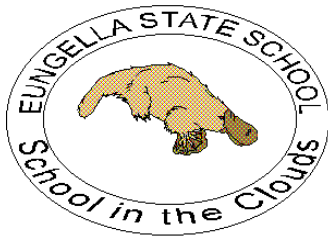


Eungella State School (1353)

Queensland State School Reporting

2012 School Annual Report



| | |
|----------------|---|
| Postal address | C/- Post Office Dalrymple Heights via Mackay 4757 |
| Phone | (07) 4958 4573 |
| Fax | (07) 4958 4567 |
| Email | the.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 | Mrs Sue Vonthien (Principal) |

Principal's foreword

Introduction

Welcome to Eungella State School 2012 School Annual Report. This report provides an overview of the progress the school has made towards the goals that were set for 2012 as well as the direction for 2013. It also gives an overview of some aspects of the school during 2012 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 2012

In 2012 the school focus was on

- the implementation of the Australian Curriculum in Maths, English and Science. Each class was successful in making the change to the new curriculum with teachers and aides involved in staff meeting implementation discussions. The Small Schools cluster met on a student free day to monitor the progress made in the implementation.
- ensuring optimal learning of students by supporting all aspects of their well-being. The school continued with Brain Gym, Social and Emotional learning supported in daily assemblies and healthy eating opportunities.
- student improvement in spelling and reading using achievement data in to inform programming, teaching practice and professional development. The school made significant progress in reading and spelling achievement as demonstrated by data gathered through the Words Their Way and Probe programs as well NAPLAN results.
- making effective use of the Stephanie Alexander Kitchen Garden program as a real life context for learning. Students were involved in garden and kitchen classes which provided contexts for literacy, numeracy and science activities.

Future outlook

In 2013, Eungella State School will continue to cater for the development of each child, and his/her wellbeing - physical, emotional, social and intellectual. While maintaining progress in spelling and reading, the focus will be on improved writing performance as demonstrated by the mapping of student progress. Staff will be investigating strategies to extend students who are high achievers. The School Pedagogical Framework, a document which outlines the teaching strategies used at the school, will be created. In 2013 staff will be embedding Explicit Instruction as a one of the pedagogies used.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 46 | 23 | 23 | 81% |
| 2011 | 46 | 24 | 22 | 82% |
| 2012 | 43 | 20 | 23 | 83% |

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

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 (e.g. timber mill). 4% of the students identify as indigenous.

Average Class sizes

| Phase | Average Class Size | | |
|---------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Prep – Year 3 | 17 | 24 | 22 |
| Year 4 – 7 | 20 | 19 | 19 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Short Suspensions - 1 to 5 days | <5 | <5 | <5 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings:

- Stephanie Alexander Kitchen Garden: Students from Year 2-7 are involved in developing and maintaining the garden. In connection with this, students sort their rubbish to be used where possible in the compost, worm farm and chickens. Students also maintain a frog pond and butterfly garden. Years 4-7 students prepare and share a meal each fortnight.
- 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.

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 Kinchant Outdoor Education Centre was available in 2012 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, Harmony Day and Community Lantern Parade.

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.

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 has continued to be a high priority in 2012. The school has continued daily Brain Gym each day and all students enjoy healthy delicious food from the Stephanie Alexander Kitchen each fortnight.

According to the School Opinion Survey, 100% 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.

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. The school received funding for a chaplain one day a week in 2012, which gives students another avenue for emotional support.

Parent, student and staff satisfaction with the school

Our staff profile

In 2012, 100% of students report Eungella State School is a good school while parents reported 91% satisfaction. Staff report an overall 99% satisfaction.

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 [#] |
|--|-------------------|
| their child is getting a good education at school | 100.0% |
| this is a good school | 91.7% |
| their child likes being at this school* | 100.0% |
| their child feels safe at this school* | 100.0% |
| their child's learning needs are being met at this school* | 100.0% |
| their child is making good progress at this school* | 91.7% |
| teachers at this school expect their child to do his or her best* | 100.0% |
| teachers at this school provide their child with useful feedback about his or her school work* | 100.0% |
| teachers at this school motivate their child to learn* | 100.0% |
| teachers at this school treat students fairly* | 92.3% |
| they can talk to their child's teachers about their concerns* | 91.7% |
| this school works with them to support their child's learning* | 92.3% |
| this school takes parents' opinions seriously* | 91.7% |
| student behaviour is well managed at this school* | 100.0% |
| this school looks for ways to improve* | 100.0% |
| this school is well maintained* | 100.0% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 [#] |
|---|-------------------|
| they are getting a good education at school | 100.0% |
| they like being at their school* | 90.5% |
| they feel safe at their school* | 100.0% |
| their teachers motivate them to learn* | 100.0% |
| their teachers expect them to do their best* | 100.0% |
| their teachers provide them with useful feedback about their school work* | 100.0% |
| teachers treat students fairly at their school* | 100.0% |

Our staff profile

| | |
|---|--------|
| they can talk to their teachers about their concerns* | 100.0% |
| their school takes students' opinions seriously* | 95.2% |
| student behaviour is well managed at their school* | 100.0% |
| their school looks for ways to improve* | 95.2% |
| their school is well maintained* | 100.0% |
| their school gives them opportunities to do interesting things* | 95.2% |

Performance measure (Nationally agreed items shown*)

| | |
|--|-------------------|
| Percentage of school staff who agree: | 2012 [#] |
| that they have good access to quality professional development | 100.0% |
| with the individual staff morale items | 100.0% |

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Our staff profile

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. At the start of the year, the school runs "The Big Day Out", an open day for parents to spend the morning at school. Parents are encouraged to talk to teachers about any concerns by arranging a time after school, with interview times being offered after each reporting period. 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.

