



Jarvisfield State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



## Contact Information

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## School Overview

Established in 1915, Jarvisfield State School is a small rural one-teacher school in the Townsville District, North Queensland. It is approximately 9km (5 minutes) east of the township of Ayr, 15km (10 minutes) northeast of the township of Home Hill and 98km south of Townsville.

Our school is proud to provide students with an education in a caring and supportive environment. We cater for students from Prep to Year six. As a small school, we deliver our curriculum through a multi-level class, with a variety of small and individual learning groups.

We are committed to providing learning programs that cater for the diversity of students in our community. Our efforts to achieve this are supported by an exceptionally experienced and dedicated team of staff members who interact closely with the students and their families.

Our academic program is complemented and supported by a range of sporting, recreational and cultural activities. We continue to implement the Australian Curriculum school program and endeavour to make learning exciting and engaging for all of our students.

At Jarvisfield State School, education involves the school community working in partnership to develop the full potential of each child in a warm, caring and personal environment. I extend a warm welcome to you and invite you to contact us with any enquiries you may have.

## Principal's Foreword

### Introduction

Welcome to Jarvisfield State School's 2016 Annual Report. Jarvisfield State School offers students a learning environment that is highly individualised to meet the needs of each learner. This report outlines the progress the school has made towards key priorities in 2016. The scope of this report includes:

Our School at a Glance

- School profile and characteristics of student body
- Curriculum delivery
- Social climate
- Environmental footprint
- Parent involvement
- School funding
- Workforce composition and Professional development
- Staff attendance and retention

Our Students at a glance:

- Student attendance
- NAPLAN

It is hoped that you find the information contained in this report of value. Should you seek further information please contact the school by email: [principal@jarvisfiss.eq.edu.au](mailto:principal@jarvisfiss.eq.edu.au)

### School Progress towards its goals in 2016

This report provides a snapshot of the school performance and unique characteristics for the 2016 school year. From the 2016 Annual Implementation Plan, and funding from *Investing For Success* (I4S) of which we received \$8,855, most key targets were achieved.

Strategy	Action	Target	Progress
Curriculum Implementation	Collaboratively develop and implement whole-school curriculum, data and assessment plan	Increase the percentage of students in Year 1 to 6 achieving a 'B' standard in English from 18% in 2015 to 25% in 2017	Ongoing
		Increase the percentage of students in Year 1 to 6 achieving a 'B' standard in Mathematics from 23% in 2015 to 30% in 2017	Ongoing
		Support every student accessing a different level curriculum through an Individual Curriculum Plan, to achieve a 'C' standard or better against the relevant year-level achievement standard	Ongoing
Reading Improvement	Develop and implement Whole-school reading plan based on current research on explicit instruction	100% of teaching staff implementing whole-school reading plan	Achieved
		Teachers' planning identifies students requiring support 'at' or 'below' their cohort	Achieved
Quality Teaching and Learning	Build teacher capacity to understand the intent of the Australian Curriculum and deliver Quality Teaching and Learning practices	All teacher planning, teaching and learning demonstrates Know and Able To Do tables and learning walls for English Summative assessment	Achieved
Align Professional Development Plan	Collaboratively review and update the roles and responsibilities of staff	All staff are aware and can articulate their roles and responsibilities in the school	Achieved
	Develop, implement and embed a professional learning plan that is aligned to the school priorities and the needs of staff	Professional Learning Plan embedded	Achieved
Positive Behaviour for Learning (PBL) and Student Engagement	Review and update the Responsible Behaviour Plan for Students (RBP4S) to address the current student behaviour and to raise the expectations of behavior and learning	RBP4S is embedded	Achieved
		PBL is embedded	Ongoing

### Future Outlook

Action	Strategy	Target	Timeline
Curriculum Implementation	Implement and embed whole-school literacy programs in writing, reading, comprehension, spelling, vocabulary and oral language	85% of students achieving a 'C' standard or above in English, Mathematics and Science	Semester 1 and Semester 2
	Work in collaboration with our Speech Language Therapist, Support Teacher, Literacy and Numeracy (STALaN) and Student with Disabilities (SWD) Specialist Teacher to assess and monitor student progress and implement support programs to support students.		
Investing for Success	Intervention of targeted students using a case management approach and building teacher capability to use research based improvement strategies for:	Increase the percentage of students achieving a 'C' standard or above in English	By the end of 2017

