

# Emu Park State School

## Queensland State School Reporting

### 2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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## Principal's foreword

### Introduction

Emu Park State School is "Big Enough For Opportunity and Small Enough to Care".

Five core values underpin our curriculum, behaviour and educational decisions. These are:-

Respect, Fun, Effort, Partnerships & Confidence

The instructional program of this school concentrates on two basic beliefs about children and learning:-

That the child is an individual and rates of learning will vary accordingly.

That each child has a preferred learning style and no one method of instruction will suit every child.

We recognise the need to provide a wide variety of teaching and learning experiences in an endeavour to meet the needs of each child.

This report identifies our work in 2015 and the degree in which it has been achieved. The report can be obtained on the school website and in hard copy from the office.

### School progress towards its goals in 2015

2015 is the second year of our four year development cycle. Our school continues to deliver on our targets with improvement in all areas supported by the Year 3 and Year 5 NAPLAN results. Whilst positively progressing it is slower than anticipated due to significant school growth. The following priorities have been our focus for this year.

- **Reading:** Explicit Instruction continues to be a focus with all class teachers using this as their foundation pedagogy and is now considered embedded in our thinking. A compulsory 30 minutes of Reading Comprehension per day, purchase of reading materials and clear expectations has seen a steady growth in academic achievement.
- **Writing:** the development of a child friendly checklist, whole school approach, Traffic Light Feedback has ensured appropriate time and attention is given to skilling students in writing. The more recent move to a compulsory Big Write per month and daily shot gun writing will further enhance students achievement across all year levels.
- **Numeracy:** Purposeful diagnostic NAPLAN scrutiny

- **Quality Teaching:** Continued our work on developing a succinct, informative and useful Curriculum Framework. This Framework is near completion and will reside on an internal website for teachers to access and ensure information is always up to date.
- **Transitioning:** Great progress achieved in this area. The end of prep is looking very similar to the start of year one. This year's transitioning was seamless despite the issues around facilities. Transition from seven to eight is progressing well with regular visits from High School staff to address students' needs and anxieties. Good transition processes around students with disabilities continues.  
**Maintenance:** Minor maintenance has progressed well ensuring a safe and pleasant working environment.  
**Embedding Successful Programs:** We have many programs that are successful in our school. These programs have been well trialled and implemented and now embedded in teacher practice. Some of these are:-
  - o Behaviour / teasing programs
  - o Values
  - o Technology
  - o Care & pride
  - o After School Sports
  - o Partnerships
  - o Electives

We now have quality curriculum documents that provide teachers with clear direction in their teaching. This has culminated into a Curriculum Framework that is web based. Substantial decrease in inappropriate behaviours including bullying. Behaviour is no longer the focus of our work. Improved classroom delivery has ensured engagement of students. Reporting occurs twice per year in the form of One School Reports. Teachers are open to parents and provide regular feedback on demand. Our school continues to improve academically in all areas with essential focus on Reading Comprehension.

### Future outlook

- Whilst we continue to ensure the success of our embedded programs we have some areas that will receive more focus and attention. Reading will be injected with support through releasing staff to further their pedagogical understanding. Running Records will be the main source of diagnostic assessment to identify areas of strength and weakness of individual students. The development of a strategy bank will ensure historical information is retained and programs are responsive to needs.
- Write 2 Read 2 Spell will continue to be implemented school wide as the base of our spelling program. The use and implementation of this resource will be supported by release time for teachers.
- Our Master Teacher will play a pivotal role in ensuring high expectations for new teachers, consistency across our school particularly in reading and grouping.
- Our Whole Be+ing program will be implemented 2016. This will be well resourced to ensure social and emotional competence of our students.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	384	180	204	27	92%
2014	466	214	252	36	91%
2015	485	228	257	55	90%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Emu Park township has a low index of relative socio-economic development. Our student body is vast in performance with low to high achievement. Our school is growing very quickly and classroom space continues to be complex. Our students are generally well mannered and keen to learn.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	24	24
Year 4 – Year 7 Primary	27	28	28
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	11	17	8
Long Suspensions - 6 to 20 days	1	1	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

We provide a curriculum that maximises achievement and is now based on the Australian Curriculum for English, Maths, Science, Geography and History. Essential Learnings underpin students learning in the remaining curriculum areas. Our new curriculum implemented in 2014 is very challenging for students and raises teacher expectations of student learning. Our Learning Engagement and Acceleration program continues in its uniqueness.