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.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2009-2010 | 17,502 | 0 |
| 2010-2011 | 15,048 | 0 |
| 2011-2012 | 13,017 | 0 |

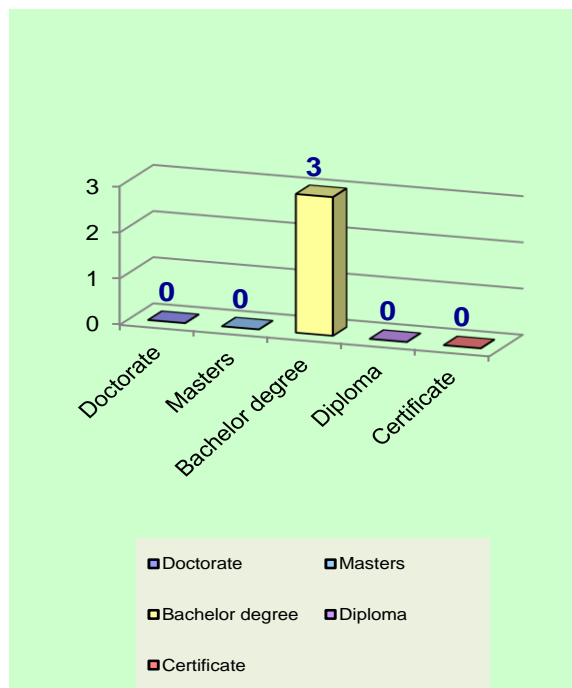
Our staff profile

Staff composition, including Indigenous staff

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts | 3 | 6 | 0 |
| Full-time equivalents | 3 | 2.4 | 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 | 3 |
| Diploma | 0 |
| Certificate | 0 |



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$9 283.

The major professional development initiatives are as follows:

- Use of the Interactive White Board
- Reading
- Understanding Personalities
- Cluster Australian Curriculum implementation review
- Spelling
- LOTE
- Code of Conduct and Student Protection
- First Steps in Reading
- Principal leadership

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

| Average staff attendance | 2010 | 2011 | 2012 |
|--|------|-------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 98.3% | 97.7% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 66.7% of staff was retained by the school for the entire 2012 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.

Performance of our students

Student attendance

| | 2010 | 2011 | 2012 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 89% | 90% | 90% |
| The overall attendance rate in 2012 for all Queensland state Primary schools was 93%. | | | |

Student attendance rate for each year level (shown as a percentage)

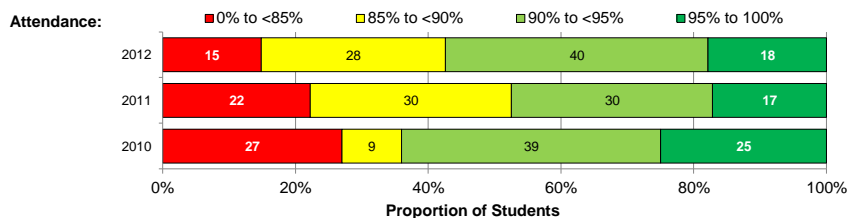
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------|--------|--------|--------|--------|--------|--------|--------|
| 2010 | 89% | 91% | 91% | 90% | 94% | 89% | 94% |
| 2011 | 84% | 86% | 92% | 91% | 88% | 95% | 90% |
| 2012 | 92% | DW | DW | 94% | 90% | 91% | 91% |

DW = Data withheld to ensure confidentiality.

School attendance for Year 2 and 3 is withheld due the small cohort. The importance of attendance is communicated to parents on a regular basis and the school's performance in this area is improving.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

The importance of school attendance is discussed regularly with children at daily assemblies. Parents are reminded in the fortnightly community newsletter, "The Regulla" as well as the weekly, "This Week at Eungella State 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.

The data for our Year 3 and 5 students is withheld due to the small cohorts. The mean scores for the Year 3 students in all of the testing placed them equal to both State and National mean scores. For Year 5 students mean scores were equal to State mean scores in all but spelling, and equal to National mean scores in all but spelling and writing. With this cohort of children, the improvement in mean scores from 2010 to 2012 was 142 compared to the National improvement of 100. The improvement in reading mean scores for this cohort was 98 with the National improvement being 80. Writing is the focus area for improvement in 2013.

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

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 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

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.