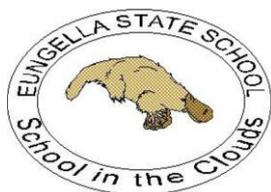


Eungella State School

Queensland State School Reporting

2014 School Annual Report



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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 2014 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.

The school has a strong productive partnership with Eungella Community Development Association (E.C.D.A.), which is an active and well-established community group.

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 2014

In 2014, the school focus was:

Writing

- Train all teachers in Seven Steps writing program
- Implement a writing improvement plan

Reading

- Introduction of student data profiles
- Employ additional teacher aide to work with students experiencing difficulties with reading

Numeracy

- Focus on Higher Order Thinking Tasks
- Utilize ICTs to enhance learning opportunities for students

Transition

- Facilitate transitional meetings between Year 6 and 7 students, parents and local high schools

Attendance

- Case manage students with poor attendance rates

Future outlook

In 2015, we will be implementing the strategies identified in our Explicit Improvement Agenda. Our major priorities for next year are:

Writing

- Develop teacher capability to teach and assess writing
- Monitor achievement data in writing
- Analyse student writing performance and differentiate instruction

Numeracy

- Develop teacher capability to teach and assess numeracy
- Analyse student numeracy performance and differentiate instruction

Reading

- Differentiate within each classroom according to results for individual students
- Implement early and sustained intervention for children at risk

Attendance

- Monitor absence pattern of students
- Promote full attendance

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	43	20	23	83%
2013	43	18	25	98%
2014	40	16	24	90%

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

Characteristics of the student body:

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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	12	10	23
Year 4 – Year 7 Primary	19	22	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	<5	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Students at Eungella State School are immersed in learning experiences that are differentiated to cater for all learning styles and needs. Throughout 2014, distinctive curriculum offerings included:

- Stephanie Alexander Kitchen Garden: students from Yr 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. Year 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 Yr 4-7 learn to play djembe drums and perform at school and community events
- Yr 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

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
- Homework Club
- Whole School camp
- GRIP Leadership Program for Yr 6-7
- Whitsunday Voices Literature Festival Yr 4-7
- Mackay Choral Festival Yr 5-7
- Participation in Charity and Recognition days

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 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

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 2014. The school has continued daily Brain Gym and all 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 2014. The Chaplaincy program reinforces our school rules and gives students another avenue for emotional support.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	93%	75%
this is a good school (S2035)	92%	93%	75%
their child likes being at this school* (S2001)	100%	100%	75%
their child feels safe at this school* (S2002)	100%	100%	75%
their child's learning needs are being met at this school* (S2003)	100%	93%	75%
their child is making good progress at this school* (S2004)	92%	93%	75%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	75%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	75%
teachers at this school motivate their child to learn* (S2007)	100%	100%	75%
teachers at this school treat students fairly* (S2008)	92%	93%	75%
they can talk to their child's teachers about their concerns* (S2009)	92%	93%	75%
this school works with them to support their child's learning* (S2010)	92%	93%	75%
this school takes parents' opinions seriously* (S2011)	92%	93%	75%
student behaviour is well managed at this school* (S2012)	100%	93%	75%
this school looks for ways to improve* (S2013)	100%	100%	75%
this school is well maintained* (S2014)	100%	100%	75%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	100%	100%	95%
they like being at their school* (S2036)	90%	100%	95%
they feel safe at their school* (S2037)	100%	100%	94%
their teachers motivate them to learn* (S2038)	100%	100%	100%
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%	94%
teachers treat students fairly at their school* (S2041)	100%	94%	83%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	95%	100%	84%
student behaviour is well managed at their school* (S2044)	100%	94%	89%
their school looks for ways to improve* (S2045)	95%	100%	94%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the 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. Daily 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 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, including working bees, sports days and fundraisers.

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 water-wise choices such as reduced flush toilets and automatic taps as well as increasing the number of tanks to collect water. Planned maintenance on solar panels will occur in 2015.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	13,017	0
2012-2013	15,630	0
2013-2014	21,177	0

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.

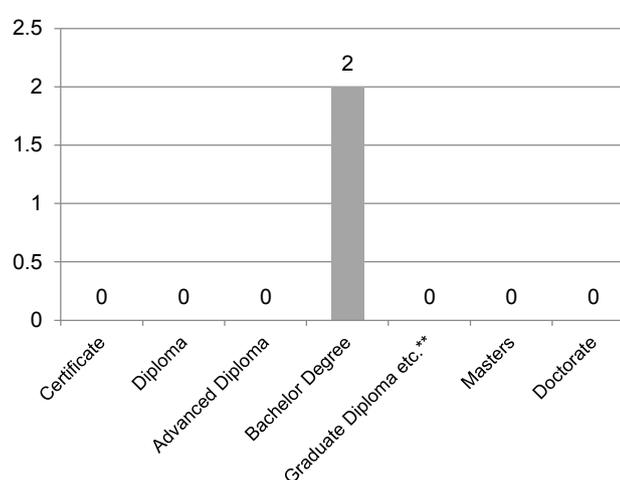
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	6	0
Full-time equivalents	2	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	2



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$10090

The major professional development initiatives were as follows:

- Seven Steps writing program
- Explicit Instruction
- Leadership development and coaching, including QASSP
- Cluster initiatives

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 56% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	93%	91%

The overall attendance rate in 2014 for all Queensland 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
2012	92%	86%	86%	94%	90%	91%	91%					
2013	90%	92%	92%	93%	96%	94%	94%					
2014	DW	89%	89%	DW	95%	93%	DW					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

Due to small student numbers, the data for attendance distribution has been withheld. However, from 2013 to 2014 there was a reduction of the students who attended less than 90% and an increase of 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 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 DETE 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. Class rolls are marked twice a day, every morning and afternoon. Parents are asked to email or phone the school to explain student absence. In situations of three consecutive days of absence, a call is made home for a reason for non-attendance. Absences that are not explained are recorded as unexplained absences.

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/>.

Due to low student numbers in Year 7, the data on the MySchool website has been withheld for this cohort. However, 100% of students achieved At or Above the National Minimum Standards in all NAPLAN areas.

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. Due to the small number of Indigenous students across the school, comments regarding student attendance and NAPLAN results cannot be made. However, Indigenous perspectives are taught in all year levels, across all learning areas.