Principal’s foreword

Introduction

Jamboree Heights State School offered twenty-seven classes in 2011 from the Prep Year to Year 7. The school motto, Learning for Life reflects the ethos and values we share with our community. A strong emphasis has been placed on learning to read, the school’s unofficial slogan being, “If you can read, you will succeed!”

Highlights of the school include the quality of teaching; inclusive education for students with disabilities, learning difficulties, and students with English as a second language; music; information technology; enrichment and extension programs; sustainability education; and sporting programs. Jamboree Heights State School students come from a diverse range of cultures and family backgrounds.

The school’s P&C Association has a great partnership with the school and strives to support the school and students in many ways.

Motto: Learning for Life

Vision: A community of adaptable, creative and reflective learners.

We value:

- Striving for excellence
- Respect for self and others
- Professionalism and unity of purpose
- Environmental sustainability
- Community involvement

Our Statement of Purpose is: “Jamboree Heights State School provide children with a caring and challenging environment to enhance lifelong learning.”

This report provides an overview of the achievements and progress made by our school in 2011.
School progress towards its goals in 2011

The teaching of reading has been a core focus with good progress made in teacher development, specifically around pedagogy within the classroom.

Collection of data has been integral in core business, ensuring a systematic schedule of assessment and data collection to enable teachers and the school to monitor closely year level cohorts and individuals. The data collection and analysis has enabled more effective planning, specifically around differentiation in the classroom.

Professional development has been the foundation for school improvement with all staff being involved in professional learning activities that have contributed to improved performance in the classroom.

Future outlook

Implementation of the National Curriculum will be core business throughout 2012 and beyond. Assessment will be a key focus for professional dialogue to ensure a consistent understanding amongst teachers and students as to the expectations of the various units of work. Moderation of student work in the Key Learning areas will continue to be a strong feature of our school so as to ensure consistency of teacher judgement.

It is envisaged that our school will explore the potential of the Fleming model of systematic curriculum delivery which entails explicit teaching, coaching, data analysis, improved targets and aspirations, all geared towards a strong commitment to ongoing school improvement.

The Quadrennial School Review in 2012 will provide our school with a four year school plan (2013-2016) as part of Education Queensland’s School Planning, Reviewing and Reporting Framework.

The P&C Association has made a commitment to provide air-conditioning in all teaching spaces by the end of 2012 which will provide more comfortable learning environments for all students.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>669</td>
<td>322</td>
<td>347</td>
<td>95%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The majority of students reside in the suburbs of Jamboree Heights, Westlake, Sinnamon Park and Middle Park. A small number reside in the outer Centenary suburbs and Forest Lake area. Most students make the transition to Centenary SHS.

The demographics of this area have changed. Our previous predominantly Anglo-Australian community has an increased number of families from other cultural and language backgrounds. There is also a more mobile population due to increased rental housing in these suburbs. The increased cultural diversity brings richness and an added interest in our languages and cultural programs.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.8</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.2</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.4</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>20</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>3</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

**Our distinctive curriculum offerings**
- Early Years Oral Language Program
- Instrumental Music
- iPads and Interactive Whiteboards
- Sustainability Education Program
- Enrichment and Extension
- Interschool Sport
- Additional Curriculum Activities (ie Raw Art)
- Camp Program (ie Year 6: Tallebudgera; Year 7: Canberra)

**Extra curricula activities**
- Raw Art
- Opti-Minds
- International Competitions
- Debating
- Fanfare
- Readers’ Cup
- Maths Olympiad
- Music Camps
- Mathletics

**How Information and Communication Technologies are used to assist learning**
- All classrooms have an interactive whiteboard.
- All classrooms have access to computers.
- The library has two computer labs.
- There is a class set of iPads.
- There are a number of digital cameras for use by classes.
- The school has a Technician who maintains the school network and computers.
- All teachers regularly access professional development to assist with planning and teaching.
- All teachers include in their planning and teaching each term the use of ICT’s to enhance the delivery of all Key Learning Areas. The use of online resources is becoming more predominant in all classrooms.
Social climate

Our school’s statement of purpose is: Jamboree Heights State School provides children with a caring and challenging environment to enhance lifelong learning.

