



DEPARTMENT OF
EMPLOYMENT, EDUCATION AND TRAINING

Jabiru Area School

Annual Performance Report to the School Community

2007



School Overview

Our school

Jabiru Area School was built in the late 1970s and its buildings are reflective of the design trends of the era. Teaching areas are open planned in primary, pleasant but the administration area is in need of refurbishment. School grounds are well kept and partially shaded. There is an emphasis on local flora and the grounds are maintained by the Jabiru CDEP scheme. Jabiru Area School is the largest of three Area Schools in the Northern Territory and as an Area School, educational programs are provided for students from Pre School (4 yrs old) to Year 12 secondary. In 2005 Jabiru Area School introduced Year 11 in partnership with NTOEC and continued this to Year 12 in 2006 and 2007. The school has six teaching blocks, a Multi Purpose Area for sports and assemblies and specialty Art, Technical Studies, Home Economics and Science classrooms. The School is about 250km south east of Darwin and situated in the famous Kakadu National Park, which is World Heritage listed. It draws its students from within the town and National Park and celebrates its diverse range of peoples, cultures and environments.

Our Students

The school enrolment in collection 1 totalled 273 students this was the same in the last collection. It was at its highest (285) in late term 2. There is a large variance through the year due to the transient nature of the town (54% student turnover) and about 50% Indigenous students who have significant numbers who do not attend school regularly. Our average enrolment was 272 compared to 289 in 2006 but attendance increased by 3.5%. These students originate from within Kakadu National Park, Arnhemland and further afield, and many travel up to 140 km per day to attend and return from school. The implementation of the Indigenous Heritage Education Project in previous years had resulted in a higher number and percentage of Indigenous students within the school population with little or no school background however this is beginning to decline. Of the non-Indigenous students, parents are mainly employed by Energy Resources of Australia, ERISS, and Parks Australia North and in the tourism industry.

Our Staff

The NT DEET teaching staff at Jabiru Area School includes a Principal, Assistant Principal, Senior Teachers for the Primary and Middle areas of the school, 16.8 Teachers including ESL, Teacher Librarian and Special Education and a 0.6 teacher instead of an AO2 to staff the Year 11/12 program in Semester 1. This included one indigenous teacher. The non teaching DEET staff included a Manager Administration, Front Office Support, Special Education, Pre School, Guided Reading/Library assistant, AIEW and a Janitor. Through other programs the school also employed a number of ISA's, ITAS tutors and ARO's.

Our Community

Jabiru Area School has one of the most diverse school communities in terms of socio- economic status and school attendance in the Northern Territory. The school each year runs a variety of activities to try and strengthen ties with our community. These included

Welcome to 2007 BBQ for parents and care givers to meet staff.

Open school / afternoons nights.

School community night time athletics and swimming carnivals and production

School Community fete.

Supporting students to attend sporting activities in Darwin on weekends.

Employment of ARO's as the major focus of the IESIP program.

Supporting a range of after school activities for students.

Principal's Report

2007 was again a successful year for the school.

We continued our partnerships with organisations in town to provide School Based Apprenticeships. This has been very successful and more of our students have been moving into full time apprenticeships. By this time next year we plan to have a joint agreement with ERA on a school to work transition. We also saw one of the 2006 Year 12's, Rebecca Lindner, one of our first year 12 graduates last year, return to school to successfully gain a Tertiary Entrance Rank for potential entry into university. Another of our Year 12's Angus Pilakui won a major role in Baz Lumans film "Australia" and has been away filming for about 8 months

The Junior Ranger program for all Year 6 students was introduced in 2006 in a joint venture between JAS and Parks Australia North and has continued this year to be a huge success.

We have also continued to participate in the Early Entry trial which meant some students came to school younger and all students had a full year in transition. This was implemented and has been hard work but a great success. At the same time we continued whole day preschool which again has been a success.

As promised we introduced the First Steps Reading and Stepping Out Writing literacy resources to assist the diverse range of students we have. The School Council has approved the use of two pupil free days in 2008 to introduce First Steps Writing and Stepping Out Reading

With the introduction of Middle Schooling we developed and taught some integrated units of work for middle school students. This will assist us to better meet the needs of our very diverse students and cater for and extend all students.

