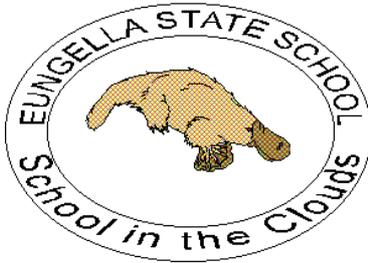


# Queensland State School Reporting – 2011

## Eungella State School (1353)



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Contact Person	Mrs Sue Vonthien (Principal)

## Principal's foreword

### Introduction

Welcome to Eungella State School 2011 School Annual Report. This report provides an overview of the progress the school has made towards the goals that were set for 2011 as well as the direction for 2012. It also gives an overview of some aspects of the school during 2011 including how satisfied parents and students were with the school and how students performed in systemic testing.

For those who do not have internet access, a hardcopy of this report is available at the school office.

### School progress towards its goals in 2011

In 2011, Eungella State School was committed to providing a learning environment where students are happy, healthy and learning. Children's wellbeing was supported through the use of daily assemblies promoting the school's values and strategies for a positive environment. Higher order thinking skills and effective social and emotional development were enhanced through the use of Philosophy for Children. The staff improved their use of data to monitor student success and needs, with spelling and reading receiving particular attention. As part of this improvement goal, the school continued to provide intensive daily invention for targeted students. The use of Probe Reading and Words Their Way programs was a priority with professional development provided for staff in each of these areas, well supported by weekly staff curriculum meetings. The school environmental program experienced ongoing success and received a Queensland Government grant to implement the Stephanie Alexander Kitchen Garden program.

### Future outlook

In 2012 an important focus for the school will be the successful implementation of the Australian Curriculum in Maths, English and Science. The school community will continue to ensure optimal learning of students by supporting all aspects of their well-being. A continued priority is the whole school focus on student improvement in spelling and reading using achievement data in to inform programming, teaching practice and professional development. The school will make effective use of the Stephanie Alexander Kitchen Garden program as a real life context for learning.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
46	24	22	82%

## Characteristics of the student body:

Our student body is very diverse. Many of the students have a parent working in the mines, dairies, tourism or local businesses (eg timber mill). 8% of the students identify as indigenous.

## Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	24
Year 4 – Year 10	19.1
Year 11 – Year 12	
All Classes	21.5

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	1
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

Our distinctive curriculum offerings:

- Environmental sustainability: Students from Year 2-7 are each in a team, which during the year, commits to maintaining an environmental portfolio for a month. These responsibilities include rubbish management (including recycling, worm farming, chooks and composting), bio-diversity (revegetation, frog pond and butterfly garden) and resource management (power and water).
- African Drumming: Students from Years 4-7 learn to play djembe drums and perform at school and community events.
- Year 4-7 students assist in the production of the fortnightly community newsletter which is provided free to the Eungella community through the sale of advertising.

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## Extra curricula activities:

- Homework club is available on Tuesdays to all Eungella School students. After school assistance by classroom teachers was available on various afternoons by arrangement.
- A whole school camp to the Gemfields was available in 2011 to all children including Prep students accompanied by a parent.
- Year 6/7 students participated in the National Youth Leadership Conference in Brisbane in March.
- Year 4 -7 attended the Whitsunday Voices Youth Literature Festival
- Participation in Charity and Recognition days included Pink Day in the Valley, Crazy Hair day, Jump Rope for Heart and Community Lantern Parade.

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## How Information and Communication Technologies are used to assist learning:

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

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## Social climate

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 behaviour and consequences for inappropriate actions. Student wellbeing – physical and emotional - continued to be a high priority in 2011. The school has continued daily Brain Gym and universal access to Snack Shack, a weekly healthy food option provided by the P&C. According to the School Opinion Survey, Over 95% of students at Eungella SS report that they are happy to go to school where they feel safe and treated fairly in a well behaved environment. Parents are extremely happy in the same areas. Staff are very content to work at Eungella SS and report it is a good place to work, with good team spirit, support and opportunities. Eungella State School strives to create a positive environment for all as elaborated upon in the school's "Responsible Behaviour Plan". Anti-bullying procedures involve teaching the entire school a set of safe and effective steps for dealing with problem behaviour and bullying including cyber bullying. This is re-enforced through the daily Assembly and in the newsletter.

