

Eumundi State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Eumundi State School is set in the rolling hills of the Sunshine Coast hinterland, adjacent to the famous Eumundi Markets. It is co-educational, offering instruction for students from Prep to Year 7, with enrolments consistently sitting at approximately 600 students.

At our school we endeavour to provide a positive, supportive and encouraging learning environment which will assist each child to develop to their fullest potential academically, physically, socially and emotionally, while also developing in each a recognition of the needs and rights of others.

Parents are encouraged to visit the school frequently and to become involved where possible in the school's programs and activities. We welcome parents as educational partners and trust that children find their time at Eumundi rewarding and enjoyable.

At Eumundi State School we are committed to maximizing the potential of each individual child and to fostering an enthusiastic attitude towards lifelong learning. Our School Motto "*While We Live We Grow*" reinforces our belief that learning continues throughout life's journey. At Eumundi our school community is committed to providing an engaging and challenging curriculum to ensure that each child has the opportunity to fulfil his/her potential.

School progress towards its goals in 2014

In 2014 the school made significant progress in a number of areas as outlined in our Annual Implementation Plan.

ACARA Priorities – In 2014 our primary focus of embedding English, Mathematics, Science and History, using the C2C resource, was successful and was in alignment with community expectations. We trialled Geography using the C2C resource and staff were encouraged to know the Achievement standards and Content Elaborations from the Australian Curriculum in all key learning areas for their year level. We continued to use Essential Learnings for the other KLAS.

Literacy Priority

In 2014 we embedded a shared understanding and pedagogical practice of the 5 reading procedures: 1. Reading aloud to students 2. Modified reading 3. Shared reading 4. Guided reading and 5. Independent reading. We

aligned the reading framework to Pearson's Gradual Release of Responsibility Model to ensure that the five aspects of reading were explicitly addressed ie. 1. Fluency 2. Broad and deep vocabulary 3. Active comprehension strategies 4. Text and textual features and 5. Knowledge of the world.

We also continued to use the Springboard Digital Reading Resource (comprehension skills) and teachers explicitly taught Sheena Cameron's Reading Comprehension strategies.

Numeracy Priority

We embedded numeracy rich routines that addressed key aspects of number as identified through NAPLAN and internal data sources. Teachers were shown different "warm-up" strategies and encouraged to use these daily to address issues identified in their classes.

Curriculum Extension Programs

The Mathematics Extension Program for Years 1-6 was again very successful with the Year 7 team coming 2nd overall (out of 40 teams) at a Regionals Problem Solving competition. The Year 6 team also performed creditably at the same competition coming 5th (out of 37 teams).

In 2014 the 'Ignite' English program continued its focus on writing. Children wrote regular articles for the Eumundi Green (a local fortnightly publication).

Upper 2 Bands Priority

We continued to ensure that a variety of processes were in place for the identification and support of students in the Upper 2 Bands in English and Mathematics.

Development of Whole of School Professional Learning Plan – In 2014 we continued with the implementation of Marzano's, Art and Science of Teaching. As a staff we continued to explore opportunities for discussion around contemporary approaches to teaching and learning through the analysis of Rules and Routines (DQ6) across the school and the setting of Learning Goals (DQ1) in each classroom. The staff also developed and implemented a feedback / lesson observation checklist to be used as a reflection tool for teachers.

Flying Start initiative

2014 saw the last year that Year 7 students would be enrolled at Eumundi State School. Throughout the year there were numerous meetings between Eumundi staff/students and the local feeder high school. Students were also transported to the local high school on a number of occasions as part of a very successful transition program.

Permaculture

In 2014 the school gardening Program was progressed with students across the school working with Jon Gemmell on creating a new section to our sustainable garden in a variety of identified areas around the school. Every Monday a class visited the Enviro Centre for their 'Environmental Day' and for the remainder of the week the centre for specialist science lessons.