In 2007 we fitted out the school bus with seat belts to improve safety and we also had the services of Constable First Class Paul Blackburn in the school for a short time.

This year we met with a range of traditional owners and with the assistance of Parks we have developed a new culture program for all of the primary students. This has been run by local people and assisted by some of our secondary students. This has been very popular.

The school Twilight Track and Field, Swimming Carnival, School Production and the School Fete again provided the community with the opportunity to participate in our unique family events. We were also especially proud and excited by Richie Lindner being selected in the Australian Indigenous All Stars team and Storm Barrett winning an Australian title in Judo.

The "Shave for a Cure" assembly raised about \$700.00 for students with Leukaemia. It was also great to see the schools participation in "Relay for Life" 24 hour event.

In the future we will be striving to improve our literacy results through the use of First Steps and Stepping Out as well as growing our Year 11/12 to encourage more tertiary aspirants to consider doing their senior schooling at Jabiru Area School.

Teaching and Learning

National Benchmarks (MAP results)

Year 3 Results

- 93% of students participated in numeracy testing. Of those 77% of students achieved the benchmark, an increase of 5 students attaining benchmark but a decrease of 11% on 2006 results. 100% of Non Indigenous students who sat the test achieved benchmark while 40% of Indigenous students achieved the benchmark.
- 89% of students participated in the reading testing. Of those 60% achieved the benchmark, an increase of 2 students but a decrease of 12%. 87% of Non Indigenous students reached the benchmark while 20% of Indigenous students did so.
- 93% of students participated in writing testing. Of those 69% of students achieved the benchmark, an increase of 4 students attaining benchmark but a decrease of 11% on 2006 results. 93% of Non Indigenous students who sat the test achieved benchmark while 36% of Indigenous students achieved the benchmark.

Year 5 Results

- 96% of students participated in numeracy testing. Of those 69% of students achieved the benchmark, an increase of 4 students attaining benchmark and a decrease of 9% on 2006 results. 27% of Indigenous students who sat the test achieved benchmark while 91% of Non Indigenous students achieved benchmark.
- 92% of students participated in reading testing. Of those 59% of students achieved the benchmark, a decrease of 5 students attaining benchmark and a decrease of 23%. 100% of Non Indigenous students who sat the test achieved benchmark while 25% of Indigenous students achieved benchmark.
- 91% of students participated in writing testing. Of those 57% of students achieved the benchmark, a decrease of 5 students attaining benchmark and a decrease of 20% on 2006 results. 91% of Non Indigenous students who sat the test achieved benchmark while 20% of Indigenous students achieved the benchmark.

Year 7 Results

- 88% of students participated in numeracy testing. Of those 67% of students achieved the benchmark, a decrease of 3 students attaining benchmark but an increase of 5% on 2006 results. 88% of Non Indigenous students who sat the test achieved benchmark while 43% of Indigenous students achieved benchmark.
- 88% of students participated in reading testing. Of those 53% of students achieved the benchmark, a decrease of 5 students attaining benchmark and of 6%. 88% of Non Indigenous students who sat the test achieved benchmark while 43% of Indigenous students achieved benchmark.
- 88% of students participated in writing testing. Of those 53% of students achieved the benchmark, a decrease of 5 students attaining benchmark and a decrease of 6% on 2006 results. 75% of Non Indigenous students who sat the test achieved benchmark while 29% of Indigenous students achieved the benchmark.

The MAP tests results were in line with expectations. There is a gulf between Indigenous results and Non Indigenous results. Non Indigenous students have an almost 100% success rate. The only students who not meet benchmark are those students who are special needs or have not identified as Indigenous on the enrolment form. Attendance rates for students who have met benchmark are good and usually have parents / families that are working. Attendance rates for students not meeting benchmark are usually low and for the most part do not have parents/ family in regular employment. The huge student turnover in Jabiru means only 5 students in the Year 7 cohort of 15 who took the tests have completed MAP testing in the NT in years 3, 5 and 7. Student turnover in 2007 was about 54%

To address literacy needs the school is implementing First steps and Stepping Out, a Guided Reading Program, Soundwaves, ESL Literacy and Numeracy programs, Quicksmart, and Count Me in Too.

