Eumundi State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

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 Preparatory Year 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 life-long learning. Our school motto 'While We Live We Grow' reinforces our belief that learning continues throughout life's journey.

Principal's Foreword

Introduction

This report reflects the schools progress towards achieving its goal of maximising the potential of each individual child and to the fostering of an enthusiastic attitude towards lifelong learning.

School Progress towards its goals in 2016

In 2016 the school made significant progress in a number of areas as outlined in our Annual Implementation Plan.

Numeracy focus: Reviewed school approach to the teaching of mathematics. Provided PD for staff in ACARA standards in Mathematics. Built teacher capacity to recognise and remediate key misconceptions through numeracy rich routines, warm ups, which align with ACARA content and link with C2C units. Continued to build teacher data literacy skills. Identified data starting points for planning, pedagogy and assessment processes. Embedded Numeracy Data PLT in the P-2 and 3-6 sector.

Literacy Focus: Reviewed current reading policy. Ensured the reading approach is consistently embedded across the school. Worked with new teachers to ensure that they understand the approach to teaching reading within the school - eg Springboard program / Sheena Cameron. Continued to focus on reading / literacy intervention programs in the P-2 sector. Embedded Mini Lit program in year 1 and Reading Link in year 3 as a tool to enhance intervention diagnosis.

Attendance: Raised awareness across the school community of the importance of school attendance. Communicated this expectation to parents and students via newsletters, parades etc. Reviewed processes to individually track students with poor attendance rates. Set up case management processes to enhance communication with parents and students in this area. Developed positive reinforcement approach to encourage attendance.

Future Outlook

As our school continues to grow our we aim to maintain our current curriculum offerings and focus areas whilst exploring opportunities to enhance these where possible. In 2017 we aim to complete the following projects:

☐ Further enhance the Enviro Centre/Sustainability/Science concept through IPS funding

☐ Implement P-12 Curriculum, Assessment and Reporting Framework

☐ Design and implement a whole school focus on numeracy

☐ Develop and implement a Makerspace concept room to promote STEM concepts

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☐ Upgrade existing facilities to promote an intentionally inviting environment

☐ Embed the Words Their Way Spelling program and NCR Maths Diagnostic tests into planning and pedagogical practice and use this data to inform teaching

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	605	297	308	13	96%
2015*	583	281	302	12	95%
2016	614	294	320	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 2016, 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

Overview

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
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	25	24
Year 4 – Year 7	29	27	27
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery
Our distinctive curriculum offerings include:
- Ignite English and Mathematics extension programs for identified students using Impact Program
- Connect program to support students from Prep to Year 2

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- 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 5 & 6
- Specialist Science and Dance/Drama lessons
- On line Reading Eggs (Prep – Year 1) program was accessible for students
- Maker Space initiative which includes 'hands on' Lego We Do Robotics program for all students

Co-curricular Activities

Activities outside the normal school routine are viewed 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
- Goombucka indigenous culture activities week
- 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 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 used 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. Students from Prep to Year 2 have access to 'Reading Eggs' online program at school and at home.

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 One Note interface is being used for whole-school planning, facilitating the sharing of resources and developing more efficient access to curriculum information.

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.

A Maker Space has been established for teachers and students to explore, utilise and learn through 'play' with a range of digital technology products as part of our STEM plan.

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STEM Annual Implementation Plan**

Building teacher capability

The State Schools 2025 aspiration is to enable 100% of teachers of STEM subjects to have access to professional development to meet individual needs.

Our actions will be:	Responsible officer(s)
- Provide internal professional development opportunities for staff – STEM - Continued Eviro days – scheduled school wide promoting Science and sustainability including internal opportunities for staff professional development. - Provide external opportunities for professional development. - Continued coaching model – extending to STEM based mentoring. - Digital Technologies – Digi Schools - Visit and invite locals schools to collaborate on STEM initiatives.	Carly Hinchsliff/Jon Gemmel Jon Gemmal Mick Connors, Carly Hinchsliff, Julie Fitsimons. Carly Hinchsliff

Lifting student achievement

The State Schools 2025 aspiration is to lift the achievement of all students across STEM subjects, leading to:

- 80% of all students achieving a C or higher
- 45% of students achieving at an A or B level consistently across all year levels P–10

Our actions will be:	Responsible officer(s)

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	Responsible officer(s)
• Continue targeting and providing coaching support and professional development opportunities in Mathematics.	Mick Connors, Alasdair Scott
• Participation in the IMPACT program as a means to provide extension with a focus on digital participation skills.	Mark Kross, Carly Hinchsliff
• Provide timetable access and resource the Makerspace according to and supportive of planning priorities P-6.	Carly Hinchsliff, Julie Fitsimons
• Recognise a drop in Technology school wide data as a result of implementing Digital Technology and Design Technology curriculum in 2018.	Mick Connors
• Continued data reviews tracking school student achievement within the area of STEM.	Carly Hinchsliff

Increasing student participation

The State Schools 2025 aspiration is to:

• halt the downward trend and achieve an increase in the numbers of Queensland state school students undertaking each STEM subject to the end of Year 12
• achieve a 10% increase on 2015 levels of Queensland state school students undertaking each STEM subject to the end of Year 12

Our actions will be:	Responsible officer(s)
• Providing regular and timetabled opportunities for the school to access Enviro days P-6.	Jon Gemmel
• Providing regular and timetabled opportunities for the school to access Makerspace P-6.	Carly Hinchsliff
• Systematic and supported planning opportunities that align ACARA with STEM based projects.	Julie Fitzsimons, CarlyHinchsliff
• Access external prospects for children to participate in STEM based learning opportunities.	Carly Hinchsliff
• Continue to monitor school wide data with the intent of reaching state targets in the STEM towards 2025.	Mick Connors, Carly Hinchsliff.

