

# Injune P-10 State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	PO Box 12 Injune 4454
Phone	(07) 4626 0222
Fax	(07) 4626 0200
Email	principal@injune.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	<b>Mrs Susan Anderson</b> <b>Principal</b>

## Principal's foreword

### Introduction

*This report indicates that Injune P-10 State School is*

- *offering the Australian Curriculum in English, Maths, Science, Humanities and Social Sciences and the Queensland Essentials in HPE, French, The Arts and Technology;*
- *successful in its use of a Restorative Justice Approach to support conflict resolution;*
- *using a range of strategies to successfully involve parents in their child's education;*
- *building staff capacity in the pedagogy in order to improve student outcomes;*
- *delineating progress towards improvement of student outcomes in 2015 in AIP; and*
- *outlining success of student cohorts in Years 3, 5, 7, and 9 NAPLAN assessment.*

### School progress towards its goals in 2015

*Improvement of Quality Teaching and Learning included:*

- *Use of data analysis to inform differentiation strategies used in classrooms.*
- *School wide implementation of Explicit Teaching Model of teaching*
- *Use of coaching and feedback to staff to improve pedagogy.*

*Implementation of National Curriculum included:*

- *Implement the Australian curriculum in English, Maths, Science, History and Geography.*

*Development of Workforce Performance included:*

- *Observation and feedback of practice to support staff in explicit school wide pedagogy.*

*Other School Based Key Priorities included:*

- *Transition plans from Kindergarten to Prep and from primary to secondary schooling*
- *Introduction of Stephanie Alexander kitchen cooking and gardening for Years 3-6*

### Future outlook

*Improvement in School Performance includes:*

- *Setting of individual student targets in Spelling and Numeracy*
- *Embedding a culture of student reflection upon learning to improve Spelling and Numeracy*

*Development of Productive Partnerships includes:*

- *Providing professional development for school community in Numeracy.*

*Improvement of Workforce Performance includes:*

- *Monitoring (a) alignment of the planned and enacted curriculum; (b) use of data to improve teaching and learning (c) consistent use of pedagogical framework*

## Our school at a glance

### School Profile

**Coeducational or single sex:** *Coeducational*

**Independent Public School:** *No*

**Year levels offered in 2015:** *Prep Year - Year 10*

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	78	37	41	5	88%
2014	80	37	43	6	95%
2015	77	38	39	4	95%

### Characteristics of the student body:

*The town of Injune is situated in a remote area in the upper catchment of the Dawson River in Queensland. There are currently 78 students from Prep to Year 10 at the school and there are about 400 people in the town, with another 1 000 people in the surrounding district (drawing on an approximate radius of 20 km). At our school*

- 52% of students are boys and 48% are girls*
- 8% of students are Indigenous*
- 8% of students are diagnosed with a disability*
- 3% of students are from ethnic backgrounds where English is a second language*

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	18	16
Year 4 – Year 7 Primary	12	10	19
Year 7 Secondary – Year 10	6	5	9
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	7	6	6
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum delivery

*Our distinctive curriculum offerings include*

- *Learning Areas offered to all students – (a) English (b) Maths (c) History and Geography (d) Science and (e) Health and Physical Education (f) The Arts (g) Technology.*
- *Electives from these Learning Areas in Years 7-10 include (a) Health and Physical Education; and (b) Technology*
- *Language – French for Years 5-8.*

## Extra curricula activities

- *Football and Netball Training.*
- *Lunch time activities - Computer Club, Craft Club, Lego Club.*
- *Instrumental Music Program*
- *Community Events - ANZAC Day March, Under 8s Day, Excursions e.g. visit to hairdresser*

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

*There is a class set of computers in the Business Education Centre in the Secondary Wing for class teaching, and a pod of laptops in the Primary Wing for Years 3-6. Students from Years 7-10 have access to an individual laptop. Through the use of ICT Symphonies, Information and Communication Technology is used as a pedagogical tool to assist teaching. Student access to laptop use enables highly effective ICT higher order thinking skills to develop.*

## Social Climate

*Injune P-10 State School is a caring school with a Restorative Justice Approach to conflict. This applies to conflict between students and students; students and staff; staff and staff; and parents and staff.*

*Students who are Self Managed Learners or Assisted Self Managed Learners comprise 95% of students. They require minor support to bring behaviour in line with our values and beliefs. At Risk Learners – Targeted Support, comprise approximately 4% of students and are supported to bring their behaviour in line with our values and beliefs to (a) understand the conflict from other people's perspective; (b) become up-skilled in how to handle a similar situation; (c) become up-skilled in how to restore relationships; and (d) be provided with an opportunity to do this. At Risk Learners – Intensive Support, comprise about 1% of students and are involved in timetable modification, withdrawal from the playground and / or a Functional Behaviour Analysis Plan to bring behaviour in line with our values and beliefs.*

