



Junction Park 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

Junction Park State School's motto - *Fortitude and Fidelity - Be strong and have faith in yourself* reflects the commitment of staff and the school community in encouraging all children to reach their full potential while promoting social responsibility. A clear vision is established for our school with staff, students and community members supporting the mantra - *Junction Park the school with heart!* The positive culture of our school reflects a deep, school-wide commitment to purposeful learning that is evident in our classrooms and school environment.

Our school educates students from Prep to Year 6 and is maintaining enrolment numbers of 450 students. Our school is continuing to be culturally and linguistically diverse and our staff cooperatively plan, develop and implement programs to meet the needs of the wide range of our students. Our teaching and learning program caters for the individual, their needs, learning styles and interests. Our school is proud of our focus on the 'whole child' and the range of programs, activities and experiences offered supports this belief. As educators and lifelong learners ourselves, we aspire to a learning culture and constantly strive to improve and grow.

A strength of Junction Park is our strong community. Our staff, students and families work together as a team, making connections and building relationships to foster a positive productive learning environment. Our school has developed many partnerships with external organisations including Brisbane City Council through the Active School Travel program where we have been awarded School of Excellence for the last three years. We have also recently been awarded the Premier's Sustainability in Education award.

Our Core Values that underpin all our actions are:

*We support and care for each other;*  
*Our strength is our community;*  
*We find and support the 'spark';*  
*Learning is stimulating, innovative and exciting; and*  
*We have the courage to change*

# Principal's Foreword

## Introduction

This 2016 School Annual report provides a clear and concise summary of the achievements and activities of 2016 and aspirations for 2017.

### School Progress towards its goals in 2016

In 2016, Junction Park State School engaged in a whole school review as part of the Quadrennial School Review process. This review provided an evaluation of our school's performance against the nine domains of the National School Improvement Tool. The review outlined commendations and recommended improvement strategies for our school.

In addition to this comprehensive review, we gathered feedback from our students, parents and the community to review our shared vision and core values, our Responsible Behaviour plan as well as other aspects of our school.

Our 2017-2020 Strategic Plan was developed as a result and outlines our vision, core values and key priorities. This frames the innovative work we do for all learners and will continue to inspire our school community with a shared purpose and clear direction.

### 2016 Junction Park State School Improvement Agenda

**READING** - improve student achievement in reading with a focus on comprehension; consolidate whole school programs and routines and improve teacher pedagogy

**WRITING** – improve student achievement in writing, consolidate whole school programs and improve teacher pedagogy

**MATHEMATICS** – improvement student achievement in numeracy and mathematics, consolidate whole school programs and improve teacher pedagogy

**DIGITAL TECHNOLOGY** – build teacher capacity, consolidate whole school plan and foster student use of technologies

### 2016 SCHOOL TARGETS

- 100% of Years 3 and 5 eligible students at or above National Minimum Standards in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy
- U2B Years 3 and 5 - 60% in Reading; 55% in Writing and Spelling and Numeracy
- 90% of students achieving C or above in Academic Reporting for English, Mathematics and Science
- 95% attendance

### Future Outlook

#### 2017- 2020 Key Priorities

1. Expert Teaching Team
2. Curriculum Knowledge and Delivery
3. Successful Learners
4. A culture that promotes learning, connection and well being
5. School Environment
6. Embedding our Core Values

## 2017 Improvement Priorities

**Writing** –focus on explicit teaching and learning, expert teaching team and consistent editing guide

**Spelling** – focus on explicit teaching and learning, whole school spelling strategy and monitoring and assessment

**Numeracy** –focus on explicit teaching, improvement in place value and the development of a consistent program

**School Curriculum Plan** –review curriculum program with a focus on data collection and analysis and embed thinking skills and philosophy.

## 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
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	458	236	222	14	95%
<b>2015*</b>	422	224	198	15	93%
<b>2016</b>	443	232	211	11	95%

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://data.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

The Junction Park student cohort is characterised by its cultural and linguistic diversity. One third of the school population comes from a language background other than English and from over 35 cultural backgrounds. Families reside mainly within our catchment in the suburbs of Annerley, Fairfield, Moorooka and Yeronga. Our school supports a range of learners to achieve their educational outcomes.

### 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	23	21	23
Year 4 – Year 6	21	26	23

\*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

Our school is committed to the development of the whole child. Our focus is on the engagement of students in quality learning activities. Each year level implements units of work for each term. Units are developed from the Australian Curriculum, Curriculum into the Classroom and our Curriculum Overview. This ensures continuity and alignment. There is a strong focus on the priority learning areas of Mathematics, English and Science. Our school has Specialist teachers in the area of HPE, LOTE, Art, Technology and Library.

