



Julia Creek State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

Postal address:	PO Box 178 Julia Creek 4823
Phone:	(07) 4746 4444
Fax:	(07) 4746 4400
Email:	principal@julicreess.eq.edu.au
Webpages:	https://julicreess.eq.edu.au/Pages/default.aspx
Contact Person:	Katelyn Priddle

School Overview

Julia Creek State School is a P to 6 Primary School located in the Mount Isa District, 250km East of Mount Isa.

At Julia Creek State School we are committed to working in partnership with parents and community to empower our students to live and succeed in a rapidly changing society and to support them to be active, independent and responsible citizens who respect themselves, others and the environment.

We are part of the small school cluster in the Mount Isa district and work in partnership with these schools. In this cluster we are committed to moderation and planning processes each term to ensure consistency of standards across our schools and district. This 'Channel Country' work allows for valuable networks to be formed among teachers and principals to overcome the isolation of working in remote settings.

Principal's Foreword

Introduction

Julia Creek State School provides a quality education from the Preparatory Year to Year 6. This education spans across 2 multi-age classrooms; P-2 and 3-6. Learning takes place in a small school environment which encourages students to reach their full potential. We believe that all children, regardless of their circumstance, should have the opportunity to benefit from a quality education and we work towards this on a daily basis here at Julia Creek State School.

Visitors to the school are often impressed at the quality of work produced by the students and the range of educational activities and opportunities available to them in our small school setting. Students have a range of extra-curricular opportunities available to them including Homework Club, After School Sport and Friday Library.

The school is approximately 300km from Mount Isa and over 600km inland from Townsville. Situated on Burke Street, next to the Mckinlay Shire Council office, it is either the first or last community centre you see as you leave or enter the town.

The school has a strong sense of community. We value our partnerships with the Mckinlay Shire Council and our active Parents & Citizens Committee. We continue to support the 'Open Learning Centre', located on school grounds, which gives students from Years 7-9 the opportunity to enrol with Mount Isa School of the Air and to complete on air lessons.

This report provides a small snapshot of our schools progress in the past 12 months. Please contact the school if you require any further information.

School Progress towards its goals in 2016

Strategy	Progress	Comment
Implement the Australian Curriculum Continue to review and align Whole School Curriculum, Assessment and Reporting with QCARF and the Australian Curriculum.	Ongoing	>80% of students achieving a C or higher in English, Math or Science
Investigate a sustainable whole school social skilling program	Ongoing	SOS Parent Item S2032 This school has a strong sense of community.
Develop and implement an expert teaching team through Professional Development, coaching and research.	Ongoing	SOS – Staff Item S2071 I receive useful feedback about my work at this school.
Network with cluster schools	Achieved - Ongoing	Engage in PLC meetings to access information and experience from cluster Principal, PEA AC and ARD

Analyse school data to inform classroom pedagogy and decision making.	Achieved - Ongoing	Embed Whole School Assessment and Data Analysis Plan as an appendix to the curriculum plan.
Maintain strong partnerships with McKinlay Shire Council and other industries within the community.	Achieved - Ongoing	Collaborate with MSC and MISOTA to fulfil the requirements of the Open Learning Centre. Continue to work with the Early Learning Centre and Kindy to provide a seamless transition into Prep.
Attendance Continue to place a strong focus on attendance by developing an "Attendance Policy" to ensure there are positive future rewards for good attendance	Ongoing	Attendance Action Plan Parade awards Newsletter articles Parent-Teacher conversations

Future Outlook

Our sharp and narrow 2017 priority is Reading. Indicators of success are: 80% of students achieving a 'C' or better in English and 80% of students in Year 3 & 5 achieving NMS Naplan Reading.

We continue to build staff capacity through the instructional coaching cycle to ensure students are assessment literate learners. Short term data cycles continue to be embedded in English to ensure feedback is provided to students to build their knowledge of the assessment task.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	40	25	15	6	95%
2015*	37	22	15	7	85%
2016	38	22	16	6	94%

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

In 2016, Julia Creek State School was a co-educational, Prep to Year 6 campus. The majority of our students live in Julia Creek, with a small number travelling in up to 30 minutes from surrounding properties. Many of our students' parents are employed by service industries in Julia Creek.

The town has a population of approximately 300 and provides a range of services which include: a local state school, a police station, a post office, hospital, medical practice, chemist depot, one hotel, two motels, the Combined Sports Association (CSA), a swimming pool, a town library, 24 hour gym, day care and Kindy and a caravan park.

Julia Creek State School provides educational services to primary children in the local community.