Social Climate

Overview
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

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Sense, Courtesy and Co-operation'.

Awards are presented regularly on school parade to students exhibiting these traits. In 2016 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. For the past 5 years the school has accessed funding to employ a school based chaplain to enhance its Pastoral Care Program.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	99%	94%
this is a good school (S2035)	100%	99%	93%
their child likes being at this school* (S2001)	98%	99%	94%
their child feels safe at this school* (S2002)	98%	99%	96%
their child's learning needs are being met at this school* (S2003)	94%	97%	91%
their child is making good progress at this school* (S2004)	96%	99%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	99%	91%
teachers at this school motivate their child to learn* (S2007)	94%	99%	94%
teachers at this school treat students fairly* (S2008)	96%	95%	92%
they can talk to their child's teachers about their concerns* (S2009)	98%	97%	96%
this school works with them to support their child's learning* (S2010)	93%	97%	93%
this school takes parents' opinions seriously* (S2011)	96%	96%	92%
student behaviour is well managed at this school* (S2012)	96%	94%	96%
this school looks for ways to improve* (S2013)	98%	96%	89%
this school is well maintained* (S2014)	98%	97%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	97%	98%
they like being at their school* (S2036)	96%	97%	97%
they feel safe at their school* (S2037)	100%	100%	99%
their teachers motivate them to learn* (S2038)	98%	99%	97%
their teachers expect them to do their best* (S2039)	100%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	94%
teachers treat students fairly at their school* (S2041)	94%	96%	93%
they can talk to their teachers about their concerns* (S2042)	96%	95%	90%
their school takes students' opinions seriously* (S2043)	90%	94%	94%
student behaviour is well managed at their school* (S2044)	92%	93%	97%
their school looks for ways to improve* (S2045)	93%	97%	98%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school is well maintained* (S2046)	97%	97%	99%
their school gives them opportunities to do interesting things* (S2047)	95%	95%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
they receive useful feedback about their work at their school (S2071)	93%	100%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	98%	100%	95%
their school takes staff opinions seriously (S2076)	93%	100%	93%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	98%	100%
their school gives them opportunities to do interesting things (S2079)	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.

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.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The school's behavior plan is centered around the 4Cs – care, courtesy, cooperation and common sense – and the language around these areas is consistent throughout the school. Issues around personal safety and awareness, raised on a whole school level, classroom or individual basis are discussed using the 4Cs terminology. We have a qualified and trained member of Admin principally responsible for behavior issues, who also liaises with staff and parents when behavior has escalated beyond usual classroom management.

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Across the school, in 2017, there has been a focus on staff and student well-being and mindfulness. On-line mindfulness programs are being used by teachers on a regular basis across the school.

Within the curriculum delivery, teachers use the Daniel Morcombe Health Units, to develop students understanding of 'recognise, react and report' when they or others feel unsafe.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	1	7
Long Suspensions – 6 to 20 days	0	0	1
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.

Environmental Footprint

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 – 2016 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. The school also purchased a water pump and additional water storage in 2016 to support the watering of the oval during particularly dry periods.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	112,167	0
2014-2015	112,115	301
2015-2016	122,957	389

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.

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 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

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	47	21	<5
Full-time Equivalents	36	13	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	3
Bachelor degree	39
Diploma	3
Certificate	

*Teaching staff includes School Leaders

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $37197.63.

The major professional development initiatives were as follows:

- Numeracy – North Coast Region Diagnostic Tool
- Teaching diverse learners – Differentiation and inclusion
- Early years
- Leadership
- Digital technologies

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
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, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	86%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	92%	92%	92%	93%	92%	93%	91%	93%					
2015	90%	93%	93%	94%	93%	93%	93%						
2016	93%	92%	94%	94%	93%	93%	93%						

*Attendance rates effectively count 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.

Student Attendance Distribution
The proportions of students by attendance range:
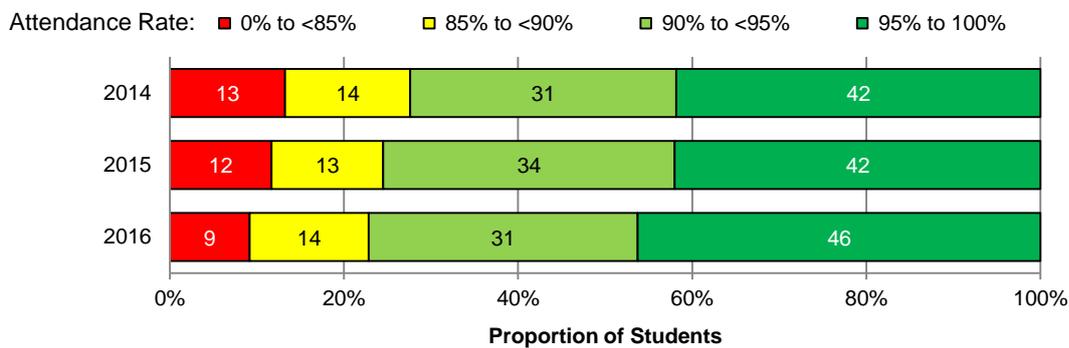
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

NAPLAN

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.**

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Sector:

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☑ Non-government

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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.

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