This is achieved by:

- providing an enjoyable and safe educational setting
- encouraging innovation and creative thinking
- fostering an acceptance and respect for all members within the diverse society in which we live
- recognising that everybody has rights and responsibilities
- demonstrating fair and equitable practices
- promoting the child's physical well-being through appropriate programs
- developing intellectual processes that facilitate independent learning
- nurturing the child's self-esteem and assertiveness to develop healthy emotional growth and a love of life and learning.

Our school community has fully supported the programs and policies that aim to establish social responsibility, fair and equitable practices while recognising each individual’s rights and responsibilities. Other factors contributing to the established caring and friendly tradition are the Games Ranger program involving all our year 7 students organising games for the year 1 & 2 students. The ‘You Can Do It’ program, now in its fifth year, has incorporated the nine national values. The school chaplain through the Student Services Committee offers another layer of pastoral care for students, staff and parents.

Parent, student and teacher satisfaction with the school

Satisfaction levels are generally high in all areas:

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>87%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>77%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>82%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

Teachers at Jamboree Heights State School value the support of parents in the learning programs of the school. Parent involvement at Jamboree Heights includes:

- Classroom support – reading, activity based learning, extension programs (Science, Maths) and art workshops.
- Support of class sustainability projects – gardening, environmental projects.
- Attendance at Parent/Teacher interviews was very high and this support for learning was commended by teaching staff.
- Sports carnivals
- P&C Association sub-committees

Jamboree Heights State School was actively supported by the Parents and Citizens Association in 2011. Many parents supported programs through involvement in sub-committees for Sport, Music, Safety and Health in both financial and hands-on roles. Community expectations are very high and staff and parent participation in school governance and major events on our calendar is representative of a high proportion of families.

Reducing the school's environmental footprint

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

Usage is as follows:

<table>
<thead>
<tr>
<th>Environmental footprint indicators, 2010-2011</th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>229,488</td>
<td>5,024</td>
</tr>
<tr>
<td>2010</td>
<td>196,770</td>
<td>5,511</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>17%</td>
<td>-9%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>50</td>
<td>26</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>40</td>
<td>15</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>5</td>
</tr>
<tr>
<td>Masters</td>
<td>10</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>25</td>
</tr>
<tr>
<td>Diploma</td>
<td>45</td>
</tr>
<tr>
<td>Certificate</td>
<td>15</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $35,616.46

The major professional development initiatives are as follows:

* The Teaching of Reading
* Coaching and Developing Performance Plans
* ICT's in Learning (ie. EdStudio, etc)
* Early Maths
* Science

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2011 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

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.

2011 School Annual Report

Queensland Government
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>96%</td>
</tr>
</tbody>
</table>

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Jamboree Heights State School the following process occurs:

- Phone calls are made to parents on the day of absence if there is a reason to suspect truancy.
- Rolls come to the office from 9:30am.
- All absences in each roll are entered onto SMS and each unexplained absence is then highlighted.
- A quick check is performed of any previous unexplained absences that the teacher has either received a note for, or spoken to the parent personally and then marked with a reason. These absences are then edited on SMS.
- The parent of any student who has been absent for three consecutive days receives a telephone call. When staff members have spoken to the parent the absence is put on the roll and then updated.
Performance of our students on the system.

- Any child who has more than three consecutive absences is then referred to the Deputy Principal for further follow up.

In cases that are not resolved through the above checking system, the Principal sends home the official departmental letter requiring the parent to respond.

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/](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.

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

Jamboree Heights State School continues to have a small indigenous enrolment however whilst some indigenous students are high achievers when compared to non-indigenous students, the gap in achievement between indigenous and non-indigenous students still exists. Students identified in the “tail” receive ongoing intervention through various support services. All attendance issues are dealt with through Education Queensland policy.