Eungella State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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From the Principal

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.

School progress towards its goals in 2018

In 2018, 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 2019, we will be implementing the strategies identified in our Annual Implementation Plan. Our major priorities for next year are:
Writing
- Monitor achievement data in writing

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 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	34	38	38
Girls	17	18	20
Boys	17	20	18
Indigenous		<5	<5
Enrolment continuity (Feb. – Nov.)	91%	92%	92%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	17	21	20
Year 4 – Year 6	17	18	20
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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' learning experiences are differentiated to cater for all learning styles and needs. Throughout 2018, 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. 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 Eisteddfod Prep-6
- Participation in Charity and Recognition days
- Pioneer Valley Mathematics

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. 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 2018. 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.
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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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%	89%	100%
• 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%	89%	100%
• 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%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	94%	100%	100%
• they feel safe at their school* (S2037)	94%	100%	100%
• 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%	100%	94%
• they can talk to their teachers about their concerns* (S2042)	88%	87%	100%
• their school takes students' opinions seriously* (S2043)	100%	93%	75%
• student behaviour is well managed at their school* (S2044)	75%	87%	94%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	94%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	94%	93%	81%

Percentage of students who agree# that:	2016	2017	2018

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	86%	89%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
• students are encouraged to do their best at their school (S2072)	86%	100%	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)	86%	100%	100%
• their school takes staff opinions seriously (S2076)	86%	100%	100%
• their school looks for ways to improve (S2077)	86%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	86%	100%	89%

* 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	<5	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	21,391	16,833	23,675
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go

| School sector ⌄ | School type ⌄ | State ⌄ |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	9	0
Full-time equivalents	2	3	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	0
Graduate Diploma etc.*	0
Bachelor degree	4
Diploma	0
Certificate	0

*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 2018 were $10432.

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
- Workplace Health & Safety training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Description	2016	2017	2018
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, 42% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	92%
Attendance rate for Indigenous** students at this school		DW	DW

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

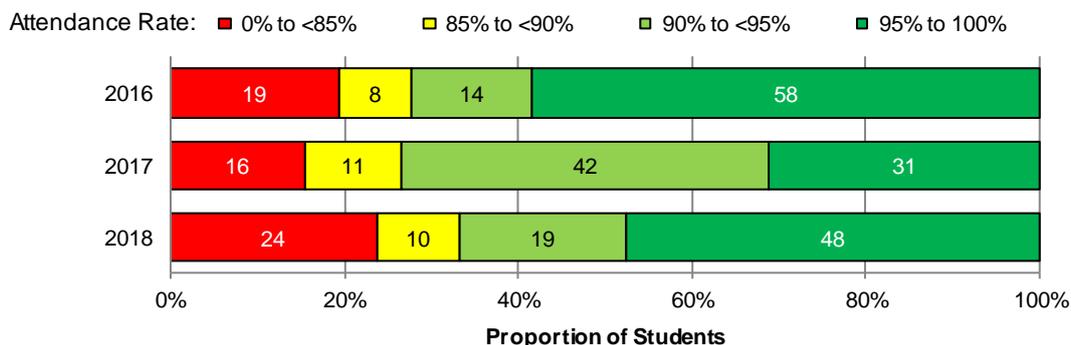| Year level	2016	2017	2018
Prep	DW	96%	93%
Year 1	DW	DW	94%
Year 2	DW	DW	DW
Year 3	93%	94%	DW
Year 4	DW	DW	93%
Year 5	DW	DW	DW
Year 6	88%	DW	DW

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
Due to small student numbers, the data for attendance distribution has been withheld. However, from 2017 to 2018 there was no significant change in students attending school greater than 90%.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	19	8	14	58
2017	16	11	42	31
2018	24	10	19	48

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.