



Julia Creek State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Katelyn Priddle - Principal

# From the Principal

## School overview

Julia Creek State School is a P to 6 Primary School located in the Mount Isa District, 250km East of Mount Isa.

At Julia Creek State School we are committed to working in partnership with parents and community to empower our students to live and succeed in a rapidly changing society and to support them to be active, independent and responsible citizens who respect themselves, others and the environment.

We are part of the small school cluster in the Mount Isa district and work in partnership with these schools. In this cluster we are committed to moderation and planning processes each term to ensure consistency of standards across our schools and district. This 'Channel Country' work allows for valuable networks to be formed among teachers and principals to overcome the isolation of working in remote settings.

## Introduction

Julia Creek State School provides a quality education from the Preparatory Year to Year 6. This education spans across 2 multi-age classrooms; P-2 and 3-6. Learning takes place in a small school environment which encourages students to reach their full potential. We believe that all children, regardless of their circumstance, should have the opportunity to benefit from a quality education and we work towards this on a daily basis here at Julia Creek State School.

Visitors to the school are often impressed with the quality of work produced by the students and the range of educational activities and opportunities available to them in our small school setting. Students have a range of extra-curricular opportunities available to them including Homework Club, After School Sport and Friday Library.

The school is approximately 300km from Mount Isa and over 600km inland from Townsville. Situated on Burke Street, next to the Mckinlay Shire Council office, it is either the first or last community centre you see as you leave or enter the town.

The school has a strong sense of community. We value our partnerships with the Mckinlay Shire Council and our active Parents & Citizens Committee. We continue to support the 'Open Learning Centre', located on school grounds, which gives students from Years 7-9 the opportunity to enrol with Mount Isa School of the Air and to complete on air lessons.

This report provides a small snapshot of our schools progress in the past 12 months. Please contact the school if you require any further information.

## School progress towards its goals in 2018

### Improvement Priority 1: Successful Learners – Reading

#### Targets:

- 25% of students in U2B in NAPLAN Reading in Yr 3 & 5 - Achieved
- 100% of students >NMS in NAPLAN Reading in Yr 3 & 5 - Achieved
- 80% of students in Yr P-6 achieving  $\geq$  C in English - Achieved
- 100% of students reading in every lesson every day – Achieved

Strategy – Systemic Curriculum Delivery	
Actions	Progress
Review and implement the Julia Creek SS whole school approach to the teaching of Reading.	Achieved
Moderate English Assessment each term at a school and cluster level	Achieved - Ongoing
Continue to embed 'Learning Walls' in English and collaboratively develop Vocabulary Word Walls in other Key Learning Areas.	Achieved - Ongoing
Source relevant and meaningful Professional Development for staff focusing on meaningful feedback practices and the teaching of Reading, align with staff DP plans.	Achieved - Ongoing

Collaboratively develop and embed an agreed whole school Instructional Coaching and feedback framework aligned with school priorities	Ongoing
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## Future outlook

Our sharp and narrow 2019 priority to develop a consistent, whole school approach towards the teaching of **Writing**, through individual student case management and support

Targets:

- 25% of students P-6 moving from C to B in English
- 85% of students in Yr P-6 achieving  $\geq$  C in English
- 100% of students Writing in every lesson every day
- 100% of students achieving NMS Yr 3 & Yr 5 NAPLAN Writing

## 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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	38	34	43
Girls	22	21	23
Boys	16	13	20
Indigenous	6	4	5
Enrolment continuity (Feb. – Nov.)	94%	97%	95%

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

In 2018, Julia Creek State School was a co-educational, Prep to Year 6 campus. The majority of our students live in Julia Creek, with a small number travelling in up to 30 minutes from surrounding properties. Many of our students' parents are employed by service industries in Julia Creek.

The town has a population of approximately 300 and provides a range of services which include: a local state school, a police station, a post office, hospital, medical practice, chemist depot, one hotel, two motels, the Combined Sports Association (CSA), a swimming pool, a town library, 24 hour gym, day care and Kindy and a caravan park.

Julia Creek State School provides educational services to primary children in the local community.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 2	20	18	22
Year 3 – Year 6	22	23	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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.