In 2008 there will be national testing in Years 3, 5, 7 and 9.

Student Wellbeing and Engagement

Average enrolments were 272 during 2006 which was 17 students lower than in 2006. Lowest enrolment was 258 in August while the highest was 285 in June.

School attendance averaged 80% across the school which was an increase of 3.5% over 2006.

Highest attendance was 88.4% in August which also corresponded with the lowest enrolment.

The lowest attendance was in May and June in the 76% range which also corresponded with our highest enrolment.

Non Indigenous attendance was from 20% to 30% higher than Indigenous attendance.

The school and DEET has a range of incentives to promote attendance and engagement. These include

ESL Literacy and Numeracy programs

School based Apprenticeships

VET programs

Junior Park Ranger program

Offering year 11 and 12

Aboriginal and Islander Education Worker assistance for students and families

Three school bus runs for morning and afternoon

Whole Day Pre School program

Support for after school sport activities

Attendance awards each fortnight and term mega draw

Caught you being cool awards every week and a mega draw each term

Nutrition program, which includes breakfast, recess and lunch and is available for all indigenous students.

Employment of Aboriginal Resource Officers

Twilight Track and Field and Swimming carnivals and School Fete.

Students in primary area of the school use "Stop Think DO" program and the traffic lights and the secondary area uses "Kakadu Survivor" which is based on the "Mind Matters" program. The school is fortunate to have a half time Student Counsellor who we share with Batchelor Area School and his work with individuals and groups of students has been invaluable.

Student Pathways and Transitions

Jabiru Area School has students from Pre School to Year 12. Years 11 and 12 are completed in conjunction with the Northern Territory Open Education College while year 10 and below are taught solely by JAS staff. The school has two sectors – Primary which includes Pre School to Year 6 and Secondary which includes Middle School (from year 7) and Senior Secondary

Jabiru Area School has a large turnover of students with the 2007 turnover rate at about 54%.

Jabiru Area School has continued with the Early Entry trial into both Pre School and Transition which while difficult has been worthwhile and successful. This has been combined with the whole day approach to Pre School which has generated extra time for students to engage in Play Based Learning.

All Year 6 primary students complete a Junior Rangers Program which covers all areas of running Kakadu National Park. This can lead to School Based Apprenticeships and later on work at Parks. Two of the 6 Year 12 graduates of 2006 were working for parks in 2007. In 2007 we also conducted an extensive orientation course for year 6's on their move to Middle school. This was conducted by the main teacher of the Year 7's in conjunction with other staff. This smoothed the transition from one sector of the school to another.

In 2007 we had again had students in School Based Apprenticeships at ERA, Parks, Mobil and Scenic Flight Company. We have also had SBA's at the school and Jabiru Town Council in the past. These continue to for the backbone of the school's links with industry.

In 2007 we offered two VET courses with nine students graduating with a Certificate 1 in Automotives and eight students graduating with a Certificate 1 in Conservation and Land Management.

In Senior secondary we one Year 12 graduate from 2006 return to gain a Tertiary Entrance Rank, one student move to Kangaroo Island and successfully gain her Year 12 and one student miss most of the year working on the film "Australia". In 2008 our numbers of year 12 graduates will increase.

Organisational Health and Learning

From the end of 2006 to the beginning of 2007 there was a large turnover of both teachers and administrative staff. Some of these were part time positions which has increased the staff turnover rate and none of those who left had been here for more than two years. A large percentage of those who left did so because of their partners work situation.