*Personal Development Programs that operate in Prep – Year 8 involve Program Achieve; and a Human Relationships Program from Family Planning. Sandtray work addresses emotional literacy concerns for staff and students and a trained staff member is available for this work.*

## Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
<i>their child is getting a good education at school (S2016)</i>	97%	100%	90%
<i>this is a good school (S2035)</i>	94%	100%	90%
<i>their child likes being at this school (S2001)</i>	94%	93%	90%
<i>their child feels safe at this school (S2002)</i>	100%	100%	90%
<i>their child's learning needs are being met at this school (S2003)</i>	94%	100%	90%
<i>their child is making good progress at this school (S2004)</i>	97%	100%	90%

<b>Performance measure</b>			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
<i>teachers at this school expect their child to do his or her best (S2005)</i>	97%	100%	90%
<i>teachers at this school provide their child with useful feedback about his or her school work (S2006)</i>	97%	100%	90%
<i>teachers at this school motivate their child to learn (S2007)</i>	94%	100%	90%
<i>teachers at this school treat students fairly (S2008)</i>	97%	93%	90%
<i>they can talk to their child's teachers about their concerns (S2009)</i>	100%	100%	90%
<i>this school works with them to support their child's learning (S2010)</i>	97%	100%	90%
<i>this school takes parents' opinions seriously (S2011)</i>	81%	100%	90%
<i>student behaviour is well managed at this school (S2012)</i>	88%	86%	90%
<i>this school looks for ways to improve (S2013)</i>	91%	100%	90%
<i>this school is well maintained (S2014)</i>	100%	100%	90%

<b>Performance measure</b>			
Percentage of students who agree# that:	2013	2014	2015
<i>they are getting a good education at school (S2048)</i>	97%	97%	87%
<i>they like being at their school (S2036)</i>	94%	97%	87%
<i>they feel safe at their school (S2037)</i>	97%	100%	100%
<i>their teachers motivate them to learn (S2038)</i>	94%	100%	100%
<i>their teachers expect them to do their best (S2039)</i>	97%	100%	100%
<i>their teachers provide them with useful feedback about their school work (S2040)</i>	97%	100%	100%
<i>teachers treat students fairly at their school (S2041)</i>	89%	100%	94%
<i>they can talk to their teachers about their concerns (S2042)</i>	92%	100%	93%
<i>their school takes students' opinions seriously (S2043)</i>	89%	100%	90%
<i>student behaviour is well managed at their school (S2044)</i>	92%	97%	93%
<i>their school looks for ways to improve (S2045)</i>	100%	100%	94%
<i>their school is well maintained (S2046)</i>	97%	90%	93%
<i>their school gives them opportunities to do interesting things (S2047)</i>	94%	100%	100%

<b>Performance measure</b>			
Percentage of school staff who agree# that:	2013	2014	2015
<i>they enjoy working at their school (S2069)</i>	82%	95%	100%
<i>they feel that their school is a safe place in which to work (S2070)</i>	82%	100%	100%
<i>they receive useful feedback about their work at their school (S2071)</i>	88%	100%	94%
<i>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</i>	78%	82%	80%
<i>students are encouraged to do their best at their school (S2072)</i>	88%	100%	100%
<i>students are treated fairly at their school (S2073)</i>	88%	95%	100%

**Performance measure**

Percentage of school staff who agree# that:	2013	2014	2015
<i>student behaviour is well managed at their school (S2074)</i>	88%	95%	100%
<i>staff are well supported at their school (S2075)</i>	88%	90%	100%
<i>their school takes staff opinions seriously (S2076)</i>	88%	90%	100%
<i>their school looks for ways to improve (S2077)</i>	94%	95%	100%
<i>their school is well maintained (S2078)</i>	88%	100%	100%
<i>their school gives them opportunities to do interesting things (S2079)</i>	94%	95%	100%

**Parent and Community Engagement**

*Injune P-10 State School uses a range of strategies to involve parents and guardians in the education of their children. Parents are*

- involved in their child's education through the Parents and Citizens Association (P&C). It is at these meetings that the AIP, the budget and any other EQ documents are discussed. As a subcommittee of the P&C, parents are involved in Tuckshop, Football and Netball and other sporting events.*
- invited to the Individual Curriculum Program (ICP) meeting should their child require an ICP.*
- Invited to meetings to discuss strategies for behaviour improvement or re- entry agreements to align students' behaviour with the beliefs and values of the school.*
- invited to provide feedback on school events so that the school can hear for the parent's perspective.*
- invited to information sessions on Spelling, e.g. how we teach spelling through THRASS*