	<ul style="list-style-type: none"> <li>• student improvement</li> <li>• putting faces on the data</li> <li>• early intervention and good first teaching.</li> </ul>	<p>Increase students on an Individual Curriculum Plan (ICP) achieving a 'C' standard or above in differentiated year levels</p> <p>Increase the number of Prep – Year 2 students attaining Region Regression Reading Indicators from 66% in 2016 to 83% in 2017</p>	
Collaborative Inquiry	<p>Develop Quality Teaching and Learning by building teacher clarity of the curriculum intent within units of work and teachers being able to articulate what students need to know and be able to do to be successful in assessment tasks</p> <p>Identifying the reading and writing demands and developing a collaborative inquiry to determine the impact of teaching on student learning</p> <p>Develop professional practice by scheduling, monitoring and reviewing student Level of Achievement data and implement the Gradual Release of Responsibility to lead students to successful independent application of learning</p>	<p>All teachers unpack the curriculum intent, reading and writing demands and assessment requirements</p> <p>Use of learning walls evident in all classrooms</p> <p>Teachers use assessment results to reflect on their teaching and to inform their practice</p>	Ongoing
Data Analysis	<p>Data walls, learning goals and short term data cycles in reading and spelling to track and monitor student achievements and inform our planning and intervention groups</p> <p>Analyse summative, formative and diagnostic data to provide targeted intervention or extension to improve student outcomes</p>	<p>Student learning goals reached and all students satisfied that, 'teachers expect me to do my best'</p> <p>All students independently access learning walls to complete assessment</p>	100% satisfaction School Opinion Survey S2093
Case Management	<p>Embed a school wide case management system focusing on early and ongoing intervention</p> <p>Refer, liaise and work with support staff to provide targeted evidence based differentiation and intervention for students at risk</p> <p>Complete Individual Curriculum Plans (ICP) to support and provide differentiated instruction to students not achieving at year level expectations</p>	<p>All staff to attend case management meetings</p> <p>Marker students given intensive, focused intervention</p> <p>OneSchool used to record endorsed ICP's and record case management in support provisions</p> <p>Parents are satisfied that, 'My child's learning needs are being met at this school'</p>	<p>Semester 1 and semester 2</p> <p>100% satisfaction School Opinion Survey S2003</p>
Attendance	<p>Whole school attendance percentage and trends are monitored, tracked and advertised in the newsletter</p>	<p>Daily absence notification and OneSchool roll marking</p> <p>93% student attendance</p>	Ongoing
Positive Behaviour Learning	<p>Introduce and embed Positive Behaviour Learning (PBL) within the Responsible Behaviour Plan for Students and the school community.</p> <p>Plan and explicitly teach PBL content and schedule school events to promote PBL.</p>	<p>Parents and students are satisfied that, 'This school celebrates student achievement'</p>	100% satisfaction School Opinion Survey S2033 S2066

# 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>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	22	8	14	11	100%
<b>2015*</b>	21	7	14	7	95%
<b>2016</b>	13	5	8	5	69%

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

The student body of Jarvisfield State School comprises of students from a rural and a small town background. Sugar cane farming has a great influence on the type and frequency of work available in the area for parents. The school has a small number of Indigenous families.

### 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	7	22	13
Year 4 – Year 7			
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 Approach to Curriculum Delivery

We offer all key learning areas to students. In addition we offer

- LOTE Japanese for Years 5-6 conducted online from Charters Towers Distance of Education.
- Interactive on-line Science lessons with Supporting Small School Science.

### Co-curricular Activities

- Burdekin Festival of Arts which involves the whole school to perform in choir and choral speaking divisions
- School excursions related to units of work covered in class
- School Camps for Years 5/6
- Leadership skills

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

Jarvisfield State School has a 1:2 laptop computer to student ratio for use within learning activities. All classrooms have either an interactive whiteboard, data projector or touchscreen television. The school currently has 3 iPads that are used daily in learning rotations. The school subscribes to Reading Eggs and Mathletics as part of the literacy and maths program. Students access the Learning Place to engage in learning objects, online resources and web conferencing.

## Social Climate

### Overview

The School Opinion Survey results show a positive improvement on parents' level of satisfaction with the school across all indicators. Student satisfaction from the school survey indicates improvements across most areas but there is still room for improvement. Some areas of concern to be addressed relate to teacher feedback, children's perception of this school, school maintenance and staff being provided with opportunities to do more interesting things.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
<b>Percentage of parents/caregivers who agree# that:</b>			
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)	89%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	89%	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%	100%	86%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
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)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	80%	57%	88%
they feel safe at their school* (S2037)	100%	86%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	80%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	86%	100%
teachers treat students fairly at their school* (S2041)	100%	86%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	80%	71%	88%
student behaviour is well managed at their school* (S2044)	80%	71%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	71%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	71%	100%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	86%	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%	50%
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)	86%	100%	100%
student behaviour is well managed at their school (S2074)	57%	71%	100%
staff are well supported at their school (S2075)	71%	86%	100%
their school takes staff opinions seriously (S2076)	100%	86%	100%
their school looks for ways to improve (S2077)	100%	86%	100%
their school is well maintained (S2078)	100%	100%	75%
their school gives them opportunities to do interesting things (S2079)	71%	86%	50%

\* 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

Jarvisfield State School encourages parents to maintain a strong working relationship with their child's teacher and all school personnel. The school involves parents in their child's education by providing oral reporting twice a year or at any time a parent wishes to talk about their child's education. Parents of students requiring additional school support are encouraged to actively consult with teaching staff and support staff to develop individualised curriculum plans, personalised learning plans and/or case management. We appreciate our parents and carers supporting regular student attendance and items set for homework.

