

Julia Creek State School

Queensland State School Reporting

2015 School Annual Report



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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 potential. We believe that all children, regardless of their income, disability, gender, race or where they live, should have the opportunity to benefit from a quality education.

Visitors to the school are often amazed at the quality of work produced by the students and the range of educational activities and opportunities available to them in this small school setting.

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 is approximately 300km from Mount Isa and over 600km inland from Townsville.

The school has strong community relationships with the Mckinlay Shire Council and an active Parents & Citizens Committee. 2015 saw the introduction of the Learning Facility which gave students from Years 7-9 the opportunity to enrol with Mount Isa School of the Air and to complete lessons on air in the school grounds.

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 2015

In 2015 Julia Creek State School's explicit improvement agenda focussed on reading, building student outcomes and staff capacity and attendance.

The explicit teaching of reading was addressed through focussing on decoding and comprehension strategies through using 'Sheena Cameron's' Teaching Reading Comprehension and home reading resources and tracking sheets as well as the use of the Lexile Framework.

Implementing short term data cycles to monitor student outcomes to build improvement through the use of targeted intervention to ensure all students achieve their goals.

Building staff capacity through reading, writing and numeracy pedagogy through using the instructional coaching cycle and the embedding the Julia Creek pedagogical framework and through collegial practise and the visiting of other schools in the area.

To build attendance community awareness was raised through the school newsletter and parade awards for students who achieved 90% attendance per term. Attendance for the year was 91%.

Future outlook

Julia Creek State School continues to build staff capacity through the instructional coaching cycle to ensure students are assessment literature learners. The school continues to embed short term data cycles 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 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	41	21	20	7	85%
2014	40	25	15	6	95%
2015	37	22	15	7	85%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

In 2015, Julia Creek State School was a co-educational, Prep to 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, a hospital, a medical practice, a chemist depot, one hotel, two motels, the Combined Sports Association, a swimming pool, a town library, a 24 hour gym, day care and kindy and a caravan park. Julia Creek State School provides educational services to primary children in their local community.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	14	11
Year 4 – Year 7 Primary			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

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

Cancellations of Enrolment	0	0	0
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* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Julia Creek State School implements

- the Australian Curriculum and utilizes the Curriculum to Classroom Multi Age units of work for English, Mathematics, Science, History and Geography.
- Other Key Learning Areas are delivered through the Essential Learnings and Ways of Working outlined by the Queensland Studies Authority syllabus documents.
- 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.
- We also Deliver of Impact programs in writing and numeracy extends students who are in the Upper Two Bands, students complete these programs once 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 communities 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 facilities a learning centre for students who are enrolled with Mount Isa School of the Air.

Extra curricula 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 Day Care 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 Care Program (Tuesdays-Thursdays)
- Visitors to the School (Queensland Rail, Townsville Fire, Qld Cowboys)
- School Camps

How Information and Communication Technologies are used to improve 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 45 minutes per week of literacy and numeracy support utilising technology. The TAOO4 also plans and delivers IT lessons to all students for 45 minutes 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. As well as lessons delivered by TAOO4, ICT's are integrated into daily learning experiences.

Social Climate

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 with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	88%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	87%	100%	100%
their child is making good progress at this school (S2004)	87%	100%	100%
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)	100%	88%	80%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	93%	88%	80%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	93%	100%	80%
this school takes parents' opinions seriously (S2011)	93%	100%	60%
student behaviour is well managed at this school (S2012)	87%	75%	100%
this school looks for ways to improve (S2013)	93%	100%	100%
this school is well maintained (S2014)	93%	75%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	85%	89%
they feel safe at their school (S2037)	100%	92%	78%
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)	100%	92%	100%
teachers treat students fairly at their school (S2041)	50%	85%	78%
they can talk to their teachers about their concerns (S2042)	75%	100%	100%
their school takes students' opinions seriously (S2043)	100%	100%	67%
student behaviour is well managed at their school (S2044)	75%	92%	67%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
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)	100%	92%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	71%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
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)	100%	86%	83%
their school takes staff opinions seriously (S2076)	100%	71%	50%
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%

'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,
- opinion surveys and special purpose committees (Campdraft, Dirt and Dust festival).
- our 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

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	53,926	120
2013-2014	65,426	0
2014-2015	62,237	60

*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.