**Reducing the school's environmental footprint**

*During 2015 Injune P-10 State School staff were diligent in the use of water used on school grounds and use of electricity in buildings, e.g. fans were turned off when leaving classrooms.*

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	48,362	4,728
2013-2014	46,601	0
2014-2015	55,211	

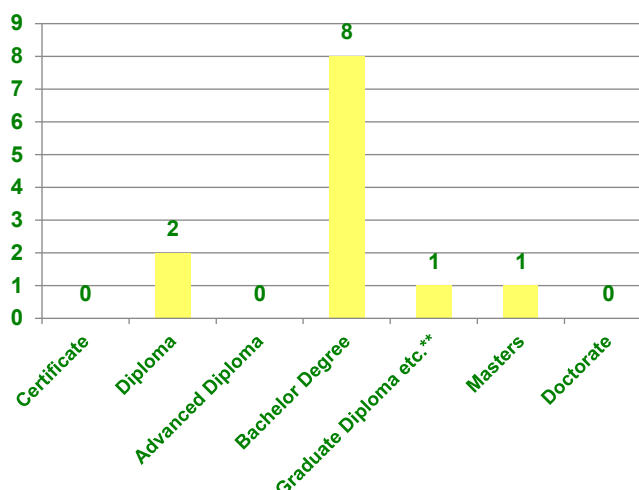
*\*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.*

**Our staff profile****Staff composition, including Indigenous staff**

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	12	13	0
Full-time equivalents	11	7	0

**Qualification of all teachers**

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
<b>Total</b>	<b>12</b>



### **Expenditure on and teacher participation in professional development**

The total funds expended on teacher professional development in 2015 were **\$19 364.83**

The major professional development initiatives are as follows:

- Cluster workshops and High Performing Teams workshops
- Specific training relevant to Cleaners, Groundsman, Admin Assistants
- Mentoring of Beginning teachers through identified professional development needs
- Mandated Training on Pupil Free Days
- Assessment workshops

The involvement of the teaching staff in professional development activities during 2014 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	96%

### **Proportion of staff retained from the previous school year**

From the end of the previous school year, 91% 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**

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 percentage).	91%	93%	93%
The attendance rate for Indigenous students at this school (shown as percentage).	88%	87%	89%

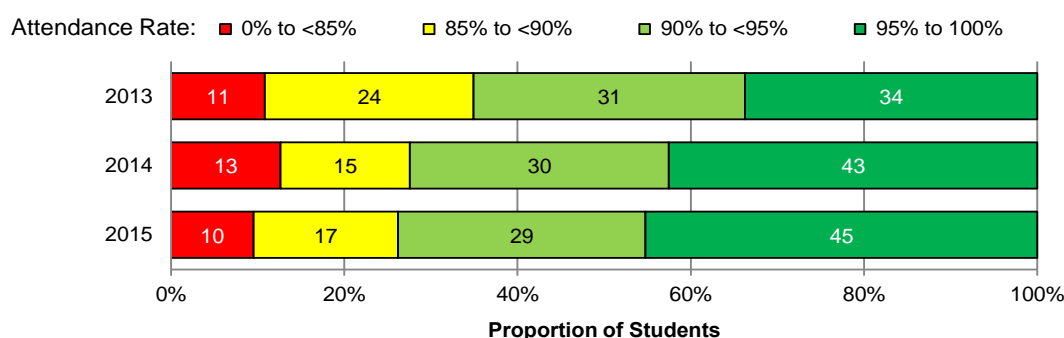
The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage. The overall attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

### 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	90%	92%	91%	89%	95%	93%	90%	90%	90%	93%	97%		
2014	95%	91%	95%	94%	91%	95%	93%	92%	91%	91%	93%		
2015	91%	96%	91%	95%	93%	96%	92%	93%	89%	95%	88%		

\*

### Student attendance distribution



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked by the classroom teacher in the morning and after first break. The Admin Assistant enters the data onto OneSchool. The school keeps a register of late comers to school and early leavers from school. If a student leaves the grounds for whatever reason, e.g. illness, the parents or the child, (if he / she is old enough), sign the child out.

Parents / guardians write a note or phone the school if a child is absent. The school requests a medical certificate if the child is ill for more than two days. If the child is absent for three days, contact is made with the family. The absence data is monitored each semester for any concerns. If concerns arise, then a meeting with the parents / guardians is called to address the concern. If the meeting does not result in regular student attendance, then letters in accordance with the policy are sent to the parents / guardians.

### **National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, 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**

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.

### **Vocational Educational Training qualification (VET) at Year 10**

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	0	0	0
2014	0	0	0
2015	0	0	0

### **Early school leavers information**

Our two Year 10 students enrolled at the Roma State College for Year 11.