

Social climate

Overview

Every day in every classroom, students are learning and achieving. Students have the right to be safe, and are treated with respect in our supportive environment. Julatten State School has implemented a Positive Behaviour for Learning program to ensure a consistent approach to managing student behaviours.

Students are explicitly taught a focus positive behaviour every week. Our senior class plans a suitable dramatic performance to present on parade, to reinforce the lesson. Positive Behaviour for Learning posters are displayed in classrooms and throughout the school environment.

Our behaviour expectations are categorised in three domains – ***I am safe, I am respectful, I am a learner.***

Students are encouraged to be safe and respectful in their interactions with one another. Staff have high expectations of student behaviour. Staff support and assist in the resolution of issues in classroom and the playground.

Julatten State School actively seeks to reward students for safe and respectful learning behaviour by handing out Good Ones as recognition of making good behaviour choices. Student well-being is actively encouraged in the school. Special events include healthy cooking from the kitchen garden, fitness training sessions and artistic pursuits. Students are inclusive and are accepting of diversity. Long-term relationships with staff, peers and families are developed easily and sustained.

Students positively respond to rewards for appropriate behaviour – Good Ones are handed out by staff to deserving students. In a weekly draw at parade, individual students are rewarded for their efforts. Behaviour reward days are scheduled at the end of each school term. Students are encouraged to participate in Student Council charity events and fundraisers.



Parent, student and staff satisfaction

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)	92%	100%	100%
• this is a good school (S2035)	92%	100%	92%
• their child likes being at this school* (S2001)	92%	100%	100%
• their child feels safe at this school* (S2002)	92%	100%	100%
• their child's learning needs are being met at this school* (S2003)	77%	95%	82%
• their child is making good progress at this school* (S2004)	77%	95%	100%
• teachers at this school expect their child to do his or her best* (S2005)	92%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	89%	91%
• teachers at this school motivate their child to learn* (S2007)	85%	95%	100%
• teachers at this school treat students fairly* (S2008)	85%	95%	100%
• they can talk to their child's teachers about their concerns* (S2009)	92%	100%	92%
• this school works with them to support their child's learning* (S2010)	77%	94%	92%
• this school takes parents' opinions seriously* (S2011)	85%	100%	100%
• student behaviour is well managed at this school* (S2012)	92%	89%	100%
• this school looks for ways to improve* (S2013)	85%	100%	100%
• this school is well maintained* (S2014)	92%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	65%	93%	100%
• they like being at their school* (S2036)	57%	81%	100%
• they feel safe at their school* (S2037)	85%	96%	100%
• their teachers motivate them to learn* (S2038)	86%	96%	100%
• their teachers expect them to do their best* (S2039)	90%	93%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	81%	100%
• teachers treat students fairly at their school* (S2041)	76%	77%	100%
• they can talk to their teachers about their concerns* (S2042)	67%	81%	93%
• their school takes students' opinions seriously* (S2043)	76%	85%	100%
• student behaviour is well managed at their school* (S2044)	57%	78%	100%
• their school looks for ways to improve* (S2045)	86%	100%	100%
• their school is well maintained* (S2046)	80%	93%	100%



Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	65%	96%	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)	91%	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)	91%	100%	100%
• staff are well supported at their school (S2075)	91%	100%	88%
• their school takes staff opinions seriously (S2076)	100%	100%	88%
• 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)	91%	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

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, overnight stays, tuckshop, kitchen garden
- 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 education programs

Julatten State School has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. Students participate in healthy food, body and wellbeing programs in the learning area of Health and Physical Education. Sporting groups visit our rural school each term to reinforce important messages about being active and healthy. Daniel Morecombe Safety units are taught across year levels to develop awareness of safe and protective behavior Day for Daniel is an annual opportunity to promote the Recognise, React and Report response to unsafe situations. White Ribbon, Bravehearts and Bullying No Way events give important messages to our students that violence and gender inequity is unacceptable.

Our school is committed to implementing units of the C2C Respectful Relationships Curriculum. The *Respectful Relationships Education Program* is for Prep to Year 12. Teachers are committed to ensuring that lessons are developed that promote ongoing social and emotional learning. Positive rapport between teachers and students will ensure a safe classroom environment where students feel comfortable to explore content without fear of judgment. Students achieve better outcomes from social and emotional learning programs in the context of supportive relationships. that make learning challenging, engaging and meaningful.



