



Jinibara State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Jinibara State School has been proudly serving the community of Narangba since 1996. Approximately 750 students attend our school where they experience success, develop as life-long learners, and confidently master new skills. Our Prep to Year 7 curriculum embeds the developing Australian National Curriculum, including French as the LOTE subject, and is augmented with Gifted and Talented, Early Intervention strategies and Learning & Special Needs Support. Classroom teaching programs are balanced and provide for innovative learning experiences that build on from the solid foundations of English and Mathematics. Our school is active in the community participating in Anzac Day, various academic and extra-curricula competitions (eg English, Maths, public speaking, sport, choir and instrumental music). Our Guidance Officer and Chaplain address the social, spiritual and/or ethical needs of students. The value of the parental role in education is well recognised at Jinibara. Parents are encouraged to become actively involved in the school, with our Parents and Citizens Association fostering cohesion within the school community and providing the advice and additional resources critical to our continued success.

Principal's Foreword

At Jinibara State School our vision is for our school to be a *professional learning community* that inspires minds, creates opportunities and helps shape the future.

Our purpose is to develop students who are

- Lifelong learners who are knowledge creators, technology savvy, problem solvers, innovators and effective communicators who share ideas with others and respond positively to change
- Global citizens who have relationships based on fairness and tolerance, are culturally competent and able to connect locally and globally
- Successful people who set goals, are resilient, able to create opportunities and are confident in pursuing their passions. They take personal responsibility for their learning and their behaviour.

We believe that every student can learn, literacy is the key to all learning and great teaching makes the difference in every classroom every day.

Jinibara is proud to be a fully inclusive state primary school, catering for all students. Parents of Jinibara students value their child's primary education, have high expectations of their student and our school and share the school's aspirations for their student's continued schooling success. The majority of current students reside in the immediate vicinity of the school, though a growing number travel from nearby suburbs and a small number from distant suburbs to attend our great state school.

Introduction

The *Jinibara State School Annual Report 2017* provides parents and members of the school community with concise information about the school's activities and performance over the past calendar year. It highlights the successes and achievements of the school and identifies areas for further development and enhancement. A four year Strategic Plan involving staff, parents and students, was developed and published in 2015. Recommendations from this review has informed our long-term school strategy through the *Jinibara State School Strategic Plan 2016-2019* and short-term school strategy through the *Jinibara State School Implementation Plans*, published annually.

School Progress towards its goals in 2017

Reading

In 2017 Jinibara State School continued the sharp and narrow focus in the area of reading. The coaching and feedback cycle was specifically designed around building teacher knowledge and improving student outcomes in the area of reading. Clear quality standards were developed in each area of the Big Six of Reading including Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension. Quality teaching and learning in reading is evident in classrooms with continued improvement seen in school based data with the percentage of students meeting the North Coast Region benchmark improving from year to year. This work has translated into steady growth in student outcomes as measured by NAPLAN and will remain a priority area for Jinibara in 2018.

Mathematics

Mathematics continued to be a focus as part of the school improvement agenda. With the school engaging in coaching with the Regional Mathematics Head of Department. Teachers engaged with mathematics assessment tasks, ensuring all tasks provided opportunities for students to engage with questions that are simple familiar to complex unfamiliar. This ensured all mathematics assessment tasks were rigorous and provided opportunities to demonstrate all levels of learning.

Our school continues to be part of a select number of schools participating in a Maths fluency research project partnering with North Coast Region and University of the Sunshine Coast. This work is both engaging and productive for students and teachers alike. Preliminary internal data shows a very encouraging take up.

Refining the Pedagogical Framework

At Jinibara State School the Pedagogical Framework is based on Marzano's Art and Science of Teaching. Last year was a year to further embed the pedagogical framework and make explicit links to reading. Quality standards were developed and the pedagogical framework was used as a tool to further improve pedagogy and engage in professional discussion as part of the coaching and feedback cycle.

Attendance

Student attendance remains a core focus in 2017. The school monitors and contacts parents via an SMS messaging service on the day of the absence. Students also received awards for 100% attendance each term. Student attendance showed a small improvement in 2017 with a 92.9 per cent attendance

rate. This compares with 92.8 per cent for the same period in 2016. Students who are attending less than 85% of the time reduced from 12.7 per cent to 10.6 per cent.

