



Jones Hill 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

Jones Hill State School distinctive curriculum offerings include: gender classes in some areas of the school, schoolwide technology challenges, differential curriculum in some areas of the school, strong environmental focus, strong links with local high schools, Yr 6 leadership and individual focus, strong sporting program with a focus on participation and after school drama class. Extra-curricula activities include: ECO Garden (chickens, finches, worms, vegetables and fruit trees), Garden Club involved in various projects, various sports available during the year eg. Rugby League, Football, Cricket, Swimming, Tennis, Athletics, AFL, Netball, Softball), Choir, Instrumental music, senior Canberra Trip, excursion program and technology challenges including coding and robotics. Students take part in specific social emotional learning programs. Our Values of Learning, Safety, Respect and Relationships are a central focus.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

It is my pleasure to present the 2017 School Annual Report. Jones Hill is situated on the edge of both Gympie and the beautiful Mary Valley.

The school has been in operation for over 100 years, having been established in 1902. Building on our traditional values of Respect, Safety, Cooperation and Learning we at Jones Hill encourage students to aim for excellence in all that they do and to develop as individuals socially and personally.

This report details a sample of the achievements and results of our staff and students during 2017 and recognises our continued commitment to excellence in education, in every classroom, every day.

#### Future Outlook

### Explicit Improvement Agenda Data 2017

**2016 Target: English: 80% or more students receive a C or better in English.**

**2017 Target: English: Prep – Year 1, 80% or more students receive a C or better in English  
Year 2- Year 6, 90% or more students receive a C or better in English**

Date	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014 Sem 1	54	33	53	66	78	71	68	54
2014 Sem 2	60	48	67	81	79	82	79	64
2015 Sem 1	51	51	76	82	81	76	75	n/a
2015 Sem 2	63	68	86	80	91	82	77	n/a
2016 Sem 1	56	55	68	86	80	87	79	n/a
2016 Sem 2	62	48	92	94	92	86	85	n/a
2017 Sem 1	60	60	57	89	80	84	82	n/a
2017 Sem 2	68	53	73	93	93	91	92	n/a

#### Reading Benchmarks

**2016 Target: Prep- Year 2: 80 – 85% at or above C level**

**2017 Target: Prep- Year 2: 80 – 85% at or above C level, Year 3 – Year 6: 90 – 95%**

Prep: 2015: 58%	2016: 56%	2017: 71%
Year 1: 2015: 71%	2016: 45%	2017: 75%
Year 2: 2015: 82%	2016: 68%	2017: 62%
Year 3: 2015: 91%	2016: 91%	2017: 74%
Year 4: 2015: 84%	2016: 90%	2017: 86%
Year 5: 2015: 83%	2016: 82%	2017: 85%
Year 6: 2015: 82%	2016: 82%	2017: 79%

**2016 Target: Minimum 25% of students in upper two bands NAPLAN Reading**

**2017 Target: Year 3 Minimum 50% of students in upper two bands NAPLAN Reading**

**Year 5 Minimum 35% of students in upper two bands NAPLAN Reading**

Year	Year 3	Year 5
<b>2014:</b>	32%	23.5%
<b>2015:</b>	50%	39.4%
<b>2016:</b>	52%	32.1%
<b>2017:</b>	56.6%	33.4%

**2016/2017 Target: Minimum 25% of students in upper two bands PAT R (sem 2)**

Year	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015:	2%	15%	12%	30%	32%	27%	18%
2016:	12%	10%	24%	29%	20%	18%	12%
2017:	32%	5%	11%	37%	23%	35%	18%

**2016 Target: Maths: 75% or more students receive a C or better in Maths.**

**2017 Target: Maths: 80% - 85% or more students receive a C or better in Maths.**

Date	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014 Sem 1	78	61	61	66	75	69	73	50
2014 Sem 2	69	71	76	83	82	81	79	54
2015 Sem 1	73	58	86	82	91	74	71	n/a
2015 Sem 2	77	75	86	88	91	82	85	n/a
2016 Sem 1	69	78	73	78	75	80	82	n/a
2016 Sem 2	74	82	77	86	88	73	86	n/a
2017 Sem 1	70	79	69	80	70	67	88	n/a
2017 Sem 2	80	81	92	83	76	80	98	n/a

