



Injune P-10 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 12 Injune 4454
Phone	(07) 4626 0222
Fax	(07) 4626 0200
Email	principal@injunes.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	Mr Rob Nowlan Principal Mrs Maxine Portbury Business Services Manager

From the Principal

Introduction

- ***This report indicates that Injune P-10 State School is:***
 - ***a campus with approximately 80 students***
 - ***offering the Australian Curriculum in English, Maths, Science, in HPE, The Arts and Technology, Humanities and Social Sciences.***
 - ***using a range of strategies to successfully involve parents in their child's education;***
 - ***building staff capacity with pedagogy in understanding assessment and curriculum in order to improve student outcomes;***
 - ***tracking improvement of of student outcomes in 2018 as outlined in the AIP and EIA***
- ***The core values of our school are: Respect Responsibility Resilience Relationships.***

There are consistent school wide expectations that all students will succeed at their level of learning and be committed to achieving their potential. This success is celebrated in classrooms and at weekly Assemblies.

The school has an explicit Improvement Agenda which has as its focus "Writing" supported by Regional Goal of Reading. In this process improvement targets for each student are set; individual learning goals from these targets are set by students; data is collected and analysed each term to assess student improvement and to inform teaching and learning; the Explicit Model of teaching is deployed to improve student skill development; and observation and feedback, mentoring and coaching are used to improve differentiation strategies and pedagogical practice across the school.

School progress towards its goals in 2018

2019 Annual Implementation Plan Priorities	Actions	2019 Overall Status
Strong Curriculum and Pedagogical Practice.	Implement a whole school approach to enacting the Australian Curriculum. Increase the and teaching sequence for handwriting and aligns with ACARA Create a whole school reading framework that aligns with ACARA and DDSW. Develop staff capacity through Professional Learning Teams and Sub School Groups, monitor and share best practice among teachers.	Implemented and ongoing.
Whole School Pedagogical Process	Develop teacher capability in the teaching and assessment of mathematics through professional development opportunities. Continue the development of systematic data collection plans for KLA's in one school. Develop supporting documents to assist teachers in differentiation and specific targeted teaching.	Implemented and ongoing
Coaching and Feedback	Develop teacher capacity through PD. Work across P-10 schools to share expertise. Develop consistent structure and language use for the teaching of spelling. Upskill staff in the Masuta Model.	Implemented and ongoing.

Age Appropriate Pedagogy AAP. THRASS Teach Like a Champion	Upskill P -2 teachers in AAP External Professional Development with Dept Ed AAP Coach Targeted use of resouces to support implementation.	Implemented and ongoing.
Community Transition Partnership	Following of correct partnerships for transition with the CLaW Early Years Coach Mr Gaven Symonds and the Community Transition Partnership Officer	Implementing.

Future outlook

Improvement in School Performance includes:

- ***Our schools EIA (Sharp and Narrow Focus) is Writing with the underpinning foundation of Reading. Our data from diagnostic testing indicates that this is where our focus should be aimed.***
- ***Setting of individual student targets in Literacy and Numeracy. Goals include 75% of our students at or above Regional Benchmark levels by June and Dec 2018.***
- ***Strategies to ensure these goals are met are table above however the school has also included in its I4S submission the inclusion of Write That Essay as part of its teaching strategies.***
- ***Embedding a culture of student reflection whole school reflection policy and practices***
- ***Development of Productive Partnerships and Joint Ventures:***
- ***Providing professional development for school community (specifically targeting Parents) in Reading, Writing and 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.***
- ***Updated Pedagogical Framework, Parent Workshops .***

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	73	80	80
Girls	35	42	37
Boys	38	38	43
Indigenous	6	5	2
Enrolment continuity (Feb. – Nov.)	96%	92%	93%

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 town of Injune is situated in a remote area in the upper catchment of the Dawson River Qld. There are currently 80 students from Prep to Year 10 at the school and there are approximately 400 people in the town, with another 1000 people in the surrounding district (drawing on an approximate radius of 20km). Students are drawn from a narrow range of primary industry specifically Agriculture (Beef Cattle Production), Forestry (Sawmilling) and Mining (Gas). Accompanying this eclectic are students from families within the service industry frameworks supporting the primary industries. Within this diverse range of service industries based in Injune, is an increasing number yet small cohort of multicultural families, which is reflected in the students with English as a second language. There is also a number of families with one or more verified students. At our school

