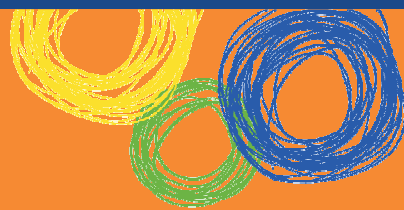


Jinibara State School (0180)

Queensland State School Reporting

2012 School Annual Report



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Contact Person	Dr Ray Bloxham - Principal

Principal's foreword

Jinibara State School has been proudly serving the community of Narangba since 1996. For 2012, approximately 723 students attended our school where they experienced success; develop as life-long learners, and confidently master new skills.

At Jinibara the value of the parental role in education is well recognised. 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.

The majority of current students reside in the immediate vicinity of the school, though a growing number travel from nearby suburbs to attend our great state school. 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.

The *Jinibara State School Planning Overview 2012-2015* is in place to provide structure and rigour in decision-making for the proactive approach to managing the schools development and projected growth in student population. Since Jinibara State School is approaching its 20th anniversary, it is important to ensure the school is meeting the needs of its students, its families and its community, as well as responding to the underlying market changes.

Currently the school is under capacity, with room for an additional 150-200 students. The building of two new state schools in the local area over the past 10 years has had a marked influence on this school's enrolment, however the enrolment was stabilised and now has begun a positive growth trend. The school's facilities have been upgraded to include:

- Performing Arts Hall with built-in stage, change rooms, meeting rooms and kitchen.
- Massive weather proof outdoor activities centre
- Early Years Learning and Development centre, inclusive of Prenatal and Antenatal Health services provided by Qld Health's Midwives

Queensland State School Reporting

2012 School Annual Report



- An onsite C&K kindergarten operating 2 programs
- OHSC program catering for approx. 50 students each morning and afternoon
- Whole school external painting in school colours of maroon and grey.

Introduction

The *Jinibara State School Annual Report 2012* 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 formal *Quadrennial School Review* involving staff, parents and students, was implemented and published in 2012. Recommendations from this review has informed our long-term school strategy through the *Jinibara State School Planning Overview 2012-2015* and short-term school strategy through the *Jinibara State School Implementation Plans*, published annually.

OUR PURPOSE

At Jinibara State School our purpose is to;

- Instil in every student the essence of a lifelong learner
- Develop a student's full potential in Literacy and Numeracy
- Develop a student's full potential to acquire new knowledges and ways of working
- Ensure students accept responsibility for their learning and their behaviour.

Vision Statement

... 'a professional learning community'...
created through:

- Intellectual Rigour
- Positive Relationships
- Embracing Individuality
- Connecting Community

Our Commitment

... is to EXCELLENCE and INNOVATION with the beliefs that

- Every child can learn
- Literacy is the Key to Learning
- Teachers make the difference – every classroom, every day.

We value

- Our Students and their Learning
- Our Staff and their Learning
- The support of our School Community

Queensland State School Reporting 2012 School Annual Report



School progress towards its goals in 2012

Jinibara SS offers primary schooling Prep to year 7. C&K Kindy programs on site and nearby Child Care Service providers allowing for a smooth transition 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 and Science
- Strong continuity of learning experiences guaranteed for 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
- 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 2013 Jinibara will:

- Recruit a Head of Pedagogy (HoP) to deepen the mentoring and coaching initiatives so as to further enhance teacher's pedagogical skills within the ASoT framework
- Continue to implement the 2011 Teaching and Learning recommendations
- Adopt the School Discipline Audit tool as a review and renew mechanism
- Commence operations of Qld Health Prenatal and Antenatal services on site
- Enhance Kindergarten facilities to allow two more C&K programs to commence beginning 2014
- Recruit a Corporate and Community Engagement Officer to gather data and initiate partnerships with key stakeholders for our school's future.

Our school at a glance

School Profile

Jinibara State School has been proudly serving the community of Narangba since 1996. For 2012, 723 students attended our school where they experienced success, develop as life-long learners, and confidently master new skills. The value of the parental role in education continues to be 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.