Specialist Lessons

The school has enhanced its ability to provide alternative specialist lessons in the areas of Science and Dance and Drama. Focused science lessons with a specialist science teacher in a purpose built room have continued whilst dance and drama lessons for the lower school children have further supported the schools focus in 'The Arts'.

Facilities

The school is very well equipped with the P-3 classrooms, Year 6 classrooms, Library and Computer Lab all air-conditioned. All classrooms are resourced with interactive whiteboard technology and the school boasts both PC and Apple computer labs. In 2014 the upper school students were also introduced to a Lego We Do Robotics program whereby they built and programmed their own robots.

Under a joint project with the Eumundi Historical Association the school has been the recipient of 8 industrial worm farms. These farms are being used to recycle organic waste from the Eumundi Markets on Wednesdays and Saturdays and produce worm juice, which is being sold by the Student Council.

Future outlook

As our school continues to grow our future looks bright. In 2015 we aim to complete the following projects:

- Further enhance the Enviro Centre/Sustainability/Science concept
- Implement P-12 Curriculum, Assessment and Reporting Framework
- Implement the Annual Performance Development Plan for Teachers utilising the AITSL (Australian Institute for Teaching and School leadership) self-assessment tool
- Implement a coaching framework which focuses on conversations with staff about data analysis, planning and programming, lesson observations and feedback
- A whole school focus on writing and spelling
- NAPLAN Blitz program for all Year 3/5 students
- Upper school specialist rotation lessons in preparation for High School
- Implement the Words Their Way Spelling and NCR Maths Diagnostic tests and using this data to inform teaching
- Art Attack program for the annual Arts in Action Festival (Term 3)
- Continue the Lego We Do Robotics program for all students and introduce Sphero to compliment it

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	514	251	263	95%
2013	552	268	284	94%
2014	605	297	308	96%

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

Characteristics of the student body:

Our school community is drawn from a wide range of areas across the Noosa Hinterland. Children typically come from a rural or semi-rural background. Our children enjoy outdoor pursuits and are often involved in horse riding, motor cross and lifesaving. They are also very passionate about a wide range of visual and performing arts. The school offers a non-denominational Christian approach to religion. The school has a small indigenous enrolment.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	25	20
Year 4 – Year 7 Primary	28	26	29
Year 8 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	5	3
Long Suspensions - 6 to 20 days	1	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

Our distinctive curriculum offerings include:

Ignite English and Mathematics extension programs for identified students

Connect program to support students from Prep to Year 2

Strong focus on Permaculture and care for the environment across the curriculum

School Wide Visual and Performing Arts program has been developed with input from local artists

Surf Awareness Program for students in Years 6/7

Specialist Science and Dance/Drama lessons

On line Mathletics (Prep – Year 7) and Reading Eggs (Prep – Year 1) programs were accessible for students

Lego We Do Robotics program for all students

Extra curricula activities

Activities outside the normal school routine are seen as being of much value in assisting the development of children's full potential. Extra-curricular activities are arranged for children throughout the year. These include cultural and artistic performances, participation in local sports, musical and academic competitions, school camps and discos.

The school regularly participates in the following:

School Musical

King of the Mountain Relay Race

Arts in Action day including Eumundi's Got Talent

Under 8's community celebrations

Community Anzac Day commemorations

Interschool and District Sports for students in Years 6/7

Specialist Performances for students in Prep – Year 7

Outside Schools Hours Care and Active After School Care programs

Spell-a-thon Fundraiser

Year 4, 5, 6 and 7 camp

Guitar Club

Gardening Group

How Information and Communication Technologies are used to assist learning

Our school is well equipped with computers. All of our class computers are connected to our school curriculum server which also allows access to the internet. In addition, we have two computer labs located in our Library/Learning and Development Centre.

The computer is viewed as a valuable learning tool, and students are instructed in how to make effective use of available hardware and software resources. A school-based program of skills and application of these skills has been developed and is implemented across the school from Prep to Year 7.

