

Emu Park State School

Queensland State School Reporting

2014 School Annual Report



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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 2014 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 2014

2014 is the first 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 15 minutes per day of Big Write will further enhance students achievement across all year levels.
- **Numeracy:** Purposeful diagnostic NAPLAN scrutiny. All classes spend 15 minutes per day and observations and discussions indicate good forward progress for students.

- Attendance. Some basic strategies implemented which have not seen good improvement. 2015 strategies will be more focused to ensure success.
- 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.
- 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

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 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 newly appointed Master Teacher will play a pivotal role in ensuring high expectations for new teachers, consistency across our school particularly in reading and grouping.
- We are embarking on a new program still to be developed that addresses the well being of all students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	312	154	158	89%
2013	384	180	204	92%
2014	466	214	252	91%

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		
	2012	2013	2014
Prep – Year 3	24	24	24
Year 4 – Year 7 Primary	27	27	28
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	6	11	17
Long Suspensions - 6 to 20 days	0	1	1
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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 and will be entered into the State Show Case Awards.

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 assist 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:	2012	2013	2014
their child is getting a good education at school (S2016)	92%	93%	93%
this is a good school (S2035)	100%	100%	90%
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)	96%	93%	97%
their child is making good progress at this school* (S2004)	96%	93%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	96%	80%
teachers at this school motivate their child to learn* (S2007)	100%	96%	87%
teachers at this school treat students fairly* (S2008)	100%	93%	87%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	93%
this school works with them to support their child's learning* (S2010)	92%	93%	87%
this school takes parents' opinions seriously* (S2011)	96%	93%	89%
student behaviour is well managed at this school* (S2012)	96%	93%	90%
this school looks for ways to improve* (S2013)	100%	96%	97%
this school is well maintained* (S2014)	96%	88%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	97%	94%
they like being at their school* (S2036)	100%	98%	94%
they feel safe at their school* (S2037)	96%	97%	94%
their teachers motivate them to learn* (S2038)	100%	100%	96%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	94%
teachers treat students fairly at their school* (S2041)	94%	92%	90%
they can talk to their teachers about their concerns* (S2042)	89%	83%	89%
their school takes students' opinions seriously* (S2043)	91%	93%	89%
student behaviour is well managed at their school* (S2044)	100%	84%	77%
their school looks for ways to improve* (S2045)	98%	100%	99%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school is well maintained* (S2046)	94%	98%	97%
their school gives them opportunities to do interesting things* (S2047)	100%	97%	94%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		97%	96%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	96%
staff are well supported at their school (S2075)		100%	96%
their school takes staff opinions seriously (S2076)		94%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		97%	100%
their school gives them opportunities to do interesting things (S2079)		97%	96%

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

'Agree' represents the 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.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	126,995	1,677
2012-2013	101,689	2,206
2013-2014	155,181	3,609

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.

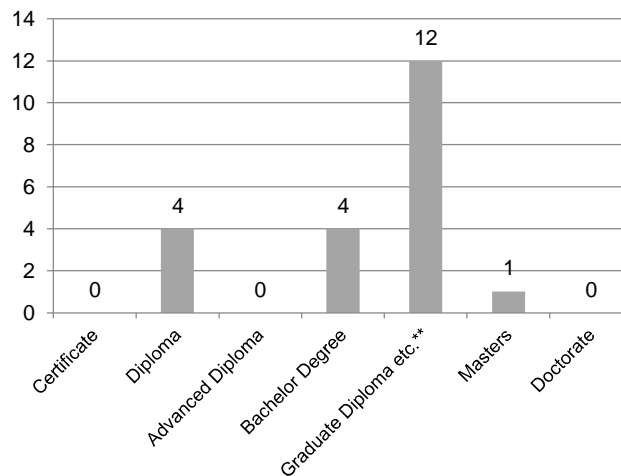
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	17	<5
Full-time equivalents	28	10	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.**	12
Masters	1
Doctorate	0
Total	21



*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 2014 were \$8254

The major professional development initiatives are as follows:

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 2014 was 100%

Average staff attendance	2012	2013	2014
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, 91% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%

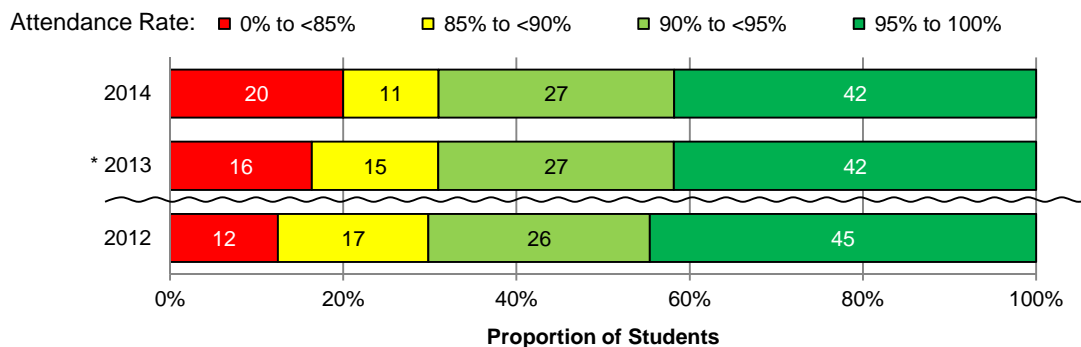
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	91%	93%	92%	93%	92%	91%	93%					
2013	93%	93%	92%	90%	91%	90%	92%					
2014	91%	93%	92%	93%	92%	91%	89%					

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 after 2012 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 DETE 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.

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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.

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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 students is 13.3% lower than non-indigenous. Direct communication with these families should decrease this gap.

Our Indigenous students generally perform slightly lower than non indigenous students. Over the year this gap is decreasing for Reading and numeracy for year 3 and 5 students. Writing however does not show a clear positive trend. Our whole of school writing plan changes should address this over the coming years.

Whilst our school has more than doubled over the past years, the number of Indigenous Students has stayed around 36.