**2016 Target: Minimum 25% of students in upper two bands NAPLAN Numeracy**

**2017 Target: Year 3: Minimum 35% of students in upper two bands NAPLAN Numeracy**

**Year 5: Minimum 25% of students in upper two bands NAPLAN Numeracy**

Year	Year 3	Year 5
2014:	31%	21.5%
2015:	40%	20.6%
2016:	35%	11.1%
2017:	40.8%	16.1%

**Target 2016: Minimum 25% at or above Stanine 6 (High Average) PAT M/I Can Do Maths (sem 2)**

**Target 2017: Prep – Year 2: Minimum 40% at or above Stanine 6 (High Average)**

**Year 3-4: Minimum 30% at or above Stanine 6 (High Average)**

**Year 5-6 Minimum 25% at or above Stanine 6 (High Average)**

**2016/2017 Target: 100% reach NMS NAPLAN in Numeracy**

Year	Year 3	Year 5
2014:	91.4%	90.2%
2015:	98%	100%

<b>2016:</b>	100%	98.1%
<b>2017:</b>	96.3%	100%

# 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 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	355	178	177	19	90%
<b>2016</b>	371	184	187	23	93%
<b>2017</b>	399	203	196	25	91%

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 Jones Hill School student body is proudly made up of a diverse range of families from varying backgrounds and cultures.

Jones Hill boasts 4<sup>th</sup> and 5<sup>th</sup> generation families and new families moving to the area.

Traditionally Jones Hill has drawn approximately 60% of students from outside our catchment area. Many families travel from outside our area to attend the school and access the unique bush environment and high quality teaching. School growth will see the implementation of an Enrolment Management Plan (EMP) leading into 2018.

Recently we have welcomed students from ESL backgrounds who have added to the cultural fabric of the Jones Hill community.

While being on the edge of Gympie surrounding by rural properties and new housing estates Jones Hill plays host to a wide range of students with varied and rich family backgrounds.

The school has a dedicated team who work within our Special Education Program and we have a small percentage of students who have English as a second language.

Each year School Captains are elected by their peers and staff to represent the school in various formal and informal events including weekly parades. The student leadership also leads the student population during the annual athletics carnival and other school events.

### 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	26	24	23
Year 4 – Year 6	25	27	27
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

## Our Approach to Curriculum Delivery

- Explicit reading program.
- Strong Pedagogical focus via Pedagogy Coach.
- Strong environmental/gardening focus.
- Reef Guardian Program.
- Strong links with local high schools eg enrichment programs and robotics.
- Instrumental music program available from year 3.
- Strong and varied sporting programs with a focus on participation.
- Annual Concert.
- Structured rewards program (School Wide Positive Behaviour).
- School-wide assessment program.

## Co-curricular Activities

- ECO Garden (chooks, birds, worms, vegetables, fruit trees).
- Opportunity for gardening activities during breaks.
- Instrumental Music programs/performances.
- Technology challenges.
- Drumbeat group.
- Lunch programs such as 'Jones Hill State School got Talent'.
- Breakfast Club.
- Senior leadership activities.
- School camps and excursions.
- Lunch box concerts for students to demonstrate musical ability

## How Information and Communication Technologies are used to Assist Learning

Computer and ICT are integrated into all curriculum areas across the school and are viewed as being one of the vital tools to enhance and support learning. Computers are used to assist students in their assessment and learning activities and to enable them to develop ICT and information and literacy skills

Each classroom is equipped with an interactive whiteboard.

A lab of 30 computers is available for class instruction.

Learning Support students access online reading programs as part of their individual programs.

Students access class online programs such as Reading Eggs.

I Pads are available for students with additional needs to access the broader curriculum.

All students are provided with an e-mail account and unlimited internet access monitored in a safe environment.

ICT's form an integral part of teaching and learning and as such are continually being embedded across the curriculum.