The P&C support school events such as the Fancy Dress Ball by providing food and volunteering their time to help organise the event. They also support their children in performances, displays and ceremonies. The P&C occasionally assist with tuckshop and various school activities throughout the year.

School newsletters are sent home and placed on the school website and noticeboard to keep parents informed about school activities and events. Students who receive awards or achievements receive special mention in the newsletter. Where possible we try to have information about our school placed in the local papers to showcase our students' successes.

## Respectful relationships programs

Jarvisfield State School is committed to providing a safe, respectful, responsible and disciplined learning environment for students and staff. Students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Jarvisfield State School has begun implementing Positive Behaviour Learning (PBL) within the Responsible Behaviour Plan for Students and the school community.

Students participated in the Day for Daniel and the Braveheart's programs. The Daniel Morcombe Foundation's key role in the community is the education of all children about their personal safety. The foundation assists educators and parents through the funding and development of child safety educational resources as well as assisting young victims of crime. The Braveheart's mission and vision is to prevent sexual assault in our society and to make Australia the safest place in the world to raise a child. Jarvisfield State School implement programs that focus on appropriate, respectful and healthy relationships.

## 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	7	6	7
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

Solar panelling and use of natural breeze rather than air conditioner use has decreased the electricity usage. Water usage is dependent on seasonal responses to water need. Staff use relevant curriculum opportunities to educate students about energy.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	9,484	0
2014-2015	8,650	
2015-2016	10,445	

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

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 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	2	5	0
Full-time Equivalents	1	2	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Diploma	
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 2016 were \$8,937.

The major professional development initiatives are as follows:

- Principal forums, Professional Learning Communities, Principal Roadshow and Learning Fair
- Finance workshops
- Age Appropriate Pedagogy
- First Aid and CPR training
- Cleaner's workshop
- STEM (Science, Technology, Engineering and Mathematics) workshop
- OneSchool Workshop
- Positive Behaviour Learning (PBL)

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%	97%	93%

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

From the end of the previous school year, 65% 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).	90%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	83%	88%

\*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%.

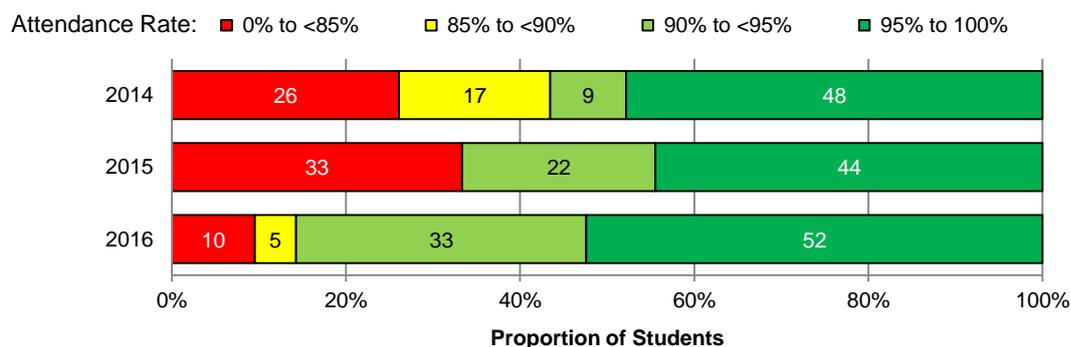
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	97%	90%	92%	88%	DW	93%	DW						
2015	DW	98%	88%	95%	80%	71%	92%	DW					
2016		DW	87%	90%	95%	DW	DW	100%					

\*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.

Jarvisfield State School attendance policy and procedures were developed from this policy. OneSchool Electronic Rolls are marked at the beginning and the end of the school day. Through OneSchool, attendance data is regularly monitored for unexplained absences, trends and whole school attendance rates. Attendance data is published each fortnight along with the schools attendance target in the newsletter. Parents are given a range of avenues to report absence details including phone, text and note. Attendance awards are awarded to students at the end of each term.

## 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.

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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

**For further information contact**

**Lisa Bello**

**Principal**

**'Small schools are great schools'.**