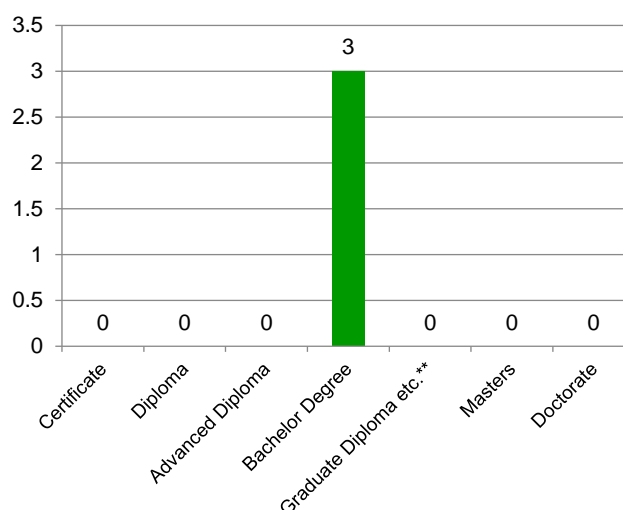
Our staff profile

Staff composition, including Indigenous staff

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

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	3



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$9 815

The major professional development initiatives are as follows:

- Quality Teaching and Learning Professional Development
- Principal Forums and Conferences
- Finance Training
- First Aid
- One School
- Reading and Comprehension

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	100%	99%	100%

Proportion of staff retained from the previous school year

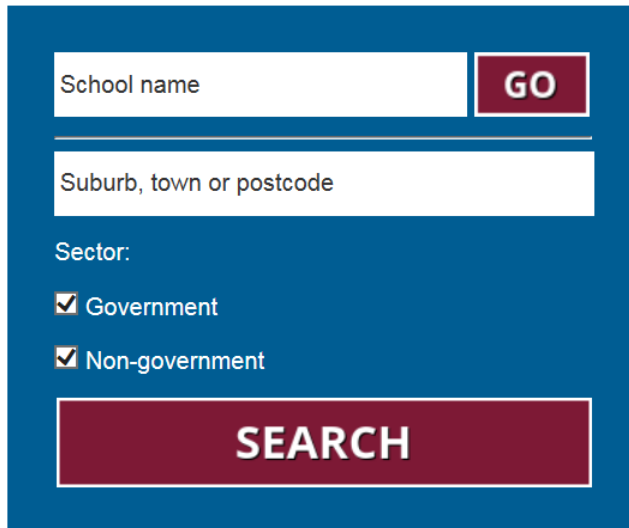
From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

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



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	84%	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 Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

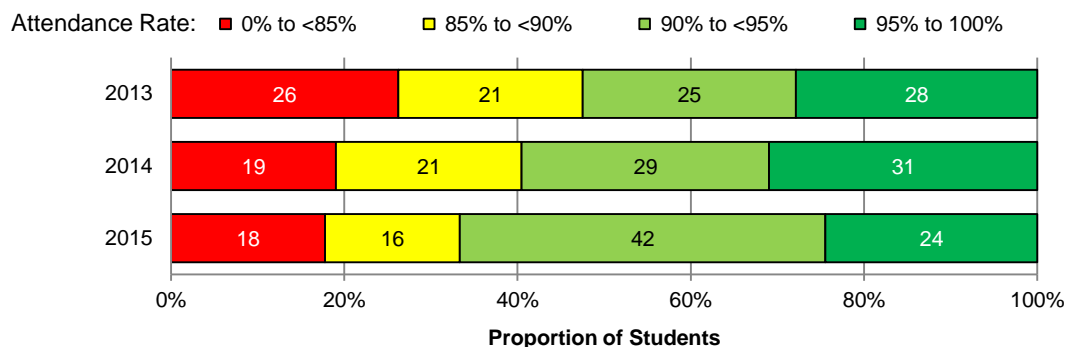
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	81%	86%	91%	90%	91%	87%	88%	89%					
2014	95%	91%	86%	91%	89%	90%	84%	95%					
2015	92%	93%	89%	90%	94%	93%	88%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

Each of the teaching staff at Julia Creek State School is responsible for marking their class roll electronically twice a day using OneSchool. When a student is absent from school, parents and caregivers are encouraged to either phone the school or provide a note explaining the absence. If a student is absent for a period of two days or more without an explanation, a phone call is made to parents and caregivers to determine the reason for absence.

The school takes a proactive approach to minimising absenteeism through attendance awards, parent conversations and newsletter items that publish the school's current overall attendance rate.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

School name

Suburb, town or postcode

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 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.