## Social Climate

### Overview

Twelve key personal and social values have been identified through a process of consultation within the Jones Hill State School learning community. These values form a charter that guides the planning, management and operation of our school at all levels.

The students, staff and parents of the Jones Hill State School Learning Community work in partnership to embrace and demonstrate these values through their actions, thoughts and attitudes.

The twelve identified values provide a framework to guide us in caring for ourselves, others and the environment. The twelve key personal and social values are:

- Acting with HONESTY and PERSONAL INTEGRITY.
- Treating all people with RESPECT, FAIRNESS and ACCEPTANCE to promote HAPPINESS and PEACE.
- TRYING OUR BEST in everything we do.
- Accepting individual and social RESPONSIBILITY for our actions.
- Making a SAFE, SUPPORTIVE learning environment.
- Appreciating, educating and actively engaging in practices promoting global environment SUSTAINABILITY.



At Jones Hill School we foster our twelve key personal and social values through active implementation of our:

- You Can Do It, social and emotional learning program.
- Inclusive student centred curriculum initiatives.
- Effective classroom management practices.
- Proactive Responsible Behaviour Plan.
- Behaviour points and awards system.
- ECO Garden and Environmental Education program.
- Sporting and physical activity programs.
- Instrumental music and choir programs.
- Leadership and personal development program.
- Anti-bullying and social skills programs.
- Comprehensive student support programs.
- Open communication practices.
- Parents & Citizens association.
- Focussed Professional Development initiatives for all staff.
- Community participation initiatives.
- Parent Helper Programs
- Chaplaincy

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	93%	90%
this is a good school (S2035)	98%	93%	93%
their child likes being at this school* (S2001)	98%	97%	97%
their child feels safe at this school* (S2002)	98%	97%	97%
their child's learning needs are being met at this school* (S2003)	95%	93%	79%
their child is making good progress at this school* (S2004)	95%	87%	79%
teachers at this school expect their child to do his or her best* (S2005)	95%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	83%	89%
teachers at this school motivate their child to learn* (S2007)	93%	97%	90%
teachers at this school treat students fairly* (S2008)	95%	93%	83%
they can talk to their child's teachers about their concerns* (S2009)	98%	93%	90%
this school works with them to support their child's learning* (S2010)	95%	87%	79%
this school takes parents' opinions seriously* (S2011)	93%	90%	79%
student behaviour is well managed at this school* (S2012)	95%	87%	79%
this school looks for ways to improve* (S2013)	100%	93%	86%
this school is well maintained* (S2014)	98%	93%	93%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	97%	95%
they like being at their school* (S2036)	93%	96%	94%
they feel safe at their school* (S2037)	95%	95%	93%
their teachers motivate them to learn* (S2038)	98%	98%	95%
their teachers expect them to do their best* (S2039)	99%	100%	98%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	96%
teachers treat students fairly at their school* (S2041)	91%	87%	81%
they can talk to their teachers about their concerns* (S2042)	90%	91%	88%
their school takes students' opinions seriously* (S2043)	96%	92%	88%
student behaviour is well managed at their school* (S2044)	95%	90%	90%
their school looks for ways to improve* (S2045)	98%	98%	91%
their school is well maintained* (S2046)	99%	94%	92%
their school gives them opportunities to do interesting things* (S2047)	98%	99%	91%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	95%	100%
they feel that their school is a safe place in which to work (S2070)	97%	97%	100%
they receive useful feedback about their work at their school (S2071)	100%	92%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	91%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	100%
student behaviour is well managed at their school (S2074)	100%	97%	100%
staff are well supported at their school (S2075)	100%	97%	100%
their school takes staff opinions seriously (S2076)	97%	89%	97%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	92%	100%
their school gives them opportunities to do interesting things (S2079)	97%	97%	97%

\* 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

We value and encourage partnerships between parents, the community and school. The school provides regular communication via newsletters, FaceBook, website, school parades, parent information sessions and parent-teacher interviews (offered twice a year). The school invites parents to many whole school events such as sport days, the school disco, Under 8s Day, Culmination day of the Spring Harvest of the Eco Garden, volunteering in the tuckshop and special class performances and excursions.

