



Eungella State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



Contact Information

Postal address:	36 Eungella Dam Road Eungella 4757
Phone:	(07) 4958 4573
Fax:	(07) 4958 4567
Email:	principal@eungellass.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Judy Vidulich

School Overview

Eungella State School is enclosed on three sides by the lush rainforest of Eungella National Park, 80 kilometres west of Mackay. At this small multi-age school, the vision is to enable the best educational outcomes for each student within a supportive school environment. The school logo, proudly bearing the image of the platypus found locally, is 'Each One Unique, Aiming High'. The curriculum offers children opportunities in all eight key learning areas, with a strong focus on literacy and numeracy. Specialist staff visit the school to assist in the delivery of Japanese, physical education and music. Having healthy bodies and minds is a regular aspect of school life. Children participate in daily brain gym and challenges such as Jump Rope for Heart. In such an inspiring setting, Eungella State School has an extensive environmental program which encourages children to learn, through hands-on activities, to be responsible for its protection. Within the arts program, the school has its own performance experience with African drumming and dancing. Eungella State School plays a prominent role in the life of its township involving parents and the wider community.

Principal's Foreword

Introduction

Queensland schools annually publish meaningful information to parents about student and school performance. This document contains important information about Eungella State School's journey in 2017 and can be obtained via the school's website, email or in hard copy from the office.

Our Annual Report provides an insight into some of the fantastic achievements and also identifies our future plans to ensure we are providing the best educational opportunity for each of our students. We are committed to achieving very high outcomes for all students through productive partnerships with our school community.

Eungella State School is a small rural school about 74 kms west of Mackay, within the Pioneer Valley region. The township is situated at the top of the Clarke Mountain Range, with the school located in the township, along Eungella Dam Road.

Eungella State School enrolments are relatively stable. We are fortunate to have very experienced and dedicated classroom teacher aides, learning support staff, office staff and a P&C committee that have been part of the community for a long time. They contribute positively to the school in every way.

School Progress towards its goals in 2017

In 2017, the school focus was:

Reading

- Monitor achievement data in reading
- Implement oral language program in Early Years

Numeracy

- Formulating whole school data practices and building staff data literacies to ensure improvement in student numeracy across the curriculum
- Ensuring teaching strategies are highly effective within numeracy instruction regarding problem solving
- Building teacher capacity to improve student capability to meet the numeracy demands of the curriculum

Future Outlook

In 2018, we will be implementing the strategies identified in our Annual Implementation Plan. Our major priorities for next year are:

Reading

- Monitor achievement data in reading

Numeracy

- Formulating whole school data practices and building staff data literacies to ensure improvement in student numeracy across the curriculum
- Ensuring teaching strategies are highly effective within numeracy instruction regarding problem solving
- Building teacher capacity to improve student capability to meet the numeracy demands of the curriculum

Teacher Quality

- Implement whole school curriculum and assessment plan with alignment of ACARA across multi-age curriculum setting
- Develop professional practice of all teaching and non-teaching staff through peer observation, feedback, coaching and mentoring

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	33	15	18	<5	88%
2016	34	17	17		91%
2017	38	18	20	<5	92%

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

The Eungella State School student body is very diverse. Many of the students have a parent working in the mines, dairies, tourism or local businesses. Being a rural community, a large number of our students travel on buses from their properties to school each day.

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	16	17	21
Year 4 – Year 6	16	17	18
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Through our Whole School Curriculum Program, students are immersed in the Australian Curriculum requirements within our two-year curriculum cycle. Students at Eungella State School are immersed in learning experiences that are differentiated to cater for all learning styles and needs. Throughout 2017, distinctive curriculum offerings included:

- Stephanie Alexander Kitchen Garden: students from Yr 4-6 are involved in developing and maintaining the school garden. In connection with this, students sort their rubbish to be used where possible in the compost, worm farm and chickens. Year 4-6 students prepare and share a delicious, healthy meal each fortnight. Community and parent volunteers are mentors for this program

Co-curricular Activities

Our school encourages all students to participate in all sporting, cultural and community initiatives. The activities our students engage with are:

- Pioneer Valley Athletics
- Pioneer Valley Cross Country
- Whole School and Leadership camp
- GRIP Leadership Program for Yr 6
- Whitsunday Voices Literature Festival Prep-6
- Mackay Choral Festival Yr 5-6
- Mackay Eisteddfod Prep-6
- Participation in Charity and Recognition days

How Information and Communication Technologies are used to Assist Learning

With an effective ratio of one computer to two children, students are able to use computers as a regular part of their learning, including searching for information, reinforcing skills through web-based applications and purchased software as well as publishing their work in both paper and digital form. Interactive whiteboards, along with wireless access in all classrooms, has enabled teachers to provide increasingly stimulating learning environments for students.

