



Emu Park State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Emu Park State School is located on the Capricorn Coast with a student population of approximately 500 students. We are a fast growing school with many new facilities to address our changing student numbers. Our school is committed to the values of respect, fun, effort, partnerships and confidence. We have high expectations around behaviour and commitment to learning. Our school curriculum responds to the Australian Curriculum that is positively enhancing students rate of learning. Students are made environmentally aware through quality programs and we boast fantastic facilities, including air-conditioned classrooms, computer laboratory, cooking room and manual arts shed surrounded by beautiful grounds that constantly receive praise from our visitors. Parents are an important part of a child's education and are always welcome and encouraged to be part of our school. Our most recent initiative, "Whole Be+ing Education" synchronises our six habits to enrich the social, emotional and academic competence of every being in our community. The program aims to develop a 'way of being' by focusing on 6 habits: Happy, Grateful, Resilient, Aware, Positive and Healthy. The Whole Be+ing Program is based upon the principles of neuro-science and positive psychology to intentionally develop "Whole Be+ing". Our journey commenced with the acceptance that a happy child is more likely to engage with our curriculum and school community. This simple thought has now grown to a program that combines our curriculum and pedagogy with mindfulness. We believe that the success of our Whole Be+ing program relies on the support of our teachers, students and the wider community to 'Be Here,' 'Be Mindful,' and 'Be Awesome.' Encompassing the six habits into our daily lives encourages our school community to be more mindful of practicing an inherent 'way of living.' Giving us the ability to be mindful of the way in which our beliefs influence our thoughts, our thoughts influence our words, our words influence our actions, our actions influence our habits, our habits influence our values, and our values become our destiny. Our six habits are explicitly taught across all year levels creating "awesome" beings.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

2017 is the forth and final year of our 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 trialed 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 2017. 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 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	485	228	257	55	90%
2016	510	240	270	57	85%
2017	499	225	274	57	87%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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 procedures regularly updated to cater for the growth. Our students are generally well mannered and keen to learn.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	24	23
Year 4 – Year 6	28	25	26
Year 7 – Year 10			
Year 11 – Year 12			

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.

Co-curricular 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

Overview

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
- School Socials
- Cultural Program
- Life Skills

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	98%	97%	79%
this is a good school (S2035)	98%	100%	82%
their child likes being at this school* (S2001)	100%	93%	82%
their child feels safe at this school* (S2002)	100%	100%	80%
their child's learning needs are being met at this school* (S2003)	95%	93%	84%
their child is making good progress at this school* (S2004)	95%	93%	81%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	93%	79%
teachers at this school motivate their child to learn* (S2007)	95%	100%	77%
teachers at this school treat students fairly* (S2008)	98%	97%	74%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%	86%
this school works with them to support their child's learning* (S2010)	95%	96%	83%
this school takes parents' opinions seriously* (S2011)	93%	93%	76%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	98%	93%	71%
this school looks for ways to improve* (S2013)	98%	93%	83%
this school is well maintained* (S2014)	98%	100%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	94%	93%
they like being at their school* (S2036)	94%	88%	95%
they feel safe at their school* (S2037)	94%	88%	93%
their teachers motivate them to learn* (S2038)	93%	95%	95%
their teachers expect them to do their best* (S2039)	97%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	93%	96%
teachers treat students fairly at their school* (S2041)	85%	90%	85%
they can talk to their teachers about their concerns* (S2042)	87%	81%	91%
their school takes students' opinions seriously* (S2043)	92%	88%	93%
student behaviour is well managed at their school* (S2044)	77%	79%	84%
their school looks for ways to improve* (S2045)	97%	95%	98%
their school is well maintained* (S2046)	92%	98%	92%
their school gives them opportunities to do interesting things* (S2047)	96%	92%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	97%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
they receive useful feedback about their work at their school (S2071)	90%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	91%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	98%
student behaviour is well managed at their school (S2074)	100%	97%	89%
staff are well supported at their school (S2075)	94%	100%	93%
their school takes staff opinions seriously (S2076)	94%	100%	98%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	94%	93%

* 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 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

Respectful relationships programs

Our school recently embarked on a new Whole Being initiative. This program synchronises our six habits to enrich the social, emotional and academic competence of every being in our community. These habits are:- Happy, Grateful, Resilient, Aware, Positive, and Healthy.

We believe that when students are happy and healthy their capacity to engage is enhanced.

Our "Student Advancement Forum" meets weekly to discuss the academic, social and emotional competencies of students. This gathering is attended by a range of case managers that identify need and provide adjustments to programs and support.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	8	13	35
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

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
2014-2015	168,829	4,352
2015-2016	193,260	3,218
2016-2017	282,361	6,493

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.

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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	38	23	<5
Full-time Equivalents	34	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	3
Bachelor degree	31
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**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 2017 were \$53829

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 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	87%	86%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

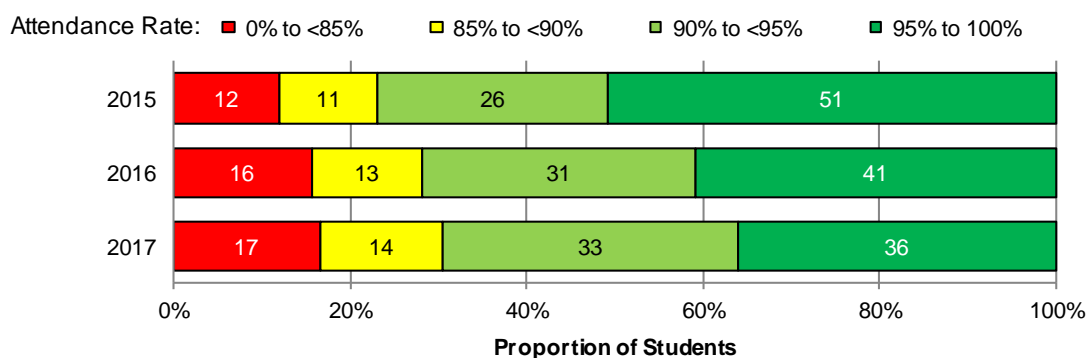
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	92%	92%	93%	92%	93%	93%						
2016	90%	92%	93%	92%	93%	91%	92%						
2017	92%	91%	92%	92%	92%	92%	89%						

*Attendance rates effectively count 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 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.

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.

NAPLAN

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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