52% are boys and 48% are girls

8% of the students are indigenous

8% are diagnosed with a disability

3% of students are from ethnic backgrounds where English is a second language

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	14	18	17
Year 4 – Year 6	14	12	15
Year 7 – Year 10	7	5	7

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 distinctive curriculum offerings include*
- *Learning Areas offered to all students – (a) English (b) Maths (c) Humanities and Social Sciences (d) Science (e) Health and Physical Education (f) The Arts (g) Technology.*
- *Electives from these Learning Areas in Years 7-10 include (a) Outdoor Pursuits (b) Robotics (c) Manual Arts (d) Agriculture (e) Textiles and Design*
- *Language – Japanese for Years 2-8.*

Co-curricular activities

- *Football and Netball training*
- *Swimming carnivals, Cross country events and athletics carnivals with Cluster State Schools*
- *Sporting Schools Coaching, Training and Events*
- *Inter-School Sport Gala Days*
- *Cattle Club / Show Team*
- *Under 8's day for student's in prep – year 3 with other community groups.*
- *Participation in ANZAC Day march, service and wreath laying ceremony*
- *Showcasing the school; displays at Injune and Roma Show.*
- *Naidoc Week / Aboriginal Culture Days*
- *Book club/Book Fair*
- *Biannual School Camp to Canberra*
- *School excursions and camps*
- *School Banking information mornings*
- *Running Clubs*
- **Lunch time activities - Computer Club, Craft Club, Lego Club, Opti-Minds, Choir.*
- **Instrumental Music Program*
- *SRC*

How information and communication technologies are used to assist learning:

The school has as a resource a class set of computers in the Business Education Centre in the Secondary Wing for class teaching.

Every individual Primary Classroom has access to 4 to 6 iPads.

Students from Years 3-10 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.

Every classroom has WIFI access to allow for the best connectivity. We have recently had an internet upgrade

Social climate

Overview

Injune P-10 State School is a caring school with a Reflection based approach to disciplinary issues. 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

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)	88%	100%	91%
• this is a good school (S2035)	88%	100%	100%
• their child likes being at this school* (S2001)	88%	100%	91%
• their child feels safe at this school* (S2002)	88%	94%	100%
• their child's learning needs are being met at this school* (S2003)	75%	94%	91%
• their child is making good progress at this school* (S2004)	88%	94%	91%
• teachers at this school expect their child to do his or her best* (S2005)	88%	94%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	83%	91%
• teachers at this school motivate their child to learn* (S2007)	88%	94%	100%
• teachers at this school treat students fairly* (S2008)	88%	94%	82%
• they can talk to their child's teachers about their concerns* (S2009)	88%	94%	100%
• this school works with them to support their child's learning* (S2010)	88%	89%	91%
• this school takes parents' opinions seriously* (S2011)	88%	100%	91%
• student behaviour is well managed at this school* (S2012)	75%	94%	82%
• this school looks for ways to improve* (S2013)	88%	100%	100%
• this school is well maintained* (S2014)	88%	94%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	100%	94%
• they like being at their school* (S2036)	93%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	97%
• their teachers motivate them to learn* (S2038)	100%	97%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	100%	97%
• teachers treat students fairly at their school* (S2041)	95%	91%	86%
• they can talk to their teachers about their concerns* (S2042)	98%	91%	91%
• their school takes students' opinions seriously* (S2043)	95%	97%	94%
• student behaviour is well managed at their school* (S2044)	90%	100%	89%
• their school looks for ways to improve* (S2045)	93%	100%	94%
• their school is well maintained* (S2046)	95%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	90%	97%	97%

* 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%	95%
• 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%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	70%	82%	90%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	94%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	89%	100%	95%
• their school takes staff opinions seriously (S2076)	89%	100%	95%
• 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%	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

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*
- *Semester based parent teacher interviews*
- *Injune State School encourages the fostering of strong Parent/Carer partnerships with the school to maximise children's learning. Injune State School has an active P&C committee. Monthly meetings allow correspondence between parents, teachers and administration. The P&C actively fundraise with various events during the year including Campdraft and Wedding Catering as well as various raffles.*

An open invitation is extended to all parents to assist with organised activities and general assistance in and outside the classroom. Parents are encouraged to volunteer with weekly activities such as reading club as well as annual events and one off occasions, including classroom art projects, sporting events, running stalls at local shows, swimming lessons, ANZAC Day ceremonies, Graduation ceremonies, Under 8's Days, P&C Fundraiser events.

