

Emu Park State School

Queensland State School Reporting

2013 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data 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 2013 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.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

2013 is the last year of our four year development cycle. Our school continues to deliver on our target to have students in year 3 and 5 NAPLAN mean above the Australian mean by 2015. Whilst positively progressing it is slower than anticipated due to significant school growth. The following priorities have been our focus for this year.

- . 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. Explicit Instruction continues to be a focus with all class teachers using this as their foundation pedagogy. This process is expected to be embedded into our teaching by end 2013.
- . 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: With the introduction of increased funding in this area large areas of need are due to be addressed early 2013. 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

We continue to consolidate our improvement agenda. We have varied our focus to include algorithms. Reading comprehension remains central to student learning and academic success.

Our target is to have year 3 & 5 above the Australian Average. Implementation of the Australian Curriculum is mandated and all our teachers will ensure intent and assessment is addressed in English, Mathematics, Science and History.

Quality Curriculum through a developed feedback culture, concentrating on explicit instruction.

All teachers will respond to data for all students identifying students early.

We continue to develop partnerships in the community and embed our previous practices. These include:- Homework, Transition, Science and Environment, Values, Technology, Care and Pride & After School Sports.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	257	133	124	92%
2012	312	154	158	89%
2013	384	180	204	92%

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

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		
	2011	2012	2013
Prep – Year 3	23	24	24
Year 4 – Year 7 Primary	26	27	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	15	6	11
Long Suspensions - 6 to 20 days	2	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

We provide a curriculum that maximises achievement and is now based on the Australian Curriculum for English, Maths and Science. Essential Learnings underpin students learning in the remaining curriculum areas. Our new curriculum implemented in 2012 is very challenging for students and raises teacher expectations of student learning. We opened our Learning Engagement and Acceleration Program (LEAP). This program is unique in its facility and curriculum.

Extra curricula activities

Gifted and extension workshops
Instrumental Music Program
Concert Band
Reading Eggs
Chess
Manual Arts
Cooking
Life Education
Drug Education
Bike Education
Reef Guardian Involvement
Greening Australia Involvement
Solar Schools Program
Keppel Coast Interschool Sports
Active Outside School Hours Sport

Queensland Environmentally Sustainable

How Information and Communication Technologies are used to assist learning

Each student from Years 2 to 7, has their own, password protected, desktop and area to save their work. This means greater protection of assignment and projects from accidental deletion by other students. Prep and Year 1 students have a common User Name and password to avoid the problems associated with forgetting these critical pieces of information. 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

Our school at a glance

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

Overall satisfaction is very high. We continue to work hard in this area as our school grows quickly. Parent satisfaction “that this is a good school” has been at 100% for the past 4 years.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	92%	93%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	96%	93%
their child is making good progress at this school* (S2004)	96%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	96%
teachers at this school motivate their child to learn* (S2007)	100%	96%
teachers at this school treat students fairly* (S2008)	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%
this school works with them to support their child's learning* (S2010)	92%	93%
this school takes parents' opinions seriously* (S2011)	96%	93%
student behaviour is well managed at this school* (S2012)	96%	93%
this school looks for ways to improve* (S2013)	100%	96%
this school is well maintained* (S2014)	96%	88%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	97%
they like being at their school* (S2036)	100%	98%
they feel safe at their school* (S2037)	96%	97%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	95%
teachers treat students fairly at their school* (S2041)	94%	92%
they can talk to their teachers about their concerns* (S2042)	89%	83%
their school takes students' opinions seriously* (S2043)	91%	93%

Our school at a glance

student behaviour is well managed at their school* (S2044)	100%	84%
their school looks for ways to improve* (S2045)	98%	100%
their school is well maintained* (S2046)	94%	98%
their school gives them opportunities to do interesting things* (S2047)	100%	97%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		100%
they feel that their school is a safe place in which to work (S2070)		100%
they receive useful feedback about their work at their school (S2071)		97%
students are encouraged to do their best at their school (S2072)		100%
students are treated fairly at their school (S2073)		100%
student behaviour is well managed at their school (S2074)		100%
staff are well supported at their school (S2075)		100%
their school takes staff opinions seriously (S2076)		94%
their school looks for ways to improve (S2077)		100%
their school is well maintained (S2078)		97%
their school gives them opportunities to do interesting things (S2079)		97%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

