Eumundi State School
Queensland State School Reporting
2015 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 6, 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 2015

In 2015 the school made significant progress in a number of areas as outlined in our Annual Implementation Plan.
ACARA Priorities – In 2015 our primary focus of embedding English, Mathematics, Science and History (National Curriculum) using the C2C resource was successful and was in alignment with community expectations. We embedded Geography using the C2C resource and staff were also given the opportunity to familiarise themselves with the curriculum area 'The Arts' using the C2C resource during Term 4, 2015.

Literacy Priority
In 2015 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 the Sheena Cameron's Reading Comprehension strategies program.

Numeracy Priority

We embedded numeracy rich routines that addressed key aspects of number as identified through NAPLAN and internal data sources.

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 Reading Comprehension strategies. We also continued to support Upper 2 Bands students in Mathematics.

Development of Whole of School Professional Learning Plan – as a school in 2015 we continued with the implementation of Marzano's, Art and Science of Teaching. As a staff the school 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.

Permaculture

In 2015 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 Friday a class visited the Enviro Centre for their 'Environmental Day' and for the remainder of the week classes used the centre for their science lessons.

Curriculum Extension Programs

The Mathematics Extension Program for Years 1-6 was again very successful with the Year 6 team coming 2nd in the 'Teams' section (out of 50 teams) at a Regionals Problem Solving competition.

In 2015 the 'Ignite' English program continued its focus on writing. Children wrote regular articles for the Eumundi Green (a local fortnightly publication). The children also attended the annual Brisbane Writer's Festival at the University of Queensland in Term 3.

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 2015 the upper school students were also introduced to a Lego We Do Robotics program whereby they built and programed 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 2016 we aim to complete the following projects:

- Further enhance the Enviro Centre/Sustainability/Science concept
- Implement P-12 Curriculum, Assessment and Reporting Framework
- A whole school focus on numeracy
- NAPLAN Blitz program for all Year 3/5 students
- Upper school specialist rotation lessons in preparation for High School
- Embedd the Words Their Way Spelling and NCR Maths Diagnostic tests and use this data to inform teaching
- Art Attack program for Arts in Action (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

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	552	268	284	13	94%
2014	605	297	308	13	96%
2015	583	281	302	12	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	25	20	23
Year 4 – Year 7 Primary	26	29	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**

Short Suspensions - 1 to 5 days	5	3	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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
Specialist Science and Dance/Drama lessons
On line Reading Eggs (Prep – Year 1) program was 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 5 & 6
Sporting Schools program
Specialist Performances for students in Prep – Year 6
Outside Schools Hours Care and Active After School Care programs
Spell-a-thon Fundraiser
Year 4, 5 and 6 camp
Guitar Club
Gardening Group

How Information and Communication Technologies are used to improve 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 6.

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 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 2015 Parent feedback from School Opinion Survey Data revealed that a very high percentage 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			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	98%	99%
this is a good school (S2035)	100%	100%	99%
their child likes being at this school (S2001)	100%	98%	99%
their child feels safe at this school (S2002)	100%	98%	99%
their child's learning needs are being met at this school (S2003)	100%	94%	97%
their child is making good progress at this school (S2004)	100%	96%	99%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	96%	99%
teachers at this school motivate their child to learn (S2007)	100%	94%	99%
teachers at this school treat students fairly (S2008)	100%	96%	95%
they can talk to their child's teachers about their concerns (S2009)	97%	98%	97%
this school works with them to support their child's learning (S2010)	97%	93%	97%
this school takes parents' opinions seriously (S2011)	100%	96%	96%
student behaviour is well managed at this school (S2012)	100%	96%	94%
this school looks for ways to improve (S2013)	100%	98%	96%
this school is well maintained (S2014)	100%	98%	97%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	94%	97%
they like being at their school (S2036)	96%	96%	97%
they feel safe at their school (S2037)	98%	100%	100%
their teachers motivate them to learn (S2038)	100%	98%	99%
their teachers expect them to do their best (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	98%	96%	98%
teachers treat students fairly at their school (S2041)	96%	94%	96%
they can talk to their teachers about their concerns (S2042)	92%	96%	95%
their school takes students' opinions seriously (S2043)	96%	90%	94%
student behaviour is well managed at their school (S2044)	99%	92%	93%
their school looks for ways to improve (S2045)	97%	93%	97%
their school is well maintained (S2046)	98%	97%	97%
their school gives them opportunities to do interesting things (S2047)	99%	95%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	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)	97%	93%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	96%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	98%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	94%	98%	100%
their school takes staff opinions seriously (S2076)	91%	93%	100%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	100%	100%	98%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