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

Our school at a glance

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	728	345	383	92%
2011	716	340	376	95%
2012	717	357	360	95%

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

Characteristics of the student body:

The majority of students reside in the immediate vicinity of the school. 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

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	25	22	20
Year 4 – Year 10	23	26	22
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	29	22	56
Long Suspensions - 6 to 20 days	3	0	2
Exclusions	3	0	1
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Jinibara State School has a coherent, sequenced, and current plan for curriculum delivery across Key Learning Areas, Prep to Year 7 that ensures consistent teaching and learning expectations for all. Whole school curriculum plans are aligned with the Australian Curriculum; English, Maths, Science and History

and the Queensland Curriculum Assessment and Reporting (QCAR) framework and clearly define what, when and (gives examples of) how teachers teach and what, when and how (best) students learn. Jinibara's whole school assessment plan has been constructed from our school's curriculum plan and is a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded and to which assessment and reporting procedures are aligned, has been developed and refined collaboratively to provide a shared vision for curriculum practice at Jinibara.

A shared understanding of curriculum expectations provides the basis for ongoing discussions about student achievement and the refinement of curriculum provision. This supports teachers to construct learning experiences that are relevant, engaging and challenging for all students.

Jinibara's whole school curriculum is for teachers, in classrooms, to have clarity and certainty about what to teach. Content is detailed in the appropriate scope and sequence, to allow learners to access the Key Learning Area (KLA) and build their knowledge and understanding in a manner consistent with constructivist theories of learning. Embedded in Jinibara's whole school curriculum plans are the time allocations for each subject area, thus ensuring Literacy, Numeracy and Science are prioritised and that each KLA is addressed within the appropriate provisions of; time, 'vertical' alignment, scope and sequence, and resources to support teacher's teaching and student's learning.

Expert pedagogy (the art and science of teaching) begins with routine expertise – the ability to implement school curriculum with precision and efficiency; moving to adaptive expertise that allows for innovative approaches and differentiation, altering/adapting/modifying teacher practice to meet the needs of the learner.

Jinibara's whole school assessment planning allows for consistency of teacher judgements and comparability of reported results for both students and parents. Our assessment planning commits us to a shared language for the description of student achievement and ensures meaningful reporting to parents.

...clarity, continuity, certainty and specificity...

These are the hallmarks of Jinibara's curriculum, a curriculum designed with high expectations of and for our students learning.

Extra curricula activities.

Other school-based programs are developed dependent upon student need, available expertise / resources throughout the school year. Eg. Safety, Pet Care, Life & Drug Education, M-Power (Girls) and Revved-up (Boys), Under 8's Day, World Teachers' Day, Charity Fundraising, and Student Council.

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. The program capabilities of these facilities are continually being extended. A Computer Technician (Orange Card Holder) is engaged by the school.

Additionally, the Laboratory is used by students during recess, during small group research sessions and

Our school at a glance

scheduled teacher instruction periods. The school's library has recently been refurbished – new carpet, fittings and furniture, as well as a SMART board for library classes. SMART boards have been introduced from Year 3 and up, across the middle and upper school to Year 7. SMART boards are one vehicle by which pedagogical change is being undertaken with in our school and that we remain focused on improving learning outcomes for all students.

More recently, data projectors have been introduced to the lower years, P-2, for enhanced student access to the 'digital learning environment'.

Social climate

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.

SCHOOL RULES	SCHOOL MOTTO
RESPECT FOR YOURSELF	PRIDE in yourself and achievements
RESPECT FOR OTHERS	RESPECT for others
TAKE RESPONSIBILITY FOR YOUR OWN ACTIONS	KNOWLEDGE to make informed decisions

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

Our school at a glance

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, celebratory opportunities, etc. Chaplaincy Programs and Recreational Sports Programs are in operation during recess. A systematic and consistent approach to behaviour is implemented based on supportive intervention.

