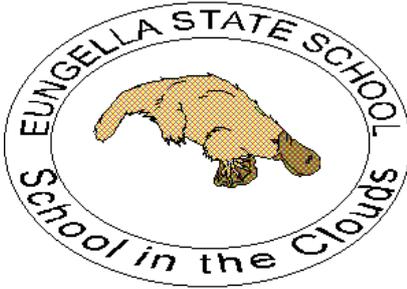


Eungella State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Welcome to Eungella State School 2013 School Annual Report. This report provides an overview of the progress the school has made towards the goals that were set for 2013 as well as the direction for 2014. It also gives an overview of some aspects of the school during 2013 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 2013

In 2013, the school focus was to:

- Plan and implement whole school focus on improving students' writing performance.
- Develop strategies to teach the top half of the students in each classroom.
- Develop the School Pedagogical Framework.
- Embed Explicit Instruction pedagogy across whole school.
- Improve staff capability to use OneSchool with planning and monitoring student progress.

Both classes reviewed the monitoring of student writing achievement, identifying skills and knowledge which needed focussed attention. Staff reviewed the teaching and learning processes at Eungella State School and produced the School Pedagogical Framework. They worked with a Pedagogical Coach to embed Explicit Instruction as a key pedagogy. Each class teacher developed strategies to extend the performance of students in the top half of the class.

Queensland State School Reporting 2012 School Annual Report



Future outlook

In 2014, Eungella State School will continue to support the whole child to ensure optimal learning. One of the learning priorities will be on writing, ensuring whole school consistent practices of teaching and assessment. The school will review the monitoring of writing achievement while exploring how to differentiate instruction. Staff will review the monitoring of achievement data in reading and differentiate according to results for individual students. Early and sustained intervention will be implemented for children at risk. Within Number, the focus is on including Higher Order thinking tasks in all Maths units as well as maintaining regular use Rapid Recall Routines in both classrooms.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	46	24	22	82%
2012	43	20	23	83%
2013	43	18	25	98%

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		
	2011	2012	2013
Prep – Year 3	24	22	21
Year 4 – Year 7 Primary	19	19	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	1	1	2
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

- Stephanie Alexander Kitchen Garden: Students from Year 2-7 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. Years 4-7 students prepare and share a delicious, healthy meal each fortnight. Community and Parent volunteers are mentors for this program
- 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
- Jump Rope for Heart Program

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 Yeppoon was available in 2013 for 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 Relay for Life, Choral Festival 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. 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 2013. The school has continued daily Brain Gym 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 like being at their school where they feel safe. 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 has continued to receive funding for a chaplain one day a week in 2013, which gives students another avenue for emotional support.

Our staff profile

Parent, student and staff satisfaction with the school

In 2012, 100% of students report that they like being at Eungella State School 93% of parents reported that their child is getting a good education at this school.. Staff report an overall 100% satisfaction.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	93%
this is a good school (S2035)	92%	93%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	93%
their child is making good progress at this school* (S2004)	92%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	92%	93%
they can talk to their child's teachers about their concerns* (S2009)	92%	93%
this school works with them to support their child's learning* (S2010)	92%	93%
this school takes parents' opinions seriously* (S2011)	92%	93%
student behaviour is well managed at this school* (S2012)	100%	93%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	90%	100%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	94%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	95%	100%

Our staff profile

student behaviour is well managed at their school* (S2044)	100%	94%
their school looks for ways to improve* (S2045)	95%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	100%

Performance measure

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

* 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 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 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

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 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
2010-2011	15,048	0
2011-2012	13,017	0
2012-2013	15,630	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

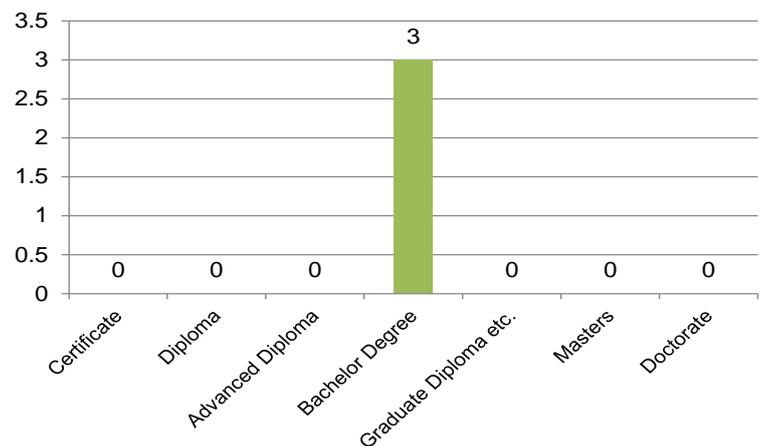
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	3	7	<5
Full-time equivalents	3	3	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	3



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 9354.

The major professional development initiatives are as follows:

- Staff research and focus on monitoring and teaching of writing
- Use of iPads
- Explicit Instruction
- Autism
- Dyslexia
- Use of OneSchool
- Introduction of History into the National Curriculum
- Primary Connections – Science
- Principal Leadership

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

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 2013 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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

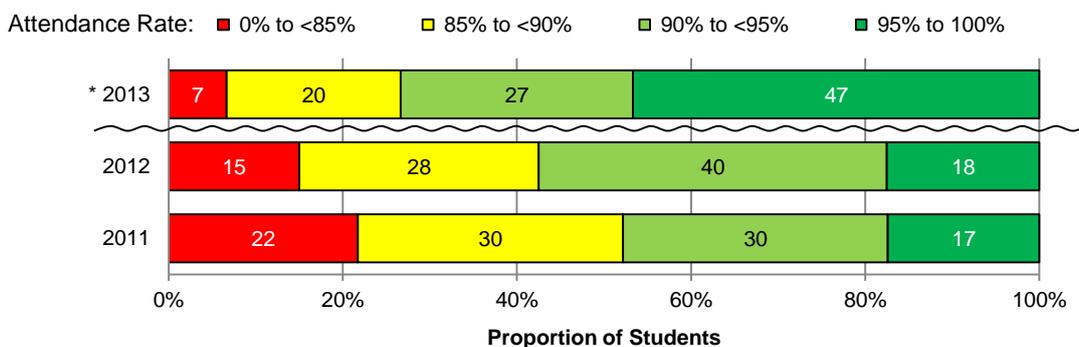
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	84%	86%	92%	91%	88%	95%	90%					
2012	92%	86%	86%	94%	90%	91%	91%					
2013	90%	92%	92%	93%	96%	94%	94%					

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 from 2013 to that of previous years.

Performance of our students

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 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7 are available via the My School website at <http://www.myschool.edu.au/>.

The data for Year 3 is withheld due to the small cohort. The mean scores for the Year 3 students placed them equal to the National mean scores in all areas except for writing. Writing continues to be a major focus area for the school in 2014. The writing mean score for Year 5 and 7 in 2013 was equal to the National mean.

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

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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.