



Jamboree Heights State  
School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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## School Overview

Jamboree Heights State School is located 14 km south-west of the Brisbane CBD. The school population of approximately 810 students is represented by a diverse range of cultural, religious and economical backgrounds. Students achieve above average results in National, State and local assessment and competitions and receive numerous awards for academic excellence. The school motto 'Learning for Life' reflects the ethos and values we share with our community and a strong values-based and capacity building program, 'You Can Do It', supports students to achieve their potential. An inclusive curriculum has a strong emphasis on Literacy and Numeracy. The use of Information and Communication Technologies engages learners in interactive tasks and reality based learning. Arts, music and sporting programs are highly valued and the school enjoys an excellent reputation with many students achieving expert levels in these fields. Individual learning needs are supported through Gifted Education, English as a Second Language and Learning Support Programs. Our Special Education Program reflects an inclusive approach to education. Our school is proud of the partnerships throughout our wider school community.

## Principal's Foreword

### Introduction

**This annual report represents an overview of the school's achievements in 2016. This summary includes information related to staff, students, parents and programs.**

#### **School Progress towards its goals in 2016**

Jamboree Heights State School has continued the commitment towards the consistent and effective teaching of reading from Prep to Year 6. The school's key focus on an explicit teaching model has also been maintained with consistency across all classrooms. Teacher development and the ongoing building of the capacity of all staff has been at the forefront of school improvement. The integration of technology has been evident through the continual development of ICT's in all classrooms and student outcomes have continued to be positive. The strong development of spelling abilities across the school continues to be underpinned by our school's Spelling Mastery program.

#### **Future outlook**

- The continued development of the teaching of reading and the reading abilities of all students.
- The development of writing skills and problem solving skills
- The embedded practice of integrating ICT's into the daily teaching and learning process.
- Continued emphasis on the school's explicit teaching model.
- Embedding higher-order thinking skills in the planning and teaching process.
- Greater awareness and ownership of student data by all teachers.
- Ongoing building of teacher and leadership capacity.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Early Childhood - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	770	353	417	8	96%
<b>2015*</b>	787	373	414	7	98%
<b>2016</b>	821	385	436	8	98%

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

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

In 2016, there were no students enrolled in a pre-Prep\*\* program.

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

## Characteristics of the Student Body

### Overview

Jamboree Heights continues to value a diverse clientele that is representative of many cultures and languages, disabilities, and learning needs.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	24	23
Year 4 – Year 7	23	25	26
Year 8 – Year 10			
Year 11 – Year 12			

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

## Curriculum Delivery

### Our distinctive curriculum offerings

- Early Years Phonics Program
- Enrichment and Extension Program
- Individual Learning Support Programs
- Instrumental Music and Choir
- LOTE-Chinese

- Inter-school Sport

### Extra curricula activities

- Opti-Minds
- Maths Olympiad
- ICAS Competitions
- Maths Team Challenge
- Readers' Cup
- Lexile Reading Program
- IMPACT extension program
- Computer and Coding Club
- Chess Club

### How Information and Communication Technologies are used to assist learning

Jamboree Heights State School uses a range of ICT's to develop many and varied life-like and real-life learning experiences. Computers, iPads and Interactive Whiteboards are key features in all classrooms. Currently we have 16 (Year 2 - 6) 1-1 iPad classes along with a number of iPad pods for all classrooms to access on a daily basis.

## Social Climate

### Overview

Jamboree Heights State School says "No to Bullying!" and embraces Harmony Day celebrations. Apart from setting high standards for student behaviour, our school provides a School Chaplain along with various programs such as "Seasons", "Friends", and a "Kid's Club " for those needing a safe and calm play environment. At Jamboree Heights State School we promote and advocate the "You Can Do It" program whereby all students are constantly encouraged to use the five keys to success: Persistence, Resilience, Confidence, Organisation, and Getting Along. Our school creed is: "Be Safe, Be Respectful, Be Organised, and Be Responsible".