The use of ICT's in classrooms to support literacy and numeracy outcomes is a strong focus for the teachers at Eumundi. All classrooms are networked with student access to the internet and intranet. All classrooms have also been equipped with Interactive Whiteboard technology and ceiling mounted projectors to aid in teaching delivery.

The library is equipped with a bank of approximately 28 computers for students to access during lunch breaks. A range of software programs including learning objects, Kidpix and various others are used.

Our new Learning and Discovery Centre boasts a bank of 20 Apple Mac computers and 15 Mac Book laptops to assist students in developing skills in alternative platforms.

Social Climate

Enrolments reflect a broad cross-section of the socio-economic range, with a focus on social development through our 'Eumundi Expects' which encourages students to focus on the values of 'Care, Common Sense, Courtesy and Co-operation'.

Awards are presented regularly on school parade to students exhibiting these traits. In 2014 Parent feedback from School Opinion Survey Data revealed that 98% of surveyed parents felt that their child was receiving a good education at Eumundi State School. 100% of parents surveyed also indicated that Eumundi State School is a good school.

For the past 3 years the school has accessed funding to employ a school based chaplain to enhance its Pastoral Care Program.

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)	96%	100%	98%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	98%
their child feels safe at this school* (S2002)	100%	100%	98%
their child's learning needs are being met at this school* (S2003)	96%	100%	94%
their child is making good progress at this school* (S2004)	92%	100%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	96%
teachers at this school motivate their child to learn* (S2007)	100%	100%	94%
teachers at this school treat students fairly* (S2008)	96%	100%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	98%
this school works with them to support their child's learning* (S2010)	96%	97%	93%
this school takes parents' opinions seriously* (S2011)	96%	100%	96%
student behaviour is well managed at this school* (S2012)	100%	100%	96%
this school looks for ways to improve* (S2013)	96%	100%	98%
this school is well maintained* (S2014)	100%	100%	98%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	97%	98%	94%
they like being at their school* (S2036)	97%	96%	96%
they feel safe at their school* (S2037)	95%	98%	100%
their teachers motivate them to learn* (S2038)	100%	100%	98%
their teachers expect them to do their best* (S2039)	99%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	96%
teachers treat students fairly at their school* (S2041)	94%	96%	94%
they can talk to their teachers about their concerns* (S2042)	93%	92%	96%
their school takes students' opinions seriously* (S2043)	98%	96%	90%
student behaviour is well managed at their school* (S2044)	96%	99%	92%
their school looks for ways to improve* (S2045)	98%	97%	93%
their school is well maintained* (S2046)	95%	98%	97%
their school gives them opportunities to do interesting things* (S2047)	95%	99%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	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)		97%	93%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		97%	98%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		94%	98%
their school takes staff opinions seriously (S2076)		91%	93%
their school looks for ways to improve (S2077)		97%	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 take an active role in their child's education and classrooms often use the services of volunteer parents. The school has an active P&C which meets regularly to discuss educational issues and plays a fantastic role in fund raising for the school.

Parent volunteers are used to assist in the schools Tuckshop and in the Garden / Permaculture Program on a weekly basis. Reporting is an important component of the school / parent relationship. At Eumundi parents are involved in parent / teacher meetings in Term 1 and 3. In Term 3 a three-way meeting takes place between teacher, parent and student where the child has the opportunity to share their work folio directly with their parent.

Reducing the school's environmental footprint

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

The school formally adopted a SEMP program at the conclusion of 2010. The school has significantly reduced its use of water and electricity from 2013 to 2014 through awareness raising and whole of school strategies to reduce our environmental footprint. Unfortunately our use of water and electricity increased from 2010 – 2011 due to finalisation of our air conditioning program throughout the Prep – Year 3 classrooms. An increase in enrolments during the last 3 years has also lead to increased usage as three more classrooms were in use along with a Science Lab.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	910	2,412
2012-2013	99,456	2,225
2013-2014	112,167	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.