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	14	17	20
Year 4 – Year 7			

*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

Julia Creek State School implements:

- The Australian Curriculum and utilises the Curriculum to Classroom (C2C) Multi Age units of work for English, Mathematics, Science and other key learning areas.
- The majority of curriculum delivery is provided by a classroom teacher who is allocated to a class group for the year and who ensures that individual and group needs are catered for.
- Learning support is co-ordinated by a classroom teacher who then utilises teacher-aides and the principal to implement programs that cater to individual students and focus groups.
- The school offers a LOTE program based on the Japanese language and culture. Lessons are provided by the School of Distance Education in Charters Towers via web conferencing.
- IMPACT programs (through BSDE) in writing and numeracy are provided to extend students into the Upper Two Bands, students complete these programs weekly.
- All students also have access to a unique computer skills program which prepares students for using computers proficiently and the internet safely.
- The delivery of Physical Education is provided by the principal with the assistance of the local community appointed sport and recreation officer, visiting sports developmental officers and the local swimming coach.
- To cater for students who attend Years 7-10, Julia Creek State School facilitates an open learning centre for students who are enrolled with Mount Isa School of the Air (MISOTA)

Co-curricular Activities

Julia Creek State School conducts many extra curricula activities ranging from cultural activities to sporting events. Annually the school and/or community conduct:

- Community ANZAC Day and Remembrance Day services
- Biggest Morning Tea (raising money for cancer)
- Under 8's Day (in collaboration with Julia Creek Early Learning Centre and Kindergarten)
- Community Arts Day
- McKissa Athletics Carnival (co-hosted with Mt Isa School of the Air)
- P-6 Swimming program
- Swimming Carnival
- Julia Creek Campdraft
- Dirt and Dust Triathlon Festival
- Mid-West sports carnivals (co-hosted with Cloncurry, Richmond and Hughenden State Schools)
- Homework and Library (Monday and Friday afternoons)
- After School Sport Program (Tuesdays-Thursdays)
- Visitors to the School (Queensland Rail, Townsville Fire, Qld Cowboys, QAS, QPS, QFS)
- School Camps

How Information and Communication Technologies are used to Assist Learning

Julia Creek State School is committed to embracing digital technologies and resources. The Learning Place's suite of digital resources, learning pathways and edStudios form an essential part of curriculum delivery and learning support.

Our ICT laboratory has been progressively improved over the years to upgrade computer hardware and software. The school utilises the skills of our TAOO4 teacher aide to deliver literacy and numeracy lessons to all students, planned in conjunction with class teachers.

Every student receives designated time per week of literacy and numeracy support utilising technology. The TAOO4 also plans and delivers IT lessons to all students for one hour per week and individual progress is monitored by the teacher with support of the teacher aide. These lessons focus on using ICTs, such as email, smart board, digital cameras, basic computer functions, idevices and other internet based programs. In addition to lessons delivered by the TAOO4, ICT's are integrated into daily learning experiences.

Social Climate

Overview

Julia Creek State School is a hub of the Julia Creek community. Students, staff and parents show a great deal of pride and ownership over their school and its development. A whole-school supportive environment, monitored by all staff, supports children's social needs. Support staff includes access to a Chaplain, Guidance Officer, Speech Pathologist and learning support teacher aides. The support staff work in liaison with other agencies where necessary, such as Centacare, North & West Queensland Primary Health Care, Julia Creek Hospital and McKinlay Shire Council (Community Nurse, Sport and Recreation Officer).

It is the intent of Julia Creek State School to provide a safe and caring social environment for our students. Many initiatives are implemented across the school year to provide students with education and skills to become resilient, functional and well-informed citizens. Structured lessons are delivered fortnightly and form part of a social skilling program that focuses on anti-bullying education. The social skilling program aims to enable students to cope with feelings of fear, worry and depression by building resilience and self-esteem through the active and explicit teaching of cognitive and emotional skills. The school works closely with the Queensland Police Service to provide an Adopt-a-Cop to build positive relationships between police personnel and all members of the school community.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	86%
their child likes being at this school* (S2001)	88%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	86%
their child is making good progress at this school* (S2004)	100%	100%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	80%	86%
teachers at this school motivate their child to learn* (S2007)	100%	100%	86%
teachers at this school treat students fairly* (S2008)	88%	80%	86%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	86%
this school works with them to support their child's learning* (S2010)	100%	80%	86%
this school takes parents' opinions seriously* (S2011)	100%	60%	71%
student behaviour is well managed at this school* (S2012)	75%	100%	71%
this school looks for ways to improve* (S2013)	100%	100%	86%
this school is well maintained* (S2014)	75%	100%	71%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	92%
they like being at their school* (S2036)	85%	89%	100%
they feel safe at their school* (S2037)	92%	78%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	100%	92%
teachers treat students fairly at their school* (S2041)	85%	78%	92%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	67%	85%
student behaviour is well managed at their school* (S2044)	92%	67%	83%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	92%	100%	92%