Jinibara SS offered primary schooling Prep to year 6. C&K Kindy programs on site and nearby Child Care Service providers have continued to partner with Jinibara, allowing for a smooth transition of children to the Preparatory year at our school. The current and continuing emphasis of the school is on a;

- Safe and Disciplined learning environment
- Strong National Curriculum programs at or above local state school's expectations in English, Mathematics, Science and Humanities and Social Sciences (HASS)
- Strong continuity of learning experiences guaranteed for ALL students
- Professional Learning Community of academic staff focused on continuous improvement and the *Art and Science of Teaching (ASoT)* as our Pedagogical Framework
- Participation-based sporting opportunities, French LOTE, Instrumental Music by selection, Choir by participation
- Access to a variety of extra-curricular activities
- Outside School Hours Care (OSHC) to allow for smooth transitions from home to school for students of working parents.

Future Outlook

In 2018 Jinibara will:

- Maintain our Head of Pedagogy (HoP) and a Head of Learning and Mentoring (HoLM) to deepen the mentoring and coaching initiatives so as to further enhance our teacher's pedagogical skills
- Introduce Support Teachers, Literacy and Numeracy to intervene with those students who demonstrate the need for further learning support and those students who demonstrate a need for further learning extension beyond the normal differentiated classroom instruction
- Deepen our knowledge and understanding of the Australian Curriculum and continue its implementation in line with DoE expectations for a 2020 completion
- Continue to implement the school's ASoT Pedagogical Framework
- Continue our focus on Reading and in particular refining the reading routines and procedures. Continue to improve the percentage of students achieving or exceeding the North Coast Region benchmarks
- Continue our strategies to strengthen and improve student attendance improving the percentage of students attending school from 93% in 2017
- Work on a regional research project which focuses on mathematics fluency and improving student outcomes as identified in the North Coast Region diagnostic data
- Deepen our commitment to our local ECEC service providers through ongoing provision of Speech Language Pathology and the introduction of Occupational Therapy support for the professional development of the local ECEC workforce and enhanced awareness for parents of the importance of early literacy skills for children

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	658	310	348	17	94%
2016	715	319	396	16	96%
2017	743	337	406	23	93%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The majority of students reside in the immediate vicinity of the school and through increased local urban development student population is expected to grow. Jinibara is proud to be a fully inclusive state primary school, catering for all students. Parents of Jinibara students value their child's primary education, have high expectations of their student and our school and share the schools aspirations for their student's continued schooling success.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	22	24
Year 4 – Year 6	27	26	25
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

At Jinibara State School, the curriculum is implemented through the Key Learning Areas – English, Mathematics, Science, Humanities and Social Sciences (HASS), The Arts, Technology and HPE.

These learning areas are taught by classroom teachers and are supported by specialist teachers in the areas of Music, Instrumental Music, Physical Education, Digital Technology (1-4) and LoTE. Jinibara



also has specialist support teachers who work with classroom teachers to differentiate the curriculum and to provide adjustments to the teaching and learning, maximising opportunities for all students to access and successfully engage with relevant and appropriate learning in classrooms.

C2C units are used as a resource to support the curriculum implementation in the learning areas of English, Mathematics, Science, HASS and Digital Technology. The school has begun to trial C2C units in Music, HPE and LoTE. The Curriculum units are also designed to build general student capabilities in literacy and numeracy, Information and Communication Technology (ICT), creative and critical thinking, social and personal skills, ethical and intercultural understanding.

Jinibara State School continues to develop a broad, balanced and consistent assessment and reporting culture which aligns to the Australian Curriculum achievement standards. Assessment and reporting practices ensure regular feedback to students and parents on student achievement and progress.

Jinibara SS curriculum offerings also include:

- Science Maths Academy (Years 4 – 6) – Partnership with neighboring high school Narangba Valley State High School
- Digital Technology Focus Lessons (Year 1 - 4)
- English and Mathematics Block Teaching
- Oral Language and Phonological Awareness Focus Lessons (Prep -2) – Strong partnership with full time Speech Language Pathologist
- A strong focus on student personal and social wellbeing through the Bounce Back Program across P-6
- Bike Education - Year 4 (Road Safety Grant)
- Playgroup - one morning a week (Pre – Prep children)
- Languages Other than English – French
- Variations to School Routine through camps (Year 6), excursions, incursions and visiting performances. These are planned to coincide with and enhance particular units of work.
- Coalition partnership with neighbouring high school and primary schools – CO2 Race Day, Public Speaking, Maths and Science days (Years 4 – 7) – provided by Narangba Valley State High School teachers
- Instrumental Music
- Commonwealth Bank Start Smart Program