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	
	Electricity kWh	Water kL
2010-2011	123,009	859
2011-2012	126,995	1,677
2012-2013	101,689	2,206

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

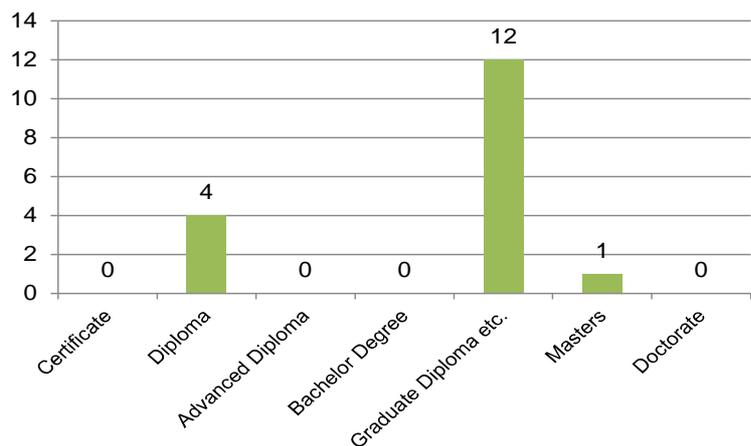
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	25	13	0
Full-time equivalents	22	9	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	0
Graduate Diploma etc.	12
Masters	1
Doctorate	0
Total	17



* 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 2013 were \$ 17789.81

The major professional development initiatives are as follows:

Most professional development has been carried out during Student Free Days and weekly staff meeting.

Our staff profile

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.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%. The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
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, 99% of staff was retained by the school for the entire 2013 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

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

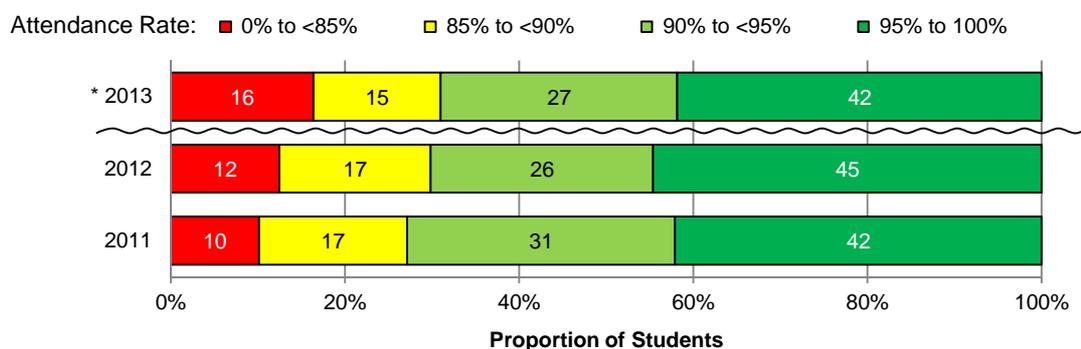
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	91%	94%	91%	90%	95%	94%					
2012	91%	93%	92%	93%	92%	91%	93%					
2013	93%	93%	92%	90%	91%	90%	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

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

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.

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.

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Search by suburb, town or postcode

Sector Government
 Non-government

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.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Attendance of Indigenous is similar to Non-Indigenous students. The difference is 1.2%. A whole of school change in process is being implemented to improve attendance across all students.

Our Indigenous students perform similar to Indigenous performance across the nation. At a school level across 14 of the 15 elements Non-Indigenous students out perform Indigenous Students. Year 5 writing is an exception with high performance by Indigenous students. Compared to previous years the gap has reduced in all areas across year 3 and 5.

Whilst our school has more than doubled over the past years, the number of Indigenous Students has stayed around 30.