Queensland State School Reporting – 2011
Emerald North State School (1904)

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Principal's foreword

Introduction

This report, although a systemic requirement, is useful to this school. It provides us with the reason to focus on what has happened in the previous 12 months, and then to take time to clearly identify which areas require attention or support depending on this information.

The School Annual Report is another way we provide information to our parent body and wider community. It is available from our office (by request), and copies are given to the P&C for reference.

Directions, challenges and achievements are also shared with these stakeholders through newsletters, parades, communications, special school events and P&C Meetings.

School progress towards its goals in 2011

Some of the key agenda goals for 2011 are listed below. The progress and key actions detail their progress:

Platform for C2C Implementation	• Teachers provided with PD relative to the new (2012) curriculum, and its use, differentiation, assessment and processes that enhance the *teaching quality*. • C2C implementation plan- detailing all areas of support, focus and development designed for units 1-8.
Focus on Reading	• The ENSS reading program rolled out. • Teachers supported through elements of quality delivery of reading in school. • Student assessment and timelines established for all cohorts. • Data collection tools established to allow effective tracking • ARC Linkage (University of Queensland) Consultancy team commenced 4 year project with upper school reading process, program and teachers.
Improvement of Key Indicators in NAPLAN	• The 2008-2011 data shows that our school is currently performing below the National Average in terms of *achievement*. However, we are *improving* at a rate far better than the State and Nation in several areas. In essence, our students are catching up at a positive rate. • The areas that showed the most improvement were Numeracy, Reading and Grammar and Punctuation.
Attendance	• Our school attendance declined slightly, and steps are in place for the close monitoring, contact to families and attendance rewards in 2012. Indigenous attendance is lower than non-indigenous attendance, which is taken into account with the design of our attendance rewards program.

Student Support	• Our EATSIPS committee ensures that there is a tight and meaningful focus on Indigenous perspectives in learning.
	• We supply formal support for students at risk – Achievement, Special Needs, Care of the State, Gifted and Talented and English as a Second Lanaguage.
	• The SWPBS team's focus on learning behaviours has ensured consistency in classrooms. It has decreased the frequency of behaviour incidents and significantly reduced the number of suspensions (2010 to 2011)

Future outlook

The school will focus on the following in 2012:

- Student Attendance
- Focus on Reading – improvement of every student.
- The roll out of the C2C
- Staff development- the establishment of a school wide process to develop teachers and refine the quality of the teaching and learning

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Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
247	121	126	86%

Characteristics of the student body:

The Emerald North State School proudly celebrates the rich diversity of students who pass through our gates every day. We provide education to students who are:

- Belonging to several different cultures/ nationalities.

- Speaking these languages at home: Indonesian, Fijian, Thai, Vietnamese, Pilipino, Maori, and dialects from the Solomon Islands.

- 5% English as a Second Language (ESL) students.

- 12.5% Indigenous students (Aboriginal or Torres Strait Islander)

- Continuously changing population with relatively high level of transience (i.e. students who are not here from one census to the next, or arrived for the last census only.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	20.1
Year 4 – Year 10	27.2
All Classes	23.3

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	22
Long Suspensions - 6 to 20 days	8
Exclusions	0
Cancellations of Enrolment	0

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Curriculum offerings

Our distinctive curriculum offerings.

Our school follows the Curriculum set by the Queensland Essential Learnings in all Key Learning Areas, except for English, Maths and Science (which are all C2C, under the new National Curriculm). Aside from this we offer or participate in:

- Instrumental Music Program - offers students in Years 5-7 the chance to learn to play a musical instrument and to become part of the school's concert band.

- We are an EATSIPS school - this means that we also ensure that there are perspectives focused on Indigenous and Torres Strait Islander Issues as a part of our curriculum. Our EATSIPS team was established late 2010, and is working well in 2012.

- We are also a SWPBS - School Wide Positive Behaviour Support School. This process involves direct teaching of behaviours associated with effective and successful schooling.

Extra curricula activities

We have a Chaplaincy run breakfast program, staff involved in tutoring disadvantaged students, and teams participating in local and regional Rugby League, Netball, Touch Football and Rugby Union teams.

There is also access to several PCYC functions held here at school, designed to engage students.

How Information and Communication Technologies are used to assist learning

Every classroom now has an