Co-curricular Activities

- Lunchtime Lego and Chess clubs
- Robotics club
- Student Council and Leadership Programs
- Skittles Junior Instrumental Music Program
- Senior and Junior Choir
- Annual Musical Performance
- Under 8's Day Celebration
- Book Week Celebrations
- After school sporting services access school facilities – eg - AUSKICK, Netball, Grasshopper Soccer, Tennis, Tae Kwon Do, Elite Fitness Trainer

How Information and Communication Technologies are used to Assist Learning

Information Communication Technologies (ICT) are present and available for student use in all classrooms. To complement classroom based computers, a computer laboratory is used by classes for large group and specialized instruction. Additionally, the Laboratory is used by students during small group research sessions and scheduled teacher instruction periods. The program capabilities of these facilities are continually being extended.

All permanent staff have a laptop and use these to prepare activities for students, record student behaviour, academic results, roll marking and tracking student's learning progress through One School.

Interactive whiteboards, interactive projectors or LED screens are now present in all classrooms. Interactive whiteboard technology has supported the use of digital pedagogies. Teachers utilise ICT's as part of their pedagogical practice to support, enable or extends student learning. More recently tablet devices have been introduced to the lower years for enhanced student access to the 'digital learning environment'. Mobile pods of laptops are used within classrooms from Year 3 – Year 6. Year 1 – 4 students also receive a digital technologies lesson across the week that is provided by a specialist Digital Technology teacher. These lessons are delivered in a dedicated STEM teaching block and the lessons have focussed on building student knowledge and understanding with digital systems, robotics and coding. Digital connectivity has been completed for our school and our school website has been updated and provides information about school events and procedures.

Parents receive information via an electronic newsletter, alerts and QSchools app. A Computer Technician (Orange Card Holder) is engaged by the school.

Social Climate

Overview

Jinibara State School has a well-defined 'Responsible Behaviour Plan for Students' that outlines clear expectations and levels of support for students. These expectations are documented and provided to all new enrolling families. An overview is provided with due explanation before the parent endorses a 'Partnership Agreement' which outlines what the school can expect from the parent and what the parent & child can expect from the school.

The outstanding success of Jinibara, its unique Classroom and School Climate that makes our school a safe, happy and productive learning environment, and a great place to be, stems from the following -

- Strong supportive links between school, parents and community
- Use of effective teaching, learning strategies and processes by academic staff
- Optimal classroom organisation, use of space, time, & resources that engage students
- School Discipline framed around (a) Motivation (b) Behaviour development (c) Teaching of responsibility
- Effective assessment and evaluation practices.

Teachers, students and parents are the three groups with greatest stake in what happens in our school. The links between these three groups are of crucial importance in the development of a positive 'learning environment'. Parental participation in a child's education improves student achievement. We believe that the primary school years are a window of opportunity during which students can be taught to be responsible for their belongings, for their work, for their actions, for their talents and potential, for their character and for their choices. We celebrate student success and teach students to assume increasing levels of responsibility.