Social Climate

Overview

A whole school philosophy encourages positive interaction between all ages, including staff and parents. The school's Responsible Behaviour Plan outlines the actions taken to ensure positive behavior and consequences for inappropriate actions. Student wellbeing has continued to be a high priority in 2017. Our school continues the weekly Breakfast Club and students enjoy healthy delicious food from the Stephanie Alexander Kitchen each fortnight.

Through our three school rules – Respect Self, Respect Others, Respect the Environment; students actively learn social and emotional resilience, anti-bullying procedures (including cyber bullying), protective behaviours and keys to success.

The school received funding for a Chaplain one day a week in 2017. The Chaplaincy program reinforces our school rules and gives students another avenue for emotional support.

At Eungella State School we have a diverse range of students, from high academic to special needs. As a result, we use differentiation and inclusive practices on a day to day basis or as needed.

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

Student opinion survey

Performance measure	2015	2016	2017
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	94%	100%
they feel safe at their school* (S2037)	100%	94%	100%
their teachers motivate them to learn* (S2038)	93%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	86%	100%	100%
they can talk to their teachers about their concerns* (S2042)	92%	88%	87%
their school takes students' opinions seriously* (S2043)	87%	100%	93%
student behaviour is well managed at their school* (S2044)	93%	75%	87%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	94%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	94%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
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)	100%	86%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
students are encouraged to do their best at their school (S2072)	100%	86%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	86%	100%
their school takes staff opinions seriously (S2076)	100%	86%	100%
their school looks for ways to improve (S2077)	100%	86%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	86%	100%

* 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 encouraged to be involved in their child's education and the life of the school. Details of class programs and school events are provided through the weekly newsletter. Weekly parades offer another opportunity for parents to be involved with their child at school. Parents are encouraged to talk to teachers about any concerns by arranging a time after school, with formal interview times being offered during Term 1 and 3. Parent volunteers participate in classroom activities as well as kitchen and garden classes. The active P&C Association invites all parents to attend monthly meetings and participate in a range of activities, including working bees, sports days and fundraisers.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. "You Can Do It" focuses on the five keys to success – organisation, persistence, confidence, getting along and resilience - building emotional and social resilience and guiding students to successful relationships with their peers and other members of their home and school community.

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	<5	<5	0
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

Staff and students monitor the school's use of electricity by turning off all lights at breaks and turning off standby lights at the end of the school day. With only tank water available, the school community has made water-wise choices such as reduced flush toilets and automatic taps as well as increasing the number of tanks to collect water. Solar panels located on our school roof contribute to reduced electrical power usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	22,368	
2015-2016	21,391	
2016-2017	16,833	

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

Sector:

Government

Non-government

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	4	7	0
Full-time Equivalents	2	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	4
Diploma	0
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 \$5408.

The major professional development initiatives are as follows:

- Leadership development and coaching
- Cluster initiatives including moderation, coaching and feedback
- Data literacy
- Australian Curriculum school planning and implementation

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%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	90%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%		DW

*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	DW	DW	91%	DW	DW	92%	86%						
2016	DW	DW	DW	93%	DW	DW	88%						
2017	DW	93%	DW	94%	DW	DW	DW						

*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

Due to small student numbers, the data for attendance distribution has been withheld. However, from 2016 to 2017 there was no significant change in students attending school greater than 90%.

Description of how non-attendance is managed by the school

The importance of school attendance is discussed regularly with children at weekly assemblies. Parents are reminded in the weekly newsletter **every day counts**. The newsletter also outlines the current attendance percentage of our students each week and term.

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. Class rolls are marked electronically twice a day, every morning and afternoon. Parents are asked to email, text or phone the school to explain student absence. Unexplained absences are reviewed daily and parents contacted routinely each morning to confirm a reason for non-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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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 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.