## Curriculum delivery

### Our approach to curriculum delivery

#### Julia Creek State School implements:

- The Australian Curriculum and utilises the Curriculum to Classroom (C2C) Multi Age units of work for English, Mathematics, Science and other key learning areas.
- The majority of curriculum delivery is provided by a classroom teacher who is allocated to a class group for the year and who ensures that individual and group needs are catered for.
- Learning support is co-ordinated by a classroom teacher who then utilises teacher-aides and the principal to implement programs that cater to individual students and focus groups.
- The school offers a LOTE program based on the Japanese language and culture. Lessons are provided by the School of Distance Education in Charters Towers via web conferencing.
- IMPACT programs (through BSDE) in writing and numeracy are provided to extend students into the Upper Two Bands, students complete these programs weekly.
- All students also have access to a unique computer skills program which prepares students for using computers proficiently and the internet safely.
- The delivery of Physical Education is provided by the principal with the assistance of the local community appointed sport and recreation officer, visiting sports developmental officers and the local swimming coach.
- To cater for students who attend Years 7-10, Julia Creek State School facilitates an open learning centre for students who are enrolled with Mount Isa School of the Air (MISOTA)

### Co-curricular activities

Julia Creek State School conducts many extra curricula activities ranging from cultural activities to sporting events. Annually the school and/or community conduct:

- Community ANZAC Day and Remembrance Day services
- Biggest Morning Tea (raising money for cancer)
- Under 8's Day (in collaboration with Julia Creek Early Learning Centre and Kindergarten)
- Community Arts Day
- Julia Creek SS Athletics Carnival
- Julia Creek Cross Country
- Easter Bonnet Parade
- McKissa Athletics Carnival (co-hosted with Mt Isa School of the Air)
- P-6 Swimming program
- Swimming Carnival
- Julia Creek Campdraft
- Dirt and Dust Triathlon Festival
- Mid-West sports carnivals (co-hosted with Cloncurry, Richmond and Hughenden State Schools)
- Homework and Library Club (Monday and Friday afternoons)
- After School Sport Program (Tuesdays-Thursdays)
- Visitors to the School (Queensland Rail, Townsville Fire, Qld Cowboys, QAS, QPS, QFS)
- School Camps – Canberra/Snow Camp

### How information and communication technologies are used to assist learning

Julia Creek State School is committed to embracing digital technologies and resources. The Learning Place's suite of digital resources, learning pathways and edStudios form an essential part of curriculum delivery and learning support.

Our ICT laboratory has been progressively improved over the years to upgrade computer hardware and software. The school utilises the skills of our TA004 teacher aide to deliver literacy and numeracy lessons to all students, planned in conjunction with class teachers.

Every student receives designated time per week of literacy and numeracy support utilising technology. The TAOO4 also plans and delivers IT lessons to all students for one hour per week and individual progress is monitored by the teacher with support of the teacher aide. These lessons focus on using ICTs, such as email, smart board, digital cameras, basic computer functions, idevices and other internet based programs. In addition to lessons delivered by the TAOO4, ICT's are integrated into daily learning experiences.

## Social climate

### Overview

Julia Creek State School is a hub of the Julia Creek community. Students, staff and parents show a great deal of pride and ownership over their school and its development. A whole-school supportive environment, monitored by all staff, supports children's social needs. Support staff includes access to a Chaplain, Guidance Officer, Speech Pathologist and learning support teacher aides. The support staff work in liaison with other agencies where necessary, such as Centacare, North & West Queensland Primary Health Care, Julia Creek Hospital and McKinlay Shire Council (Community Nurse, Sport and Recreation Officer).

It is the intent of Julia Creek State School to provide a safe and caring social environment for our students. Many initiatives are implemented across the school year to provide students with education and skills to become resilient, functional and well-informed citizens. Structured lessons are delivered fortnightly and form part of a social skilling program that focuses on anti-bullying education. The social skilling program aims to enable students to cope with feelings of fear, worry and depression by building resilience and self-esteem through the active and explicit teaching of cognitive and emotional skills. The school works closely with the Queensland Police Service to provide an Adopt-a-Cop to build positive relationships between police personnel and all members of the school community.

### 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%	80%	60%
• this is a good school (S2035)	86%	80%	67%
• their child likes being at this school* (S2001)	100%	100%	80%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	86%	100%	53%
• their child is making good progress at this school* (S2004)	86%	80%	67%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	80%	87%
• teachers at this school motivate their child to learn* (S2007)	86%	80%	80%
• teachers at this school treat students fairly* (S2008)	86%	80%	47%
• they can talk to their child's teachers about their concerns* (S2009)	86%	80%	80%
• this school works with them to support their child's learning* (S2010)	86%	80%	73%
• this school takes parents' opinions seriously* (S2011)	71%	80%	50%
• student behaviour is well managed at this school* (S2012)	71%	100%	60%
• this school looks for ways to improve* (S2013)	86%	100%	67%
• this school is well maintained* (S2014)	71%	80%	80%