- *The school is in the process of implement a School Reading and Homework Club program with the purpose ensuring students are reading and reviewing on daily basis. Parents and community members are invited to come in, in the mornings, and read one on one with the students.*

Respectful relationships education programs

Injune P-10 State implements the respectful relationships program through our Health and Physical Education Curriculum.

The program is also embedded in the schools Pastoral Care Program which runs at the beginning of each day.

The school also implements the philosophy of the Respectful Relationships program through the schools core values of the 4 R's Respect, Relationships, Resilience, Responsibility.

Our school community has a strong presence in the school with interactions occurring with members of:

Allied Health

Angli-care

Emergency Services

Along with our Regional Educational Support Services.

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	5	0	3
Long suspensions – 11 to 20 days	1	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

During 2018 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 and airconditioners were turned off when leaving classrooms.

The school also embed's into the extra-curricular activities Recycling Projects and environmentally sustainable waste management programs as pilot programs to introduce students to the concepts of recycling and waste management. These include:

Worm Farming

Recycling Aluminium Cans

Symbiotic Enterprise Relationships such as Aqua-culture including Redclaw / Jade Perch and Hydroponically grown vegetables.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	14,270	17,017	65,564
Water (kL)	1,842	8,006	4,730

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](http://www.myschool.edu.au) website at.

How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](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	12	11	0
Full-time equivalents	10	5	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.*	2
Bachelor degree	10
Diploma	
Certificate	

*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 \$21000

The major professional development initiatives are as follows:

- *Beginning teachers mentoring*
- *THRASS / AAP / Early Start*
- *Write That Essay / Writing workshops*
- *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*
- *Moderation workshops*
- *The involvement of the teaching staff in professional development activities during 2017 was 100%*
- *First Aid Certification*
- *HPE / Robotics / FASD / AAP/STEM/Leadership & Management*

The PD Budget is broken down on a per/person basis:

Teaching Budget Allocation 2018 = \$17000

100% of the teaching staff then divided the Professional Development budget in equal shares between them.

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%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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 P-10/P-12 schools was 89%.

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	91%	93%	92%
Attendance rate for Indigenous** students at this school	87%	84%	81%

* 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	91%	89%	89%
Year 1	90%	93%	91%
Year 2	93%	92%	93%
Year 3	93%	97%	91%
Year 4	95%	93%	94%
Year 5	90%	95%	94%
Year 6	94%	93%	95%

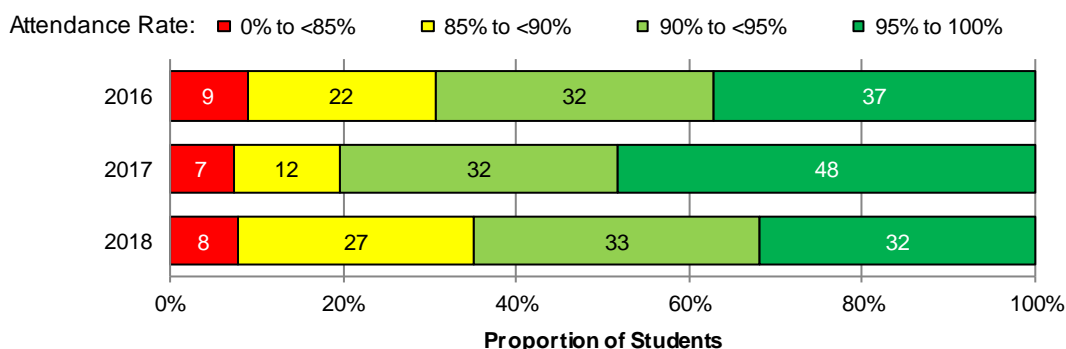
Year level	2016	2017	2018
Year 7	94%	95%	94%
Year 8	87%	95%	93%
Year 9	72%	86%	92%
Year 10	91%	DW	75%
Year 11			
Year 12			

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.

Student absenteeism is a product of a number of factors at Injune State P-10 School:

Weather: Our country students have been flooded in several times this year.

Socio-economic necessity due to increasing financial pressures in the rural industries students are filling roles usually filled by casual staff.

General Absences of illness injury or accident.

Injune P-10 State School has a manual roll marking process which is then digitally recorded on One School in the office.

Injune P-10 School implements One School Reporting and same day absenteeism reporting.

Parents or Carers are phoned and have a text message sent to them on the day of the absence.

Should an continued absence not be reported in Community Well Being checks are carried out by the Principal or the Injune Police Dept.

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 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 'NAPLAN' to access the school NAPLAN information.

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

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.