### Extra curricula activities

Gifted and extension workshops  
 Instrumental Music Program  
 Concert Band  
 Reading Eggs  
 Chess  
 Manual Arts  
 Cooking  
 Greening Australia Involvement  
 Solar Schools Program  
 Keppel Coast Interschool Sports

### How Information and Communication Technologies are used to improve learning

Most computer skills are taught through a computer lab consisting of 28 computer and are linked to themes in the classroom.

All students are able to access the Internet, with parental permission, and learn searching skills and retrieving skills associated with researching on the Internet.

The classroom Literacy and Numeracy skills are enhanced through the use of both Internet-based and software based programmes.

The introduction of iPads, Itouches and Robotics has provided a new excitement to students learning.

There is a considerable amount of software available for classroom use to support classroom programmes in all curriculum areas including Music.

## Social Climate

Our school is highly recognised for the safe environment in which students learn. We offer many programs to support students (more comprehensive information can be found on our school's web site):-

Supportive School Environment

Chaplaincy

Anti-bullying Policy that includes proactive and reactive strategies including cyber bullying.

Responsible Behaviour plan

Program of Personal Achievement Awards

Partners for Success

Get Active Sports Program  
 Guidance Officer Visits  
 Social Justice – Special Needs Committee  
 Interpersonal Relationship Education  
 Religious Education  
 Year 7 Leadership Program  
 School Socials  
 Cultural Program  
 Life Skills

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	93%	93%	98%
this is a good school (S2035)	100%	90%	98%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	93%	97%	95%
their child is making good progress at this school (S2004)	93%	97%	95%
teachers at this school expect their child to do his or her best (S2005)	96%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	80%	95%
teachers at this school motivate their child to learn (S2007)	96%	87%	95%
teachers at this school treat students fairly (S2008)	93%	87%	98%
they can talk to their child's teachers about their concerns (S2009)	96%	93%	95%
this school works with them to support their child's learning (S2010)	93%	87%	95%
this school takes parents' opinions seriously (S2011)	93%	89%	93%
student behaviour is well managed at this school (S2012)	93%	90%	98%
this school looks for ways to improve (S2013)	96%	97%	98%
this school is well maintained (S2014)	88%	100%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	94%	96%
they like being at their school (S2036)	98%	94%	94%
they feel safe at their school (S2037)	97%	94%	94%
their teachers motivate them to learn (S2038)	100%	96%	93%
their teachers expect them to do their best (S2039)	100%	99%	97%
their teachers provide them with useful feedback about their school work (S2040)	95%	94%	93%
teachers treat students fairly at their school (S2041)	92%	90%	85%
they can talk to their teachers about their concerns (S2042)	83%	89%	87%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school takes students' opinions seriously (S2043)	93%	89%	92%
student behaviour is well managed at their school (S2044)	84%	77%	77%
their school looks for ways to improve (S2045)	100%	99%	97%
their school is well maintained (S2046)	98%	97%	92%
their school gives them opportunities to do interesting things (S2047)	97%	94%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	97%	96%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	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%	96%	100%
staff are well supported at their school (S2075)	100%	96%	94%
their school takes staff opinions seriously (S2076)	94%	100%	94%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	97%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	96%	97%

# '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 an important part of a child's education and are always welcome and encouraged to be part of our school. Parents are involved through:

- Monthly Parents & Citizens Meetings
- Weekly Newsletters
- School Website
- Class Presentation Days
- Four Reports to Parents per year
- Parent/Teacher Meetings
- Parent/Teacher Interviews
- Open Days
- Bell Park Fair
- 

## Reducing the school's environmental footprint

Our efforts to reduce our footprint are negated by our physical growth. Our school has almost doubled in size yet our usage has increased slightly. Water usage is responsive to rainfall as dry years necessitate increased use to ensure an attractive and inviting learning environment.