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	1	0	1
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

Julatten State School 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. Our school also supports Julatten Community Centre and Sunbird Children's Centre, both located in school grounds.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2018–2018
Electricity (kWh)	24,331	39,271	37,904
Water (kL)			

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.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

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	5	5	0
Full-time equivalents	4	3	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	
Graduate Diploma etc.*	1
Bachelor degree	4
Diploma	2
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 \$10559.33.

The major professional development initiatives are as follows:

- Essential Skills of Classroom Management
- Bolton Reading Centre
- Anita Archer
- State Principal's Conference
- Australian Curriculum Planning Days
- Principal Business Meetings



- Regional Finance Meetings
- Teacher Aide Training
- CPR/First Aid
- Cluster Moderation
- NAPLAN Online Training
- BSM training
- Cleaners/Grounds person 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

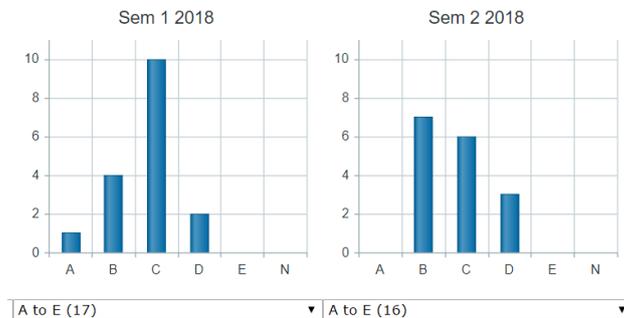
Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	96%

Proportion of staff retained from the previous school year

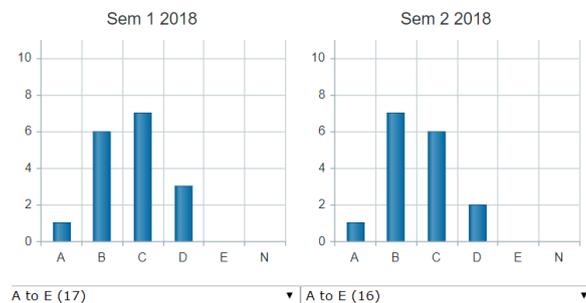
From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

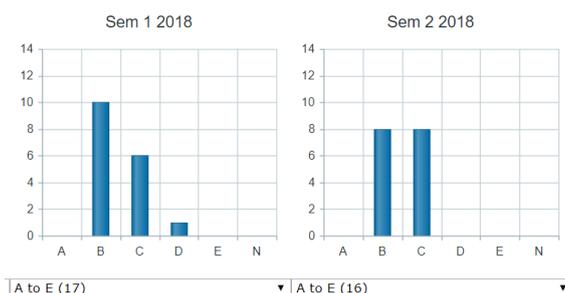
English



Maths



Science



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%	93%	93%
Attendance rate for Indigenous** students at this school	98%	94%	97%

* 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
Prep	95%	96%	91%
Year 1	91%	95%	96%
Year 2	92%	93%	95%
Year 3	93%	94%	90%
Year 4	94%	94%	93%
Year 5	95%	91%	96%
Year 6	96%	91%	90%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

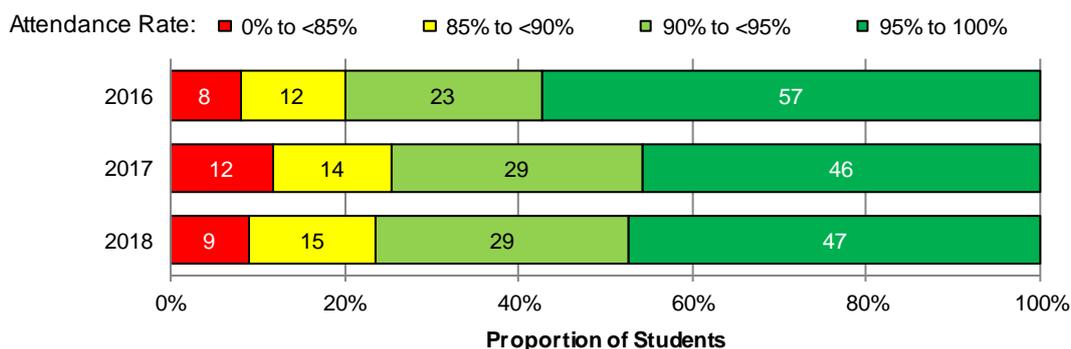
Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

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.