The School rules are

I am Safe

I am Respectful

I am Responsible

The Jinibara focus is on **Personal Responsibility** and the rewards for all participants within the school who work toward this and benefit from belonging to our school community. A clear expectation of student conduct exists on a daily basis. This expectation is that students learn to be responsible for their actions and meet their clearly articulated responsibilities to the school community. In turn the school teaches appropriate conduct and provides support through forums such as: recess debriefing, sharing assemblies, Fabulous Finch Program, CAP awards (Courteous Active Participation), Green Path Champions and celebratory opportunities, etc. A systematic and consistent approach to behaviour is implemented based on supportive intervention.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	90%	92%	90%
this is a good school (S2035)	90%	86%	88%
their child likes being at this school* (S2001)	100%	92%	96%
their child feels safe at this school* (S2002)	100%	89%	95%
their child's learning needs are being met at this school* (S2003)	87%	89%	88%
their child is making good progress at this school* (S2004)	90%	81%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	89%	89%
teachers at this school motivate their child to learn* (S2007)	100%	81%	91%
teachers at this school treat students fairly* (S2008)	97%	81%	79%
they can talk to their child's teachers about their concerns* (S2009)	94%	89%	93%
this school works with them to support their child's learning* (S2010)	87%	86%	84%
this school takes parents' opinions seriously* (S2011)	71%	74%	78%
student behaviour is well managed at this school* (S2012)	81%	72%	77%
this school looks for ways to improve* (S2013)	83%	82%	82%
this school is well maintained* (S2014)	87%	86%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	97%	92%
they like being at their school* (S2036)	89%	92%	88%
they feel safe at their school* (S2037)	92%	93%	91%
their teachers motivate them to learn* (S2038)	96%	98%	92%
their teachers expect them to do their best* (S2039)	98%	100%	97%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers provide them with useful feedback about their school work* (S2040)	91%	93%	88%
teachers treat students fairly at their school* (S2041)	91%	89%	87%
they can talk to their teachers about their concerns* (S2042)	87%	91%	87%
their school takes students' opinions seriously* (S2043)	91%	87%	79%
student behaviour is well managed at their school* (S2044)	88%	84%	75%
their school looks for ways to improve* (S2045)	96%	95%	91%
their school is well maintained* (S2046)	91%	94%	84%
their school gives them opportunities to do interesting things* (S2047)	91%	92%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	93%	93%
they feel that their school is a safe place in which to work (S2070)	100%	89%	96%
they receive useful feedback about their work at their school (S2071)	97%	85%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	83%	85%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	94%	98%
student behaviour is well managed at their school (S2074)	100%	83%	80%
staff are well supported at their school (S2075)	91%	72%	83%
their school takes staff opinions seriously (S2076)	88%	74%	87%
their school looks for ways to improve (S2077)	100%	90%	98%
their school is well maintained (S2078)	97%	98%	98%
their school gives them opportunities to do interesting things (S2079)	78%	80%	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

Community, parents and caregivers are welcomed into our school on a consistent basis. Opportunities for parents to engage in their child's learning include Parent/teacher interviews, school assemblies and presentations, annual events, celebrations and commemorations, Creative Arts Performances and the annual Musical.

All parents are invited to attend bi-monthly P&C Association Meetings held at the School Staffroom. Parents are encouraged to support according to their personal circumstance. Parents can support with fundraising events, school discos, student banking, Tuckshop, Student Supplies/Uniform Shop and the Chaplaincy Committee.

The school works in consultation with parents to ensure the best learning outcomes for every student. For students with diverse learning needs, teachers will determine appropriate adjustments that enable all students to engage in the curriculum and be successful at school. These adjustments are

communicated with parents. Parents are encouraged to work in partnership with their child's teacher and engage in open communication.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Bounce Back program is an integral part of our Wellbeing Framework for students and teaches students the skills and strategies needed to be resilient when faced with challenges. The Bounce Back Program provides a framework to explicitly teach the core values of honesty, fairness, responsibility, support, cooperation, acceptance of difference, respect, friendliness and inclusion.

In addition to the Bouce Back Program that is explicitly taught each week, lessons around protective behaviours and personal safety are completed in the week we recognise Day for Daniel. This focus is on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	56	91	117
Long Suspensions – 11 to 20 days	1	0	2
Exclusions	4	0	3
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school continues to make good progress in minimising utilities and resource usage through rooftop solar panels and roofing downpipes being diverted into holding tanks for watering school grounds, with a future view of eventually flushing toilets with tank water. This is part of an ongoing commitment to reduce our ecological footprint and instil a sense of global responsibility in our staff and students for the future.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	192,977	2,566
2015-2016	198,318	2,358
2016-2017	197,411	1,629

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.

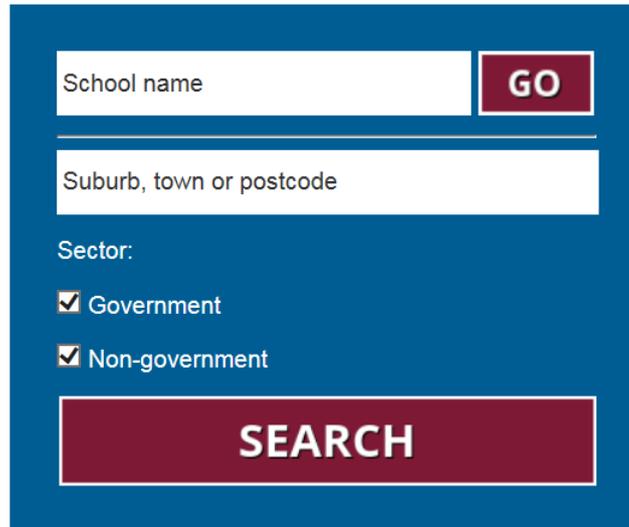
School Funding

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



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 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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	55	36	0
Full-time Equivalent	50	24	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	5
Graduate Diploma etc.**	6
Bachelor degree	38
Diploma	5
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 2017 were \$14 284.