### Environmental footprint indicators

Years	Electricity kWh	Water kL
2012-2013	101,689	2,206
2013-2014	155,181	3,609
2014-2015	168,829	4,352

\*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.

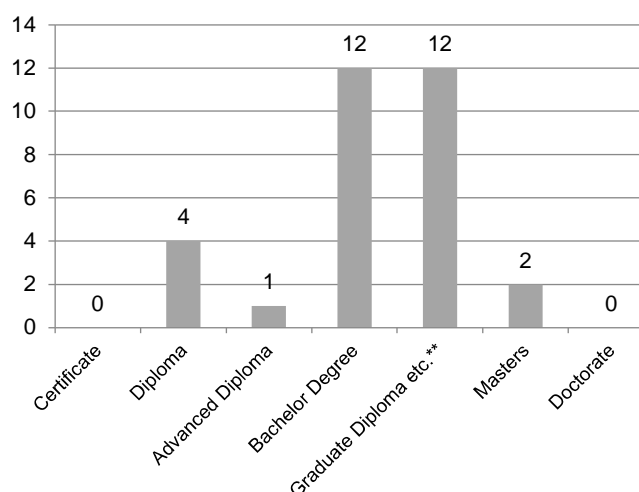
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	35	17	<5
Full-time equivalents	31	11	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	1
Bachelor Degree	12
Graduate Diploma etc.**	12
Masters	2
Doctorate	0
<b>Total</b>	<b>31</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$24834

The major professional development initiatives are as follows:

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Most professional development has been carried out during Student Free Days and weekly staff meeting. Our focus has been on a range of areas:-

- Explicit Instruction and differentiated learning.
- Reading Comprehension
- Consistency in teaching algorithms
- Reading and responding to data.

## -Running Records

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

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

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 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

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Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	88%	89%



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 attendance rate in 2015 for all Queensland Primary schools was 93%.

### Student attendance rate for each year level (shown as a percentage)

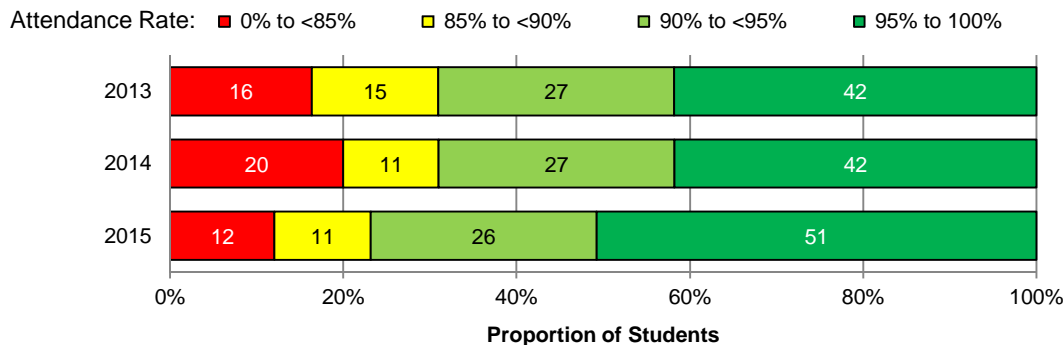
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	93%	93%	92%	90%	91%	90%	92%					
2014	91%	91%	93%	92%	93%	92%	91%	89%					
2015	93%	92%	92%	93%	92%	93%	93%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

After 3 days of unexplained absences we attempt to make contact with the child's parent or guardian to ascertain the reason for absence. Information gained is recorded in our school database and further action is taken if necessary.

Rolls are marked by all classes twice per day. This occurs at the start of the day and returning to class after the last break.

During the marking procedure students must be present in the class to be checked as present. Late students must sign and at the administration building and records adjusted by administration team.

Individual letters are sent to families with low and high averages. A roll class trophy is awarded at the end of each month for the class with the best attendance.

### 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/>.

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

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Sector:

Government

Non-government

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School NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.