



Jamboree Heights State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
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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 830 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.

### School progress towards its goals in 2018

Key aspects we have achieved strong progress with include:

- Reading
- ICT's for Learning

Key aspects that we are currently developing include:

- Writing
- The development of a Thinking Culture
- Catering for Diverse Learners and Inclusive Education

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Early Childhood - Year 6
<b>Student enrolments</b>	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	821	819	819
Girls	385	386	384
Boys	436	433	435
Indigenous	8	9	10
Enrolment continuity (Feb. – Nov.)	98%	97%	98%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Jamboree Heights State School has a very diverse clientele representing many cultural and religious groups and nationalities. Our school also supports a substantial number of students with disabilities from birth to Year 6. EAL/D students are also supported in the classroom.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	23	24	23	The <a href="#">class size</a> targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	26	27	26	

## Curriculum delivery

### Our approach to curriculum delivery

At Jamboree Heights State School, we:

- Deliver the National Curriculum (P-6)
- Use the Explicit Teaching Model
- Moderate across year levels and across the cluster of local schools
- Implement a variety of formative and summative assessment each year
- Report to parents formally twice a year
- Support all students through specific programs along with a major investment in additional human resources

### Co-curricular activities

- Maths Olympiad
- ICAS Competitions
- Maths Team Challenge
- Coding Club
- Interschool sport and various after school sports programs
- Various incursions and excursions
- 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.

Currently we have 23 1-1 iPad classes from Year 2 – 6, along with a number of iPad pods for all classrooms to access on a daily basis. Each teacher has their own laptop as part of the *Computers for Teachers* initiative and their own iPad. Each classroom has either an Interactive Whiteboard or large LED Interactive Screen to support teaching practices.

As Education Queensland's *OneSchool* system and C2C resources are developed, ICTs are being used for planning, teaching, reporting and assessing in an e-learning environment.

All school reporting to parents is generated electronically, using systemic templates. The school maintains a comprehensive student profile database that allows staff to track learning development, this profile contains systemic and diagnostic data focused on literacy and numeracy.

Jamboree Heights utilizes online resources such as *Mathletics*, *Maths Seeds* and *Reading Eggs* as consolidation learning tools across the whole school.

## Social climate

### Overview

Our school creed is: “Be Safe, Be Respectful, Be Organised, and Be Responsible”.

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 an extra “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.

Jamboree Heights State School and the P&C Association subsidises existing Federal Government funding to retain a School Chaplaincy program for three days a week. The role of the Chaplain is to support student well-being of a social and emotional nature. This support can also be available for any wider school community need.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	95%	97%
• this is a good school (S2035)	100%	93%	97%
• their child likes being at this school* (S2001)	97%	98%	98%
• their child feels safe at this school* (S2002)	100%	97%	99%
• their child's learning needs are being met at this school* (S2003)	95%	94%	95%
• their child is making good progress at this school* (S2004)	95%	95%	95%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	90%	99%
• teachers at this school motivate their child to learn* (S2007)	98%	93%	97%
• teachers at this school treat students fairly* (S2008)	97%	92%	95%
• they can talk to their child's teachers about their concerns* (S2009)	98%	92%	96%
• this school works with them to support their child's learning* (S2010)	97%	89%	94%
• this school takes parents' opinions seriously* (S2011)	95%	85%	93%
• student behaviour is well managed at this school* (S2012)	95%	87%	95%
• this school looks for ways to improve* (S2013)	98%	93%	97%
• this school is well maintained* (S2014)	88%	89%	94%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	99%	100%
• they like being at their school* (S2036)	99%	96%	99%
• they feel safe at their school* (S2037)	98%	98%	98%
• their teachers motivate them to learn* (S2038)	97%	97%	99%
• their teachers expect them to do their best* (S2039)	99%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	99%
• teachers treat students fairly at their school* (S2041)	96%	93%	94%
• they can talk to their teachers about their concerns* (S2042)	94%	92%	92%
• their school takes students' opinions seriously* (S2043)	92%	92%	94%
• student behaviour is well managed at their school* (S2044)	92%	90%	91%
• their school looks for ways to improve* (S2045)	99%	98%	96%
• their school is well maintained* (S2046)	98%	96%	98%
• their school gives them opportunities to do interesting things* (S2047)	99%	96%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	88%	94%	95%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
• they receive useful feedback about their work at their school (S2071)	88%	83%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	92%	88%
• 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)	98%	100%	95%
• staff are well supported at their school (S2075)	86%	86%	95%
• their school takes staff opinions seriously (S2076)	88%	89%	95%
• their school looks for ways to improve (S2077)	95%	100%	95%
• their school is well maintained (S2078)	84%	92%	82%
• their school gives them opportunities to do interesting things (S2079)	95%	89%	95%

\* 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

At Jamboree Heights State School, we are fortunate to have a very supportive school community and we continually seek opportunities for parent engagement and input.