Curriculum Offerings include:

- Academic extension through a range of programs and activities including digital technologies; clubs and local, state and national competitions.
- Japanese is taught to students in Years 4, 5 and 6
- Science Fair
- Art is taught by a Specialist Art teacher to students in Prep to Year 5
- English as an Additional Language or Dialect teacher and teacher aides
- Learning Support – intervention programs for special needs students
- Guidance Officer – Learning and Counselling support
- Special Education Program
- Chaplain
- Literacy and Numeracy Coach
- Camping program for students in Years 4-7
- Stephanie Alexander Kitchen Garden Program

### Co-curricular Activities

Our school prides itself on the extensive range of extra curricula activities offered to students and the excellent facilities to support these additional experiences

- Choirs
- Instrumental Music
- J Clubs - lunchtime student clubs
- Student Leadership Roles – Students are given the opportunity to enhance leadership skills by organising a range of school and network activities.
- Community events – ANZAC Day, Remembrance Day, Launches
- Circus, Drama, Chess, Tennis and Keyboard Lessons
- Harmony Day
- NAIDOC Week
- 'Junction Park's Got Talent'
- Music at the Junction
- Sporting events including Gala days and interschool and intraschool competitions.

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

At Junction Park we recognise the importance of digital technologies within our curriculum. All teaching and learning at our school is enhanced through the integration of learning technology. In 2016 teachers used a range of digital technologies to support the implementation of the Australian Curriculum including Interactive Whiteboards, I pads, Virtual Classrooms, Learning Objects, Apps, Websites, Blogs, photo books and web conferencing. The Australian Curriculum has encouraged a stronger focus on the authentic embedding of digital technologies into teaching programs.

Each classroom is equipped with at least 4 computers and there are 2 computer labs with 16 computers in the Technology Laboratory and 15 in the Library for whole class computer activities. The Teacher-Librarian in partnership with the classroom teacher aims to encourage use of computers in learning by organising, initiating and supervising activities integrated into the current unit of work in addition to rotational activities. Teachers also use digital cameras in their learning programs. All teachers have laptops to enhance their capacity to provide high quality teaching and learning experiences. All teachers use Oneschool to manage and support flexible, sustainable and consistent teaching, learning and administrative processes.

## Social Climate

### Overview

Junction Park State School provides a safe and caring environment for high quality learning to occur. The school's motto – 'Fortitude and Fidelity – Be strong and have faith in yourself' reflects the commitment of staff and the school community in encouraging every child to reach their full potential while promoting social responsibility. Our Responsible Behaviour Plan has been collaboratively developed with the school community and is used consistently by all staff members.

We aim to provide a supportive environment for all students through the caring behaviour of all staff and the introduction of a positive behaviour program and other activities. All classes have a buddy system that provides opportunities for all students to develop friendships. Our Leadership program involves our senior students supporting our student body and demonstrating leadership through the Student Council and the organisation of many school events.

Our Chaplain works 2 days per week and provides support and pastoral care to students and staff, helping with personal and emotional needs. Our Chaplain offers practical support for students and staff by referral or connecting in classrooms and the playground. She is a friend to students who may be experiencing challenges or who just need to chat to someone.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	94%	98%	100%
this is a good school (S2035)	97%	100%	100%
their child likes being at this school* (S2001)	97%	98%	97%
their child feels safe at this school* (S2002)	98%	100%	99%
their child's learning needs are being met at this school* (S2003)	92%	100%	97%
their child is making good progress at this school* (S2004)	97%	100%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	97%	97%
teachers at this school motivate their child to learn* (S2007)	92%	100%	96%
teachers at this school treat students fairly* (S2008)	90%	100%	95%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	90%	93%	96%
this school works with them to support their child's learning* (S2010)	92%	98%	96%
this school takes parents' opinions seriously* (S2011)	90%	95%	96%
student behaviour is well managed at this school* (S2012)	92%	98%	97%
this school looks for ways to improve* (S2013)	93%	98%	99%
this school is well maintained* (S2014)	95%	100%	96%

### 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)	96%	98%	98%
they like being at their school* (S2036)	97%	98%	99%
they feel safe at their school* (S2037)	96%	97%	97%
their teachers motivate them to learn* (S2038)	94%	96%	100%
their teachers expect them to do their best* (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	95%	92%	92%
teachers treat students fairly at their school* (S2041)	92%	90%	94%
they can talk to their teachers about their concerns* (S2042)	88%	86%	88%
their school takes students' opinions seriously* (S2043)	92%	88%	90%
student behaviour is well managed at their school* (S2044)	92%	85%	91%
their school looks for ways to improve* (S2045)	98%	100%	96%
their school is well maintained* (S2046)	98%	94%	97%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	94%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	93%	100%	100%
they receive useful feedback about their work at their school (S2071)	93%	88%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	97%	94%	100%
staff are well supported at their school (S2075)	93%	88%	96%
their school takes staff opinions seriously (S2076)	90%	84%	95%
their school looks for ways to improve (S2077)	96%	97%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
their school is well maintained (S2078)	83%	94%	93%
their school gives them opportunities to do interesting things (S2079)	97%	93%	100%

\* 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 Junction Park State School the development of the partnerships between the school, students, parents and the wider community is very important. Parents are encouraged to form active partnerships with the school to achieve optimum learning outcomes for all students. Parents are encouraged to participate in all school activities through our very active Parents and Citizens' Association, Tuckshop, Music Support Group, Fund Raising Committee, Class Volunteers, Arts and Sports programs and a range of special events. These events include Under 8's day, NAIDOC Week, Classroom Unit activities, Concerts, Sports Days.