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	95%	100%
this is a good school (S2035)	96%	94%	100%
their child likes being at this school* (S2001)	99%	95%	97%
their child feels safe at this school* (S2002)	98%	100%	100%
their child's learning needs are being met at this school* (S2003)	91%	95%	95%
their child is making good progress at this school* (S2004)	96%	94%	95%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	94%	97%
teachers at this school motivate their child to learn* (S2007)	98%	95%	98%
teachers at this school treat students fairly* (S2008)	97%	89%	97%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	98%
this school works with them to support their child's learning* (S2010)	94%	92%	97%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	90%	88%	95%
student behaviour is well managed at this school* (S2012)	94%	89%	95%
this school looks for ways to improve* (S2013)	97%	95%	98%
this school is well maintained* (S2014)	76%	89%	88%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	97%	100%
they like being at their school* (S2036)	96%	97%	99%
they feel safe at their school* (S2037)	94%	97%	98%
their teachers motivate them to learn* (S2038)	97%	98%	97%
their teachers expect them to do their best* (S2039)	97%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	96%
teachers treat students fairly at their school* (S2041)	95%	97%	96%
they can talk to their teachers about their concerns* (S2042)	92%	95%	94%
their school takes students' opinions seriously* (S2043)	92%	94%	92%
student behaviour is well managed at their school* (S2044)	95%	92%	92%
their school looks for ways to improve* (S2045)	95%	99%	99%
their school is well maintained* (S2046)	97%	97%	98%
their school gives them opportunities to do interesting things* (S2047)	93%	97%	99%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	97%	88%
they feel that their school is a safe place in which to work (S2070)	100%	94%	100%
they receive useful feedback about their work at their school (S2071)	93%	85%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	95%	92%
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%	98%
staff are well supported at their school (S2075)	95%	91%	86%
their school takes staff opinions seriously (S2076)	98%	91%	88%
their school looks for ways to improve (S2077)	100%	100%	95%
their school is well maintained (S2078)	73%	82%	84%
their school gives them opportunities to do interesting things (S2079)	90%	94%	95%

\* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016

# '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 play an active role through the P&C Association, helping in the classroom, the tuckshop the uniform shop, assisting with student resource preparation, being involved in key educational forums, attending meetings, raising funds, working bees and generally wherever help is needed. We are fortunate to have a very supportive school community and we continually seek ways for parent engagement and input.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our You Can Do It program coupled with our school's Behaviour Code allows students to understand and implement respectful relationships at school and beyond.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	9	9	15
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

## Environmental Footprint

### Reducing the school's environmental footprint

Our school has strict guidelines on the use of air-conditioning, actively participates in recycling and regularly teaches sustainability through our garden programs and general curriculum. We also monitor the lights in all classrooms to ensure they are turned off when nobody is in the classrooms.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	306,676	6,983
2014-2015	324,502	20,217
2015-2016	331,729	1,917

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

GO

Sector:

Government

Non-government

SEARCH

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	63	30	0
Full-time Equivalent	52	18	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	0
Bachelor degree	12
Diploma	29
Certificate	12

\*Teaching staff includes School Leaders

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



## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$52 800

The major professional development initiatives are as follows:

- The Teaching of Reading
- The Teaching of Writing
- Using iPads in the Classroom
- Using Interactive Whiteboards to Engage Learners
- Anita Archer
- GEM Training
- Lyn Sharratt
- Coaching and Mentoring

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	88%	93%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

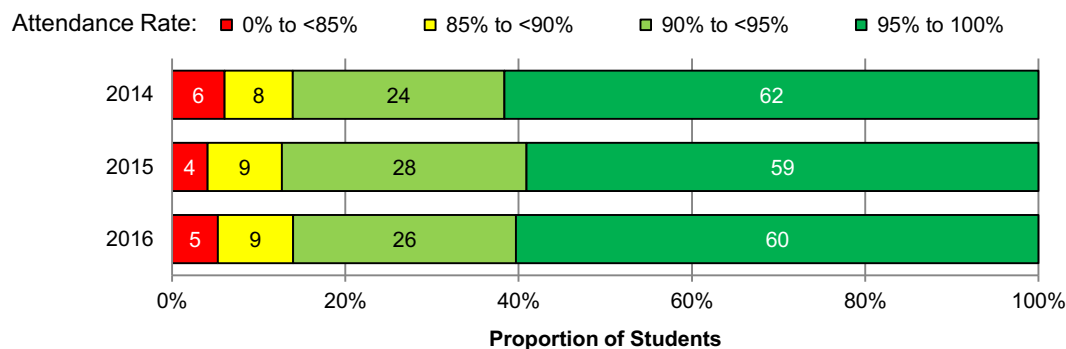
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	95%	94%	94%	94%	95%	96%	95%					
2015	94%	95%	95%	95%	94%	95%	95%						
2016	94%	94%	95%	95%	95%	94%	95%						

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

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

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

At Jamboree Heights State School, we always make initial contact with parents to assist in ensuring all students attend every day if absenteeism patterns occur. Following this step, we meet with parents prior to implementing the formal processes.

## 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

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Sector:

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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.