Parent, student and staff satisfaction with the school

Community, parents and caregivers are welcomed into our school on a consistent basis. Parent/teacher information nights, school assemblies and presentations, annual events, celebrations and commemorations, Creative Arts Performances and parent-teacher interviews.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	96.8%
their child feels safe at this school*	96.8%
their child's learning needs are being met at this school*	93.5%
their child is making good progress at this school*	96.8%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	96.8%
teachers at this school motivate their child to learn*	96.8%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	96.7%
this school works with them to support their child's learning*	96.6%
this school takes parents' opinions seriously*	96.6%
student behaviour is well managed at this school*	96.2%
this school looks for ways to improve*	100.0%
this school is well maintained*	93.5%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	94.7%
they like being at their school*	81.0%
they feel safe at their school*	88.7%
their teachers motivate them to learn*	93.9%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	92.2%
teachers treat students fairly at their school*	82.8%
they can talk to their teachers about their concerns*	82.3%
their school takes students' opinions seriously*	73.9%

Our school at a glance

student behaviour is well managed at their school*	62.6%
their school looks for ways to improve*	90.4%
their school is well maintained*	87.0%
their school gives them opportunities to do interesting things*	84.1%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	65.7%
with the individual staff morale items	89.8%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

All parents are invited to attend bi-monthly P&C Association Meetings held at the School Staffroom. A range of sub-committees exist (as below) focusing on different areas of school operations. Parents are encouraged to participate according to their personal circumstance.

Music Sub-Committee	Tuckshop
Fundraising Sub-Committee	Student Supplies / Uniform Shop
Student Banking	Chaplaincy Sub-Committee

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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	
	Electricity kWh	Water kL
2009-2010	154,418	22
2010-2011	199,652	3,048
2011-2012	188,646	1,839

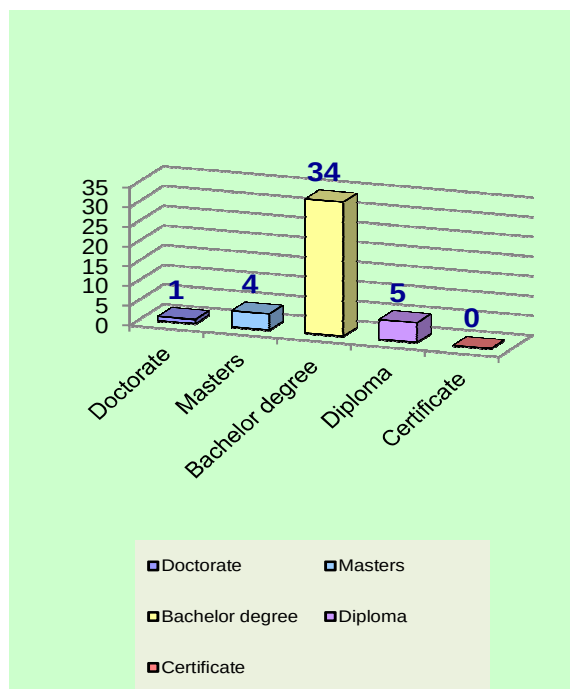
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	50	27	<5
Full-time equivalents	45.5	17.3	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Bachelor degree	34
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$16 238.81

The major professional development initiatives are as follows:

Peer mentoring of professional practice.

Year level co-ordinated curriculum planning.

Year level co-ordinated action research.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.9%	97.2%	95.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86.8% of staff was retained by the school for the entire 2012 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

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

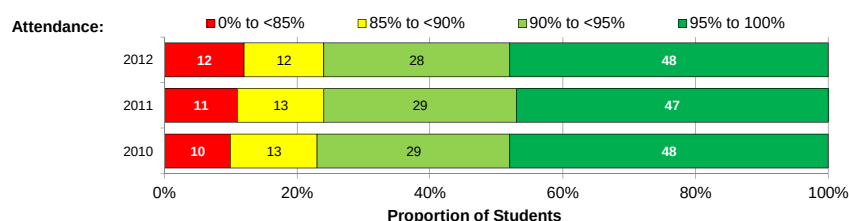
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	92%	95%	93%	93%	94%	93%	93%					
2011	92%	92%	94%	94%	93%	94%	94%					
2012	93%	92%	93%	94%	95%	93%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Performance of our students

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

School data for Indigenous student performance demonstrates that our students are predominantly in the upper and mid-upper performance quartile of school performance on A-E ratings. Our indigenous students have found NAPLAN testing a challenge. Indigenous attendance rates, which has been a target area for improvement during 2012, still has a gap however it is narrowing. Our long term retention rate of Indigenous students in our school continues to be excellent.