## Our school at a glance

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

In 2011, 95% of students report that they are satisfied with and are happy to go to this school while parents reported an 89% general satisfaction. Staff morale and access to training received 100% satisfaction.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	79%
Percentage of students satisfied that they are getting a good education at school	100%
Percentage of parents/caregivers satisfied with their child's school	89%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	100%
Percentage of staff members satisfied with morale in the school	100%

DW – Data withheld

### Involving parents in their child's education

Parents are encouraged to be involved in their child's education and the life of the school. Details of class programs are provided through the fortnightly community newsletter on a page written by the class teacher. An open invitation exists for parents to visit classrooms and volunteer for class activities. The active P&C Association invites all parents to attend monthly meetings and participate in a range of activities.

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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. The school has made significant savings in use of power. With only tank water available, the school community has made waterwise choices such as reduced flush toilets and automatic taps as well as increasing the number of tanks to collect water. In 2011 no supplementary water needed to be purchased.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	15,048	0
2010	17,502	0
% change 10 - 11	-14%	N/A

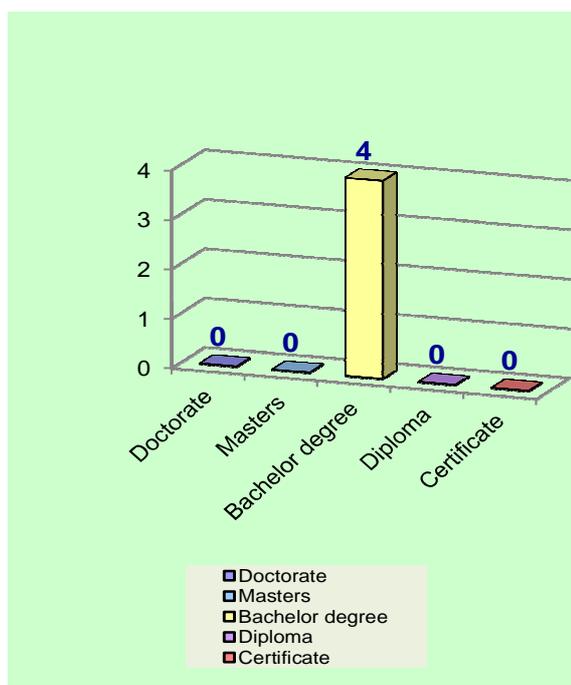
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time equivalents	3	2	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	4
Diploma	0
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$10 950.

The major professional development initiatives are as follows:

- Philosophy for children
- 7 Steps to Successful Writing
- Words Their Way
- Stephanie Alexander Kitchen Garden
- Principal leadership

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 36% of staff was retained by the school for the entire 2011 school year. This was as a result of our school dropping below the number required for 3 teachers.

## 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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

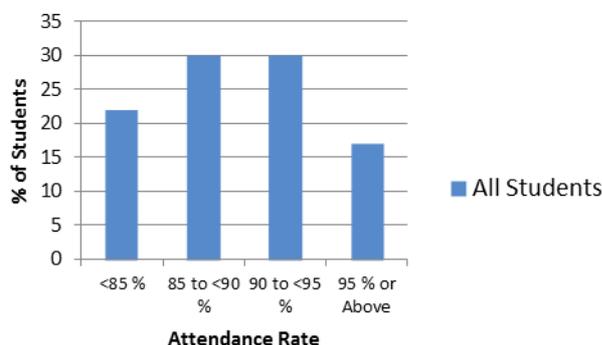
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
84%	86%	92%	91%	88%	95%	90%					

### 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 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.

The class rolls are marked twice a day, once in the morning and again in the afternoon. Parents are asked to email or phone the school to explain student absence.

In situation of three consecutive days of absence, a call is made home for a reason for the non-attendance.

## Performance of our students

### 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/>.

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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

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Due to our small cohort in Year 3 comments cannot be made on NAPLAN performance. In addition, due to the small number of Indigenous students across the school, comments regarding student attendance cannot be made. However, Indigenous perspectives are taught in all year levels, across all learning areas.