Principal’s foreword

Introduction

This Annual report provides information on Junction Park State School. Our school has been providing high quality public education to families since 1888 and strives to provide the best possible educational outcomes for every student in the school.

Our Core Values are:

- Supporting each other and caring for each other;
- Our strength is our community
- We find and support the ‘spark’
- Learning is stimulating, innovative and exciting
- Courage to change

School progress towards its goals in 2011

Our school continued to develop our vision through embedding our core values in all our activities. Our staff was engaged in an Action Research project to translate our vision into reality.

A continuing focus on literacy and numeracy through the development of school plans ensured quality teaching and learning programs and a maximisation of student achievement as highlighted in state and national testing programs.

Staff have been focusing on differentiating the curriculum to cater for all learning needs and sharing best practice through classroom visits and year level meetings.

A feedback culture is being developed throughout the school – children, parents and staff - to ensure a focus is on improving learning.
Our school at a glance

Future outlook

The key improvement areas for 2012 continue to be the development of our Thinking School. In addition, our goals are to:

• Progress the implementation of our Shared Vision, Core Values;
• Develop systems to analyse data relating to individual achievement and progress;
• Address the needs of all students through the development of extension programs;
• Develop and document differentiated approaches to the curriculum for all learners.

School Profile
Our school at a glance

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>382</td>
<td>189</td>
<td>193</td>
<td>93%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
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. Although predominantly Anglo-Saxon, students come from approximately 35 cultural backgrounds. Families reside mainly in the suburbs of Annerley, Fairfield, Moorooka and Yeronga, however a significant number represent other suburbs where parents travel to work at nearby hospitals.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>21.7</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.3</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.3</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>2</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings.
Junction Park's curriculum is based around the eight key learning areas syllabuses as designated by the Qld Studies Authority. These are: English, Mathematics, Science, Studies of Society and the Environment, Languages Other Than English; Health and Physical Education; The Arts and Technology. The engagement of students in quality learning is vital to the success of the school. Each year level produces units of work for each term. Units are developed from our Curriculum Program and through collaborative planning days. This ensures continuity and alignment. Mathematics and English are taught
Our school at a glance

as separate subjects and the other key learning areas are integrated into the units where appropriate. 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 local, state and national competitions.
- Smart Moves Physical Education Program and Interschool Sport
- Japanese is taught to students in Years 6 and 7
- Student Leadership program
- Annual Science Fair
- Art is taught by a Specialist Art teacher to students in Prep to Year 5
- Member of Freeway Schools Coalition
- Learning Support – intervention programs for special needs students'
- Guidance Officer – Learning and Counselling support
- English as a Second Language Program
- Years 6 and 7 camp and Years 4 and 5 Sleep out

Extra curricula 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

- Choir
- 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
- Swimming Club
- Discos
- Chess and Keyboard Lessons
- Harmony Day
- NAIDOC Week
- ‘Junction Park’s Got Talent’
- Music at the Junction

How Information and Communication Technologies are used to assist learning

All teaching and learning at our school is enhanced through the integration of learning technology. 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. Teachers also use interactive whiteboards and digital cameras in their learning programs. All teachers have laptops to enhance their capacity to provide high quality teaching and learning experiences. Students participate in online
Our school at a glance

Social climate

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 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. He is a friend to students who may be experiencing challenges or who just need to chat to someone. He also participates in a wide variety of school events including our Assemblies, our recent Fete, Harmony Day and interschool sport programs.

Parent, student and teacher satisfaction with the school

Parents at Junction Park State School believe our school is a good school and that their children are getting a good education. We are proud that 97% of parents are satisfied with our school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>97%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>88%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

Parents at Junction Park State School work collaboratively with staff to form positive, pro-active alliances. 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, Education 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. Each class has a parent representative who welcomes new parents, organises social events, provides a contact for questions, and liaises between the school and home.
Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Junction Park State School Sustainable Environmental Management team is headed by our Deputy Principal who work 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, with initiatives such as Active School Travel including Walking Wheeling Wednesday, solar panels and water tanks being 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, and the planning of an organic garden with a composting scheme to reduce organic waste and increase the school's biodiversity.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>129,964</td>
<td>1,268</td>
</tr>
<tr>
<td>2010</td>
<td>126,627</td>
<td>1,782</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>3%</td>
<td>-29%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>28</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>22</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>25</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $50,337.

The major professional development initiatives are as follows:

- Development of the Thinking School
- Promote cooperative planning across year levels.
- Develop methods of moderating across year levels and across the Freeway Schools Coalition
- Targeted PD to support gifted and talented students.
- Environmental Education
- Continue to develop staff understandings in relation to Behaviour Support

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector: Government

Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>”. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.
School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>92%</td>
<td>92%</td>
<td>94%</td>
<td>94%</td>
<td>96%</td>
<td>95%</td>
<td>95%</td>
<td></td>
</tr>
</tbody>
</table>

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.

Teachers record student attendance on a class roll which is marked twice daily. 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.

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
• attendance at school is the responsibility of everyone in the community

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/](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.

![Find a school](image)

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select `<GO>`.

Read and follow the instructions on the next screen; you will be asked to accept the *Terms of Use* and Privacy Policy before being able to access NAPLAN data.

**Achievement – Closing the Gap**

Our school ensures that appropriate support is provided to our Indigenous students to help them achieve their full potential. There were twelve identified indigenous students at our school in 2011. A teacher aide is employed to work with our Indigenous students throughout the year and their results are monitored very closely by their class teachers and school administration. Our focus is on improving learning outcomes and attendance rates. Improving Indigenous student outcomes is a key priority for our school. In our commitment to Closing the Gap, Junction Park State School has undertaken strategies plan to embed Aboriginal and Torres Strait Islander perspectives across the school curriculum and culture. All Indigenous Students’ progress and attendance is individually monitored. Our Indigenous student attendance rate is slightly less than our Non Indigenous rate. The average attendance rate for our Indigenous students as a percentage in 2011 was 90%.