Staff Retention

Classification Group	Staff at 13th Dec 2006	Retained Staff 5th Feb 2007	Retention Rate
Administration Officer	7	4	57%
Executive Contract Principal	1	1	100%
Executive Teacher	3	3	100%
Physical	1	1	100%
Professional	1		-
Teacher	19	9	47%
School Total	32	18	56%

Staff Attendance

	2006				2007			
	1	2	3	4	1	2	3	4
Expected Absence	6.5%	-	0.6%	1.3%	0.8%	1.3%	-	-
Not Absent	91.5%	96.2%	88.3%	95.0%	93.0%	86.5%	88.1%	96.2%
Unexpected Absence	2.0%	3.8%	11.2%	3.8%	6.3%	12.3%	11.9%	3.8%

Staff attendance during 2007 was at about 91%. Being a small school one or two staff members with large absences have a large impact on these figures. All but two teachers were at least 4 year trained with a Bachelor of Education or Bachelor in a related area and a diploma of teaching. Several teachers also have a Graduate Diploma in Education. All teachers had gained registration with NT Teachers Registration Board.

Staff development was related to the 2007 -10 APSI with an emphasis on Information Technology, Literacy and Numeracy. All teachers and many teaching assistants also participated in First steps Reading or Stepping Out Writing.

Community Engagement

Parent School Partnerships Initiatives

The Parent School Participation Initiatives (PSPI) are aimed specifically at Indigenous students and are necessary to provide programs to benefit the education of these students. During 2007 the school had five PSPI's running. Some of these initiatives are:

1. Homework Centre - The Homework Centre began again this year and has funding for 2 years. It provides students with after school snacks and a quiet area for homework. Due to a change of staff it did not operate as well as hoped. Although as stated these projects are aimed specifically at Indigenous students, non-Indigenous students are able to attend.
2. Outreach Programme: -This is aimed at indigenous communities to help them better understand the reason for sending children to school and taking responsibility for their child's education and health.
3. Nutrition Program: - The Nutrition program employs an assistant in the canteen and provides breakfast, recess and lunch for needy children. This program is essential to provide food to children who may not have regular food during the day.
4. Preschool Program - The preschool program aims at employing a part time assistant to go out into the communities and encourage preschool aged children to come to school.
5. Middle School projects 1-7 This project covers a wide range from attendance incentives to year 11/12 support to Co Curricular activities.

School / Community Events

In 2007 Jabiru Area School held twilight sporting carnivals, a successful fete and a night time school performance. All of these events brought many parents and families into the school environment.

School Council

The school council meets on the third Monday of each month and during 2007 had 12 meetings including the AGM. The council supported the school community events, set priorities for voluntary school contributions, budgeting, minor new works applications, school uniforms fundraising etc.

It had two standing committees, those being Health Promoting Food Canteen Committee and Fundraising Committee who regularly reported to council. The fundraising and school uniform policies were major new policies in 2007 and the erection of a new message sign at the front of the school was a major investment and improved knowledge of what is happening in the school.

Financial Health

Jabiru Area school is in a sound financial position where it is able to obtain money through grants in a variety of areas. This enables the school to buy resources for students at levels which are higher than the DEET allocation. The school has been again been successful in obtaining a number of grants. Some of these are

Investing in Our Schools – IT upgrade – Interactive whiteboards

Indigenous Education Strategic Initiatives Program – employment of Aboriginal Resource Offices

Country Areas Program – staff training, supporting excursions and sporting trips, visiting professionals etc

Palmerston and Rural Professional Development Cluster Funds - Leadership, Data Interpretation, Behaviour Management

Language and Culture – provide Language and Culture classes

Enterprise Grant, Horticulture and Land Management - Greenhouse construction and propagation development

These grants are managed by various teachers and the Administration Manager.

Financial Management

The Administration Manager attended FMIP workshops and made use of the training available for “Mind Your Own Business” and has used this information to provide monthly reports to school council.

School Buildings

There were no capital works in 2007.

There were no Minor New Works in 2007. The school council prioritised our applications for MNW and were prepared to contribute to the cost of a shade structure over the concrete whale. No MNW applications have been successful for many years.

School Grounds

The school grounds were being maintained by Jabiru CDEP, however near the end of 2007 this was terminated due to the work not being completed and they are now maintained by West Arnhem Mowing. This will add a significant cost in the future.

ATTACHMENT A

Audited Financial Statements

ATTACHMENT B

MAP data

ATTACHMENT C

School Snapshot (for Group Schools)