\# '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 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. Support is available for students with a disability who have been verified by Education Queensland. The

student needs to meet the criteria set by EQ for one or more of the following categories; Physical Impairment, Intellectual Disability, Visual Impairment, Hearing Impairment, Speech/Language Impairment and Autism Spectrum Disorder. The SEP Teacher and EQ Specialists work with the parents of the student with a disability to organise and complete the required testing, reporting and paperwork which has to be submitted to EQ for verification. This verification is essential to attract funding to provide support. Students who do not meet the verification criteria are considered for support through whole school inclusive practices.

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 – 2015 due to finalisation of our air conditioning program throughout the Prep – Year 6 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.

In 2015 the school received a grant to install 90 000L water tank to be used in the Environmental Centre. It is anticipated that this tank will reduce the schools need for watering in the garden area.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	99,456	2,225
2013-2014	112,167	0
2014-2015	112,115	301

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	36	20	<5
Full-time equivalents	31	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	11
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	**36**
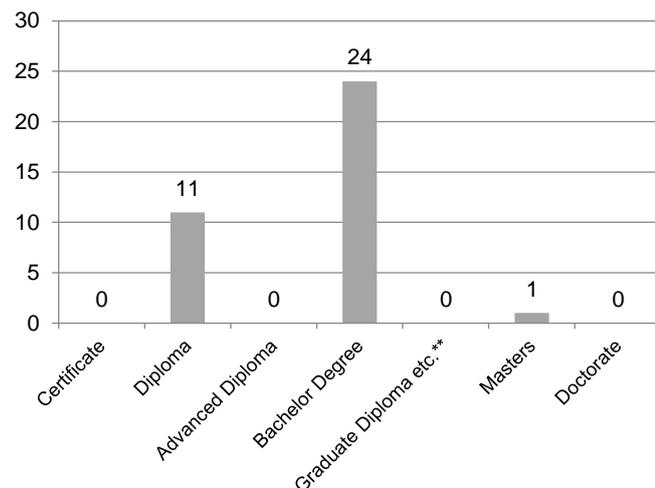
*Teaching staff includes School Leaders

**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 2015 were $27,229.75.

The major professional development initiatives are as follows:

- Writing; Teaching writing Year 1-2; Seven steps to writing success
- Numeracy
- Teaching diverse learners
- Play wonder and learn
- Early years
- Leadership
- Digital technologies
- e-Learning

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2015 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

School name **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	88%	90%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

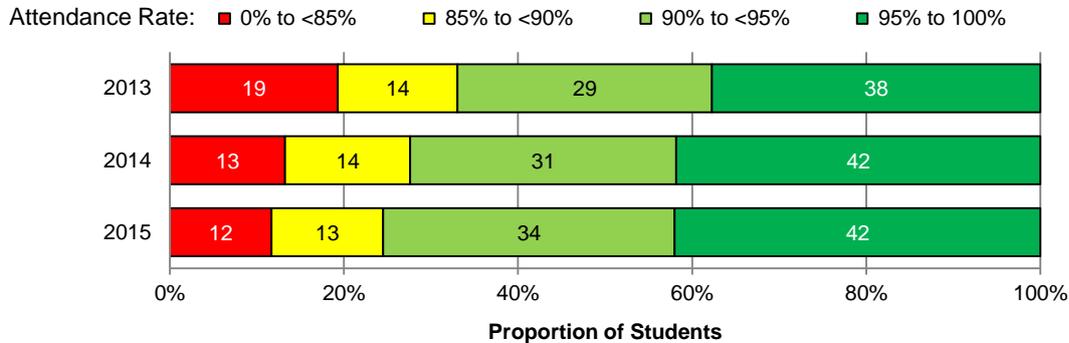The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)												
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	92%	91%	91%	92%	89%	90%	91%					
2014	92%	92%	92%	93%	92%	93%	91%	93%					
2015	90%	93%	93%	94%	93%	93%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Queensland Government

Student attendance distribution

The proportions of students by attendance range.

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%
2013	19	14	29	38
2014	13	14	31	42
2015	12	13	34	42

Proportion of Students

Description of how non-attendance is managed by the school

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.

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. 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

School name   [GO]

Suburb, town or postcode

Sector:

☑ Government

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[SEARCH]

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.