The major professional development initiatives are as follows:

- Coaching and Feedback Cycle.
- Peer mentoring and coaching with the Head of Learning and Mentoring for new staff and beginning teachers.
- Work with regional Heads of Department on key improvement initiatives.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	90%	87%

*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 2017 for all Queensland Primary schools was 93%.

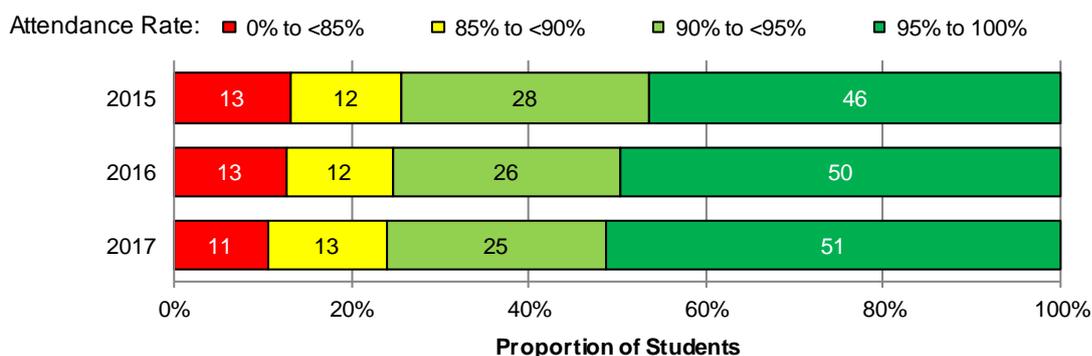
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	92%	92%	93%	94%	91%	91%						
2016	93%	92%	94%	92%	92%	94%	92%						
2017	94%	93%	92%	93%	92%	92%	93%						

*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 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.

There is a high expectation that students are to attend school every day unless there is a satisfactory reason provided. If a student is away for more than three days, without parent notification, our school will personally contact parents. Attendance is monitored by teachers, parents are contacted if there are any concerns. A late arrival or early departure slip is also provided by the office for parents to sign their children in and out if their arrival and departure is during school times. Roll marking is conducted twice a day, at the beginning of the school day and after lunch.

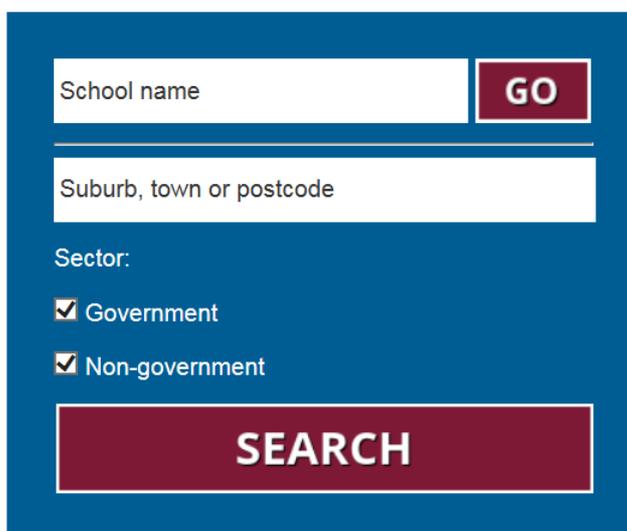
In 2016 a new initiative to improve student attendance was introduced with daily notifications to parents using an SMS messaging service. This enabled parents to receive and follow up on notifications for any student who was identified as absent following roll marking at 9:30am.

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



School name

Suburb, town or postcode

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 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.

Conclusion

2017 was another positive year for Jinibara State School with a core focus in the areas of reading and numeracy. 100% of teachers and teacher aides engaged in the key professional development initiatives consolidating and refining our practice in these vital curriculum areas. We have seen enrolment growth from 658 in 2015 to 743 in 2017 and expect this enrolment growth to continue. We also saw improvement in our attendance profile and have maintained our attendance rate in line with the state. In 2018 we will continue our core focus in Reading and Numeracy with a sharp and narrow focus on refining and strengthening reading procedures and routines and continuing our work in the Maths fluency research project University of the Sunshine Coast. In 2018 we will begin work to enhance our student's performance in writing.