A walk around the school on any day will see many parents helping in classrooms and being involved in a variety of school activities.

Our school Parents and Citizens Association (P&C) meets regularly each month. Parents are welcome to attend these meetings where general school operations are discussed and supported to ensure students maximise their learning opportunities.

### Respectful relationships programs

Jones Hill School runs an annual personal safety / space and body parts session with students from prep to year 2. This program teaches students to identify their 5 safe people they can trust to inform when they are uncomfortable. Our school has embedded our values of Safety, Learning, Respect and Relationships. These values are the corner stones of our teaching with students learning about each of these areas through weekly lessons (SWPBS). These are outlined in our Behaviour Matrix displayed in every learning space and available in our school handbook.



In addition to this every class take part in a 40 minute lesson weekly on the You Can Do It program with a dedicated teacher.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	11	15	20
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

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

Electricity usage has increased considerably with the addition of new buildings over that past few years. In September 2013 the schools usage of electricity changed from a small business to a large business which increased prices to almost double. The school anticipated further increases from 1 August 2014 and then again 1 July 2015.

Jones Hill State School is dedicated in reducing the use of unnecessary electricity throughout the school. The P&C are currently considering alternate power options such as Solar. The staff and students took on personal responsibility to switch off air conditioners, fans, computers and lights when not in use. While 2016 saw a slight decrease in kWh usage and dramatic decrease in kL use, it is expected that both of these measures will increase during 2017. This is due to the completion of the air-conditioning project, which has resulted in all learning spaces being air-conditioned and heated.

The P&C have identified the oval improvement as a 2018 priority. During this time it is anticipated water consumption will increase.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	111,276	1,926
2015-2016	110,267	1,097
2016-2017	102,429	7,514

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

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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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	28	17	0
Full-time Equivalents	25	11	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.**	1
Bachelor degree	27
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 2017 were \$47,714.49

The major professional development initiatives are as follows:

First Aid

Maths Alliance PDs

LEM Phonics

Moderation

STEM

NAPLAN

Finance

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%	96%	96%

### 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 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	92%

\*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%.

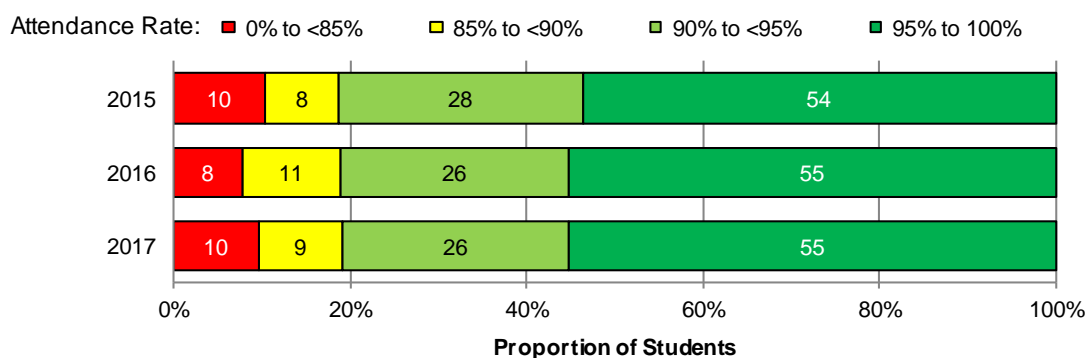
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	94%	94%	95%	94%	93%	93%						
2016	93%	93%	95%	95%	95%	94%	97%						
2017	94%	93%	94%	93%	95%	95%	93%						

\*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.

Student attendance is monitored daily. An SMS system has been installed to alert parents when their child is absent. When a student is absent for two consecutive days unexplained the class teacher may contact the family. If no explanation is provided by the third unexplained day Administration follow up.

The positive attendance reward days have addressed a high proportion of days being explained,

Students who will be absent for ten days or greater must complete and application for exemption from compulsory schooling approved by the principal.

Non-attendance letters are sent to students who exceed the acceptable number of days absence in accordance with Compulsory Schooling.

## 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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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.