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.

## Respectful relationships education programs

The school has developed and implemented a program that focuses 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	15	10	16
Long suspensions – 11 to 20 days	0	0	2
Exclusions	0	0	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Jamboree Heights State 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. Our Sustainability Committee actively promotes Reduce, Reuse and Recycle in partnership with our local contractors. Nude Food days are a regular feature of our school. We also monitor energy consumption in partnership with an Education Queensland initiative.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	331,729	353,615	323,477
Water (kL)	1,917	1,078	

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	62	35	<5
Full-time equivalents	52	20	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	3
Graduate Diploma etc.*	16
Bachelor degree	29
Diploma	12
Certificate	3

\*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 2018 were \$92 580.

The major professional development initiatives were as follows:

- Age Appropriate Pedagogies
- The Teaching of Reading
- The Teaching of Writing
- Using iPads in the Classroom
- Using Interactive Whiteboards to Engage Learners
- Anita Archer – Engaging the Learner
- GEM Training
- Developing a Thinking Culture
- Team Building

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	95%
Attendance rate for Indigenous** students at this school	93%	91%	88%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

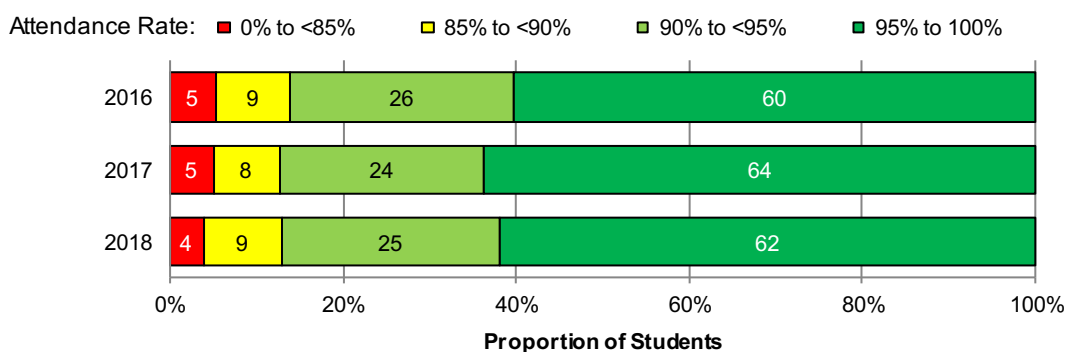
Year level	2016	2017	2018
Prep	94%	96%	94%
Year 1	94%	95%	95%
Year 2	95%	95%	95%
Year 3	95%	96%	95%
Year 4	95%	96%	95%
Year 5	94%	95%	95%
Year 6	95%	93%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

Electronic rolls are marked daily in OneSchool by class teachers. Letter and emails explaining student absences are retained and processed via the school front office.

Same-day unexplained absence notification is a mandatory requirement for all state schools in Queensland from the start of the 2017. At Jamboree Heights State School we use an SMS (text) service to start the communication process with families around managing any unexplained absences from school. Contact is made with parents/guardians by SMS for any unexplained absences, typically before 10.00am each day.

Each term the school sends a bulk mail-out requiring families to respond to any instances of unexplained absenteeism. The school uses an AO2 role in conjunction with the Deputy Principal and Principal to support the *Compulsory Schooling* process.

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.

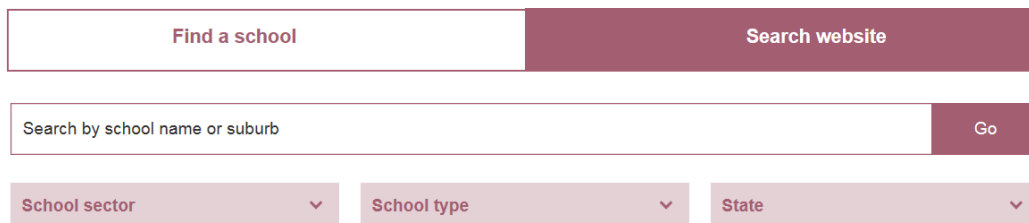
Late arrivals to school are managed directly by class teachers, whereby the class teachers will record a late arrival. The school manages an early departure process through the front office.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.