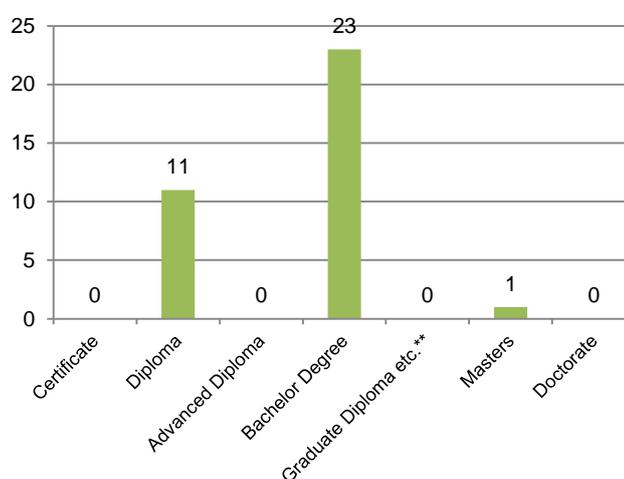
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	35	19	<5
Full-time equivalents	32	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	11
Advanced Diploma	0
Bachelor Degree	23
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	35



*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 \$14 668.00.

The major professional development initiatives were as follows:

- ASoT training for identified staff
- Seven Steps training
- Interactive Learning Conference for the Early Phase
- Play, Wonder and Learn
- Digital Differentiation

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.	97%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were 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).	92%	91%	92%

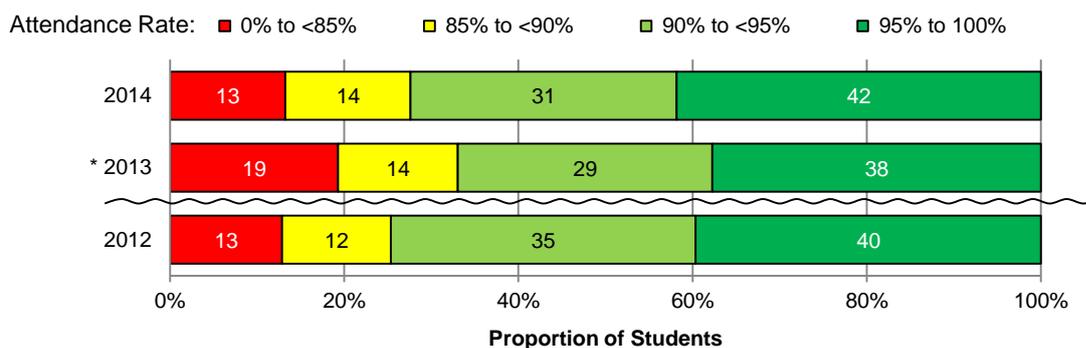
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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%	92%	92%	91%	91%	93%	91%					
2013	92%	91%	91%	92%	89%	90%	91%					
2014	92%	92%	93%	92%	93%	91%	93%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the 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.

Parents are required to advise the school by telephone or letter as soon as possible of the reason for the child being absent from school. Attendance is recorded on school rolls twice daily – at 9.00am and after second break

at 1.30pm. Children arriving to school after 9.20am will be marked absent for the morning / half day absence. If the student left earlier than 30 minutes prior to the end of the scheduled school day, this will count as an afternoon/half day absence.

Children absent from school for more than two days without reason or notification from the parent will be marked as unauthorised on the school roll. This will result in a follow up phone call from the school administration to ascertain the reason for the child being absent. Continued unexplained absences or if the reason for absence is considered unsatisfactory will result in a parent meeting being organised to discuss the situation.

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/>.

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

No comparison due to the small sample size. Data has been withheld for confidentiality reasons and to protect the privacy of students.

Indigenous levels of attendance have been consistently around 90% over 2008, 2009, 2010, 2011 and 2012. In 2013 the attendance rate was 87% and in 2014 it was 88%.