



Junction Park State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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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 480 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 has a proud 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 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

Introduction

This 2017 School Annual Report provides a clear and concise summary of the achievements and activities of 2017 and aspirations for 2018.

School Progress towards its goals in 2017

In 2017 Junction Park SS School Improvement Agenda was informed by the 2016 School Review and the subsequent development of the 2017-2020 Four Year Strategic Plan.

2017 Annual Improvement Plan

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.

2017 School Targets

- 97% and above of students in Year 3 above or at National Minimum Standards
- 94% and above of students in Year 5 above or at National Minimum Standards

- U2B:
 - 79% Year 3 in Reading and Grammar & Punctuation
 - 57% Year 3 in Numeracy and 43% Year 3 5 in Numeracy
 - 58% Year 5 in Reading
- 94.4% Attendance

Future Outlook

2018 Key Priority areas:

- Writing
- Spelling
- Mathematics
- Digital Technologies and ICT's
- Review of the School Responsible Behaviour Plan

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	422	224	198	15	93%
2016	443	232	211	11	95%
2017	470	239	231	14	96%

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 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	2015	2016	2017
Prep – Year 3	21	23	24
Year 4 – Year 6	26	23	27
Year 7 – Year 10			
Year 11 – Year 12			

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, Music, 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 and extended to Prep to Year 3
- 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 4-6
- 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 2017 teachers used a range of digital technologies to support the implementation of the Australian Curriculum including Interactive Whiteboards, Ipads, 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 One School 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 2.5 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			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	98%	100%	97%
this is a good school (S2035)	100%	100%	98%
their child likes being at this school* (S2001)	98%	97%	97%
their child feels safe at this school* (S2002)	100%	99%	97%
their child's learning needs are being met at this school* (S2003)	100%	97%	95%
their child is making good progress at this school* (S2004)	100%	97%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	97%	97%
teachers at this school motivate their child to learn* (S2007)	100%	96%	98%
teachers at this school treat students fairly* (S2008)	100%	95%	97%
they can talk to their child's teachers about their concerns* (S2009)	93%	96%	97%
this school works with them to support their child's learning* (S2010)	98%	96%	95%
this school takes parents' opinions seriously* (S2011)	95%	96%	95%
student behaviour is well managed at this school* (S2012)	98%	97%	95%
this school looks for ways to improve* (S2013)	98%	99%	95%
this school is well maintained* (S2014)	100%	96%	90%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	98%	97%
they like being at their school* (S2036)	98%	99%	97%
they feel safe at their school* (S2037)	97%	97%	98%
their teachers motivate them to learn* (S2038)	96%	100%	97%
their teachers expect them to do their best* (S2039)	98%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	92%	92%	96%
teachers treat students fairly at their school* (S2041)	90%	94%	91%
they can talk to their teachers about their concerns* (S2042)	86%	88%	96%
their school takes students' opinions seriously* (S2043)	88%	90%	92%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
student behaviour is well managed at their school* (S2044)	85%	91%	95%
their school looks for ways to improve* (S2045)	100%	96%	97%
their school is well maintained* (S2046)	94%	97%	94%
their school gives them opportunities to do interesting things* (S2047)	97%	94%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	88%	93%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	93%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	94%	100%	93%
staff are well supported at their school (S2075)	88%	96%	93%
their school takes staff opinions seriously (S2076)	84%	95%	96%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	94%	93%	93%
their school gives them opportunities to do interesting things (S2079)	93%	100%	96%

* 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, Fundraising 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. 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.

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	2	4	3
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

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
2014-2015	38,190	
2015-2016	209,401	1,961
2016-2017	28,679	

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	35	17	0
Full-time Equivalents	29	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	10
Graduate Diploma etc.**	6
Bachelor degree	23
Diploma	3
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 \$16820.

The major professional development initiatives are as follows:

- Reading Comprehension
- Writing workshops (Sheena Cameron and Louise Dempsey)
- Word Inquiry and Spelling through morphographs (Jenni Langin)
- CPR First Aid training
- Regional Curriculum, Assessment and Reporting Workshops
- Fixing misconceptions in mathematics (Leah O'Neil)

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, 97% 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%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	93%

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

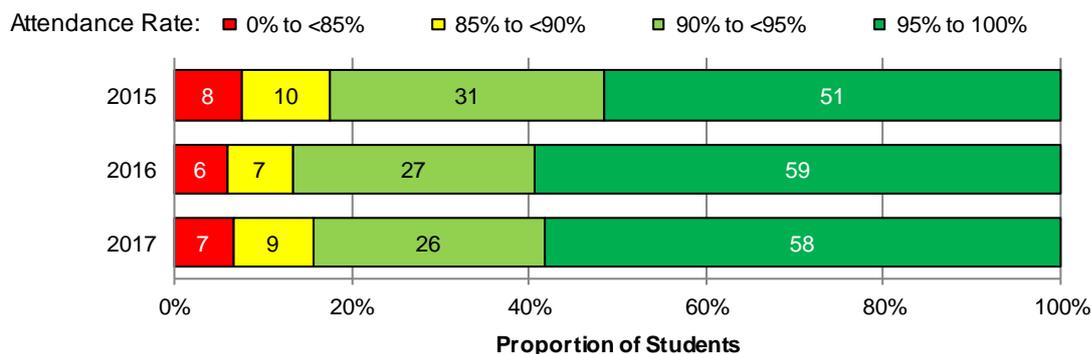
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	94%	95%	93%	93%	94%	94%						
2016	95%	94%	95%	96%	95%	95%	92%						
2017	95%	95%	94%	95%	95%	95%	94%						

*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.

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;
- truanting 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. The schools uses an electronic Same Day Absence system to track daily absences. 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. 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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