\* 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)	92%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• they like being at their school* (S2036)	100%	100%	89%
• they feel safe at their school* (S2037)	100%	100%	89%
• their teachers motivate them to learn* (S2038)	100%	100%	94%
• their teachers expect them to do their best* (S2039)	100%	100%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	100%	100%
• teachers treat students fairly at their school* (S2041)	92%	86%	67%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	94%
• their school takes students' opinions seriously* (S2043)	85%	100%	100%
• student behaviour is well managed at their school* (S2044)	83%	100%	83%
• their school looks for ways to improve* (S2045)	100%	92%	100%
• their school is well maintained* (S2046)	100%	100%	94%
• their school gives them opportunities to do interesting things* (S2047)	92%	100%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	67%	100%	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%	100%	86%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	89%	100%	100%
• their school looks for ways to improve (S2077)	89%	100%	100%
• their school is well maintained (S2078)	89%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	89%	100%	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

Parents are offered a range of opportunities to become involved in their children's education. Some of these strategies include;

- Parent information sessions,
- Parent volunteers in classrooms,
- Regular volunteer involvement in Parents & Citizens Association's activities,
- Formal & informal parent/teacher interviews,
- Written semester report cards,

- School opinion surveys and special purpose committees (Campdraft, Dirt and Dust festival).
- Open door policy (parents are always welcome)
- Invitations to classroom activities
- Involvement in activities such as tuckshop volunteers, sporting events, parades and excursions.
- QSchools App

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	1	0	0
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

Julia Creek State School is committed to reducing the school's environmental footprint. The school has implemented an environmental management plan designed to decrease the amount of physical waste expended by the school, reduce the consumption of water and lessen the usage of electricity. Water timers were fitted to all tap fittings within the school and irrigation systems were installed as part of an initiative supported by the McKinlay Shire Council to help reduce the consumption of water for irrigation purposes. Lights, computers and air conditioners are powered down when not in use and during vacation periods

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		63,271	62,745
Water (kL)		53	

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	4	4	0
Full-time equivalents	4	3	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	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	3
Diploma	
Certificate	

\*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 \$ 6761.00

The major professional development initiatives are as follows:

- Jolly Phonics
- Jolly Grammar
- Local School Visits – Richmond SS & Cloncurry SS
- Sheena Cameron Reading
- Anita Archer – Explicit Instruction & Writing
- BEMIR, Asbestos & Facilities Training
- First Aid & Anaphylaxis
- AustSwim
- Illume Conference Teacher Aide Inclusion and Learning Support
- DET Roadshow and Learning Fair
- Beginning Teachers Conference & Support

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.	100%	96%	98%

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

From the end of the previous school year, 71% 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	88%	91%	91%
Attendance rate for Indigenous** students at this school	83%	94%	93%

\* 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	77%	94%	89%
Year 1	89%	83%	89%
Year 2	95%	93%	88%
Year 3	83%	94%	95%
Year 4	89%	87%	94%
Year 5	93%	90%	90%
Year 6	87%	93%	94%

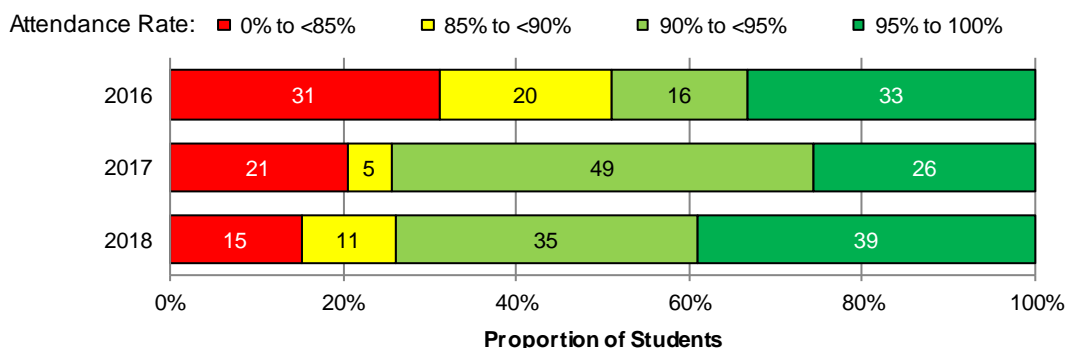
Year level	2016	2017	2018
Year 7	100%		100%
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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.

Non-attendance is managed in state schools in line with the DET 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.

## 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.

## Conclusion