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)	71%	83%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	67%
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%
staff are well supported at their school (S2075)	86%	83%	100%
their school takes staff opinions seriously (S2076)	71%	50%	89%
their school looks for ways to improve (S2077)	100%	100%	89%
their school is well maintained (S2078)	100%	100%	89%
their school gives them opportunities to do interesting things (S2079)	100%	100%	89%

* 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

Parents are offered a range of opportunities to become involved in their children's education. Some of these strategies include;

- Parent information sessions,
- Parent volunteers in classrooms,
- Regular volunteer involvement in Parents & Citizens Association's activities,
- Formal & informal parent/teacher interviews,
- Written semester report cards,
- School opinion surveys and special purpose committees (Campdraft, Dirt and Dust festival).
- Open door policy (parents are always welcome)
- Invitations to classroom activities
- Involvement in activities such as tuckshop volunteers, sporting events, parades and excursions.
- QSchools App

Respectful relationships programs

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

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	0	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

Julia Creek State School is committed to reducing the school's environmental footprint. The school has implemented an environmental management plan designed to decrease the amount of physical waste expended by the school, reduce the consumption of water and lessen the usage of electricity. Water timers were fitted to all tap fittings within the school and irrigation systems were installed as part of an initiative supported by the McKinlay Shire Council to help reduce the consumption of water for irrigation purposes. Lights, computers and air conditioners are powered down when not in use and during vacation periods.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	65,426	0
2014-2015	62,237	60
2015-2016	63,745	0

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

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	3	5	0
Full-time Equivalent	3	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	3
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$3755.74

The major professional development initiatives are as follows:

- Quality Teaching & Learning Forum
- Principal Forums and Conferences
- Finance Training
- First Aid
- One School Training

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.	99%	100%	100%

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).	90%	91%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	89%	83%

*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%.

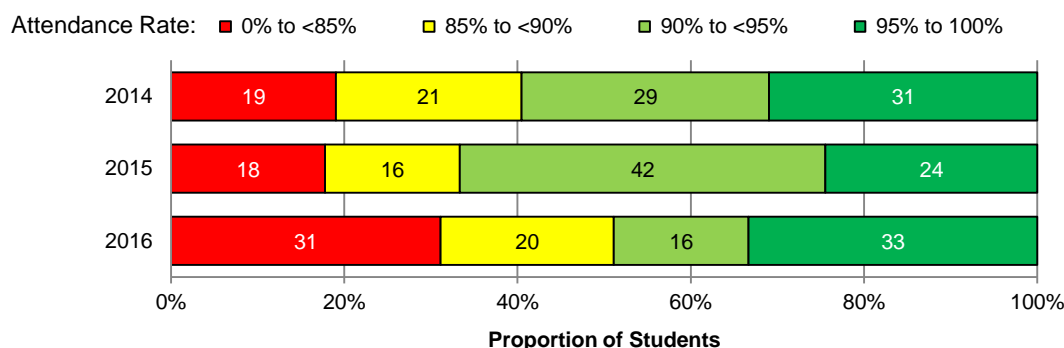
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	91%	86%	91%	89%	90%	84%	95%					
2015	92%	93%	89%	90%	94%	93%	88%						
2016	77%	89%	95%	83%	89%	93%	87%	100%					

*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

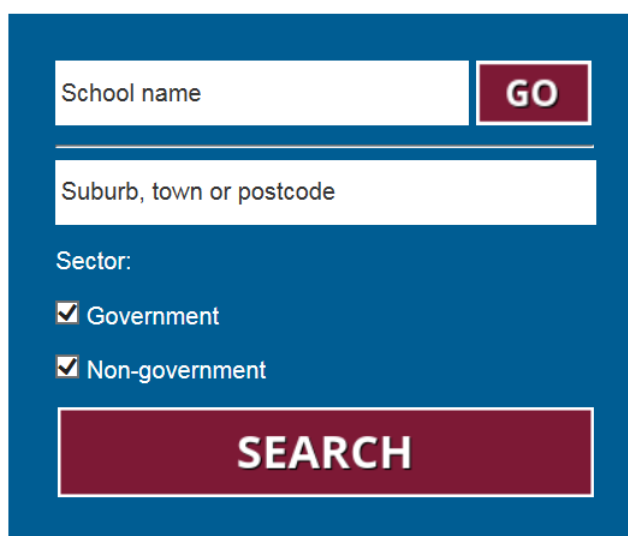
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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/>.

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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 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.