



Junction Park State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	50 Waldheim Street Annerley 4103
Phone	(07) 3426 4333
Fax	(07) 3426 4300
Email	principal@junctionparkss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Christine Wood - Principal

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 500 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

School progress towards its goals in 2018

Our Improvement Agenda was informed by the review of the 2017 Annual Improvement Plan, data meetings, analysis of data eg. A-E reporting data, NAPLAN, diagnostic testing.

2018 Explicit Improvement Agenda

Writing –focus on explicit teaching and learning, development of an expert teaching team and implementing a consistent editing guide

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

Mathematics – focus on explicit teaching, professional learning and the development of a consistent curriculum program

2018 School Targets

- 98% and above of students in Year 3 above or at National Minimum Standards
- 96% and above of students in Year 5 above or at National Minimum Standards

NAPLAN Upper 2 Bands:

- 80% Year 3 in Reading and Grammar & Punctuation
- 60% Year 3 in Numeracy and 50% Year 3 5 in Numeracy
- 60% Year 5 in Reading

Future outlook

Our 2019 Explicit Improvement Agenda will focus on:

- Writing
- Spelling
- Making Thinking Visible

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018	Notes:
Total	443	470	476	1. Student counts are based on the Census (August) enrolment collection.
Girls	232	239	241	2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
Boys	211	231	235	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.
Indigenous	11	14	13	
Enrolment continuity (Feb. – Nov.)	95%	96%	95%	

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

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 60 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

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 class size 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	23	27	25	

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. 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 differentiated activities, digital technologies; clubs and local, state and national competitions.
- Japanese is taught to students from Prep to Year 6.
- Bi-annual 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
- 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 2018 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 is 1 computer lab with 20 computers for whole class computer activities. There are 27 laptops to be used across Year 5 and the same number

across Year 6. There are class sets of Ipads in Years 3 and 5. 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

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%	97%	92%
• this is a good school (S2035)	100%	98%	93%
• their child likes being at this school* (S2001)	97%	97%	97%
• their child feels safe at this school* (S2002)	99%	97%	93%
• their child's learning needs are being met at this school* (S2003)	97%	95%	88%
• their child is making good progress at this school* (S2004)	97%	95%	90%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	97%	85%
• teachers at this school motivate their child to learn* (S2007)	96%	98%	88%
• teachers at this school treat students fairly* (S2008)	95%	97%	87%
• they can talk to their child's teachers about their concerns* (S2009)	96%	97%	90%
• this school works with them to support their child's learning* (S2010)	96%	95%	90%
• this school takes parents' opinions seriously* (S2011)	96%	95%	89%
• student behaviour is well managed at this school* (S2012)	97%	95%	89%
• this school looks for ways to improve* (S2013)	99%	95%	93%
• this school is well maintained* (S2014)	96%	90%	82%

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
---	------	------	------

* 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)	98%	97%	98%
• they like being at their school* (S2036)	99%	97%	95%
• they feel safe at their school* (S2037)	97%	98%	97%
• their teachers motivate them to learn* (S2038)	100%	97%	92%
• their teachers expect them to do their best* (S2039)	99%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	96%	95%
• teachers treat students fairly at their school* (S2041)	94%	91%	84%
• they can talk to their teachers about their concerns* (S2042)	88%	96%	89%
• their school takes students' opinions seriously* (S2043)	90%	92%	87%
• student behaviour is well managed at their school* (S2044)	91%	95%	80%
• their school looks for ways to improve* (S2045)	96%	97%	91%
• their school is well maintained* (S2046)	97%	94%	86%
• their school gives them opportunities to do interesting things* (S2047)	94%	97%	91%

* 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)	100%	96%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
• they receive useful feedback about their work at their school (S2071)	93%	96%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	93%	92%
• staff are well supported at their school (S2075)	96%	93%	96%
• their school takes staff opinions seriously (S2076)	95%	96%	95%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	93%	93%	92%
• their school gives them opportunities to do interesting things (S2079)	100%	96%	96%

Percentage of school staff who agree [#] that:	2016	2017	2018
---	------	------	------

* 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 education 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

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	4	3	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
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

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, 2016 and 2017. We have a 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).

We reduce our environmental footprint by using solar panels, water tanks, 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	209,401	28,679	137,490
Water (kL)	1,961		2,381

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.

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

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

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	37	18	0
Full-time equivalents	31	12	0

*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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	5	
Graduate Diploma etc.*	5	
Bachelor degree	27	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$17 180.

The major professional development initiatives are as follows:

- Writing workshops (Sheena Cameron and Louise Dempsey)
- Word Inquiry and Spelling (Jenni Langin)
- CPR/First Aid training
- Regional Moderation Workshops
- ASD workshops

The proportion of the teaching staff involved in professional development activities during 2017 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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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%	94%	94%
Attendance rate for Indigenous** students at this school	91%	93%	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	95%	95%	94%
Year 1	94%	95%	95%
Year 2	95%	94%	95%
Year 3	96%	95%	94%
Year 4	95%	95%	94%
Year 5	95%	95%	94%
Year 6	92%	94%	94%

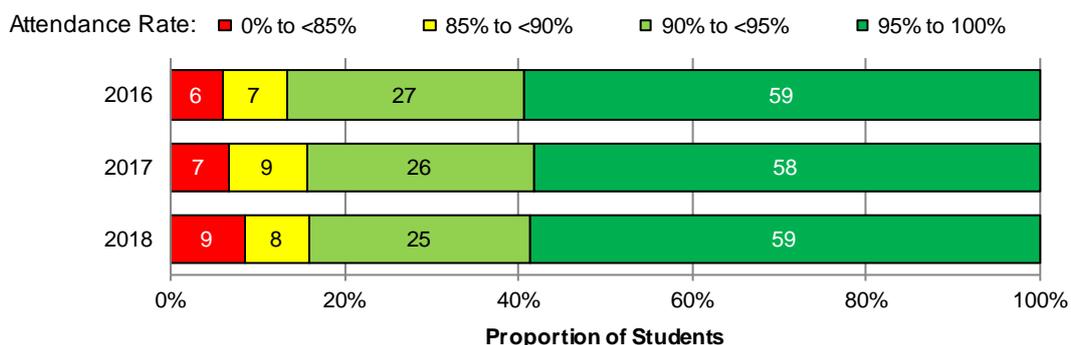
Year level	2016	2017	2018
Year 7			DW
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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 email, Q parents, short note or phone call as to the nature of the student's absence. The school 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 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.