Parents are invited to attend two oral reporting interviews with class teachers and receive two written reports each year as well as attending parent information sessions related to curricula activities.

Most classes have Class Parent Representatives who welcome new parents, organise social events, provide a contact for questions, and liaise between school and home.

Many of our parents help in classrooms on a regular basis, including participation in the music and swimming programs.

## Respectful relationships programs

Our school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our 5Cs plan promotes cooperation, care, common sense, courtesy and consideration and our Responsible Behaviour Plan for Students describes the framework for 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	0	2	4
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

Junction Park State School won the 2016 Premier's Sustainability award for the wide range of programs focusing on sustainability and reducing waste. Our Sustainable Environmental Management team is headed by our Deputy Principal who works closely with our staff, the school community and the wider community to develop and implement the School Environmental Management Plan (SEMP). Junction Park State School has traditionally been an environmentally conscious school, receiving awards including Brisbane City Council's Active Travel School of the Year in 2014 and School of Excellence in 2015 and 2016. Solar panels and water tanks are just a



few of the sustainable measures already in place that were recognised during the development of the SEMP. New initiatives being implemented at the school include a school-wide recycling and waste management scheme, Unwrapped Tuesdays, recycling of soft plastics in partnerships with Woolworths and the planting of an organic garden with a composting scheme to reduce organic waste and increase the school's biodiversity. The number of gardens and the number of students and parents working in the gardens has increased. Produce from the gardens is used in the tuckshop. Our Stephanie Alexander Kitchen Garden Program continues to focus on the growing, cooking and eating cycle.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	49,054	0
2014-2015	38,190	
2015-2016	209,401	1,961

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	34	18	0
Full-time Equivalents	28	11	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	3
Bachelor degree	24
Diploma	0
Certificate	0

\*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 \$21 715.

The major professional development initiatives are as follows:

- Literacy and numeracy
- Explicit pedagogies
- Data Analysis
- Moderation
- Feedback and Coaching
- Digital Technologies

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%	96%

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

From the end of the previous school year, 96% 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).	93%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	90%	91%

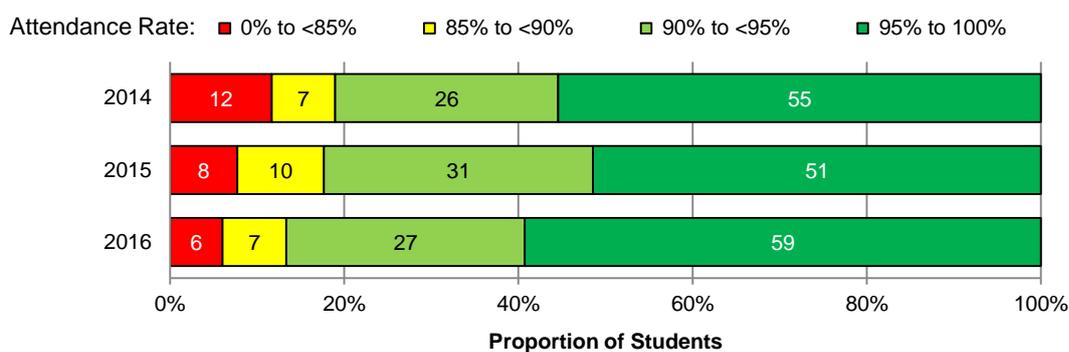
\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2014	93%	94%	94%	96%	92%	92%	94%
2015	93%	94%	95%	93%	93%	94%	94%
2016	95%	94%	95%	96%	95%	95%	92%

#### 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.

Our school believes that **Every Day Counts**. We promote four key messages:

all children should be enrolled at school and attend on every school day;

our school monitors, communicates and implements strategies to improve regular school attendance;

truancy can place a student in unsafe situations and impact on their future employability and life choices; and

attendance at school is the responsibility of everyone in the community

Teachers record student attendance through Oneschool Electronic Roll Marking twice daily by 9.10am and 2pm. Parents are required to advise the school, by either a short note or phone call as to the nature of the student's absence. Where a child's attendance is irregular and no explanation is received, parents will be contacted by the school and standard letters are issued to parents when long term and regular absences of a student occur. Instances of truancy are investigated, and parents will be advised. Official attendance is recorded in Oneschool and unexplained absences are reported on.

Proactive messages are placed on the noticeboard at the front of the school and in the school newsletter to deliver messages about the importance of students being at school on time and every day.

## 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 name

Suburb, town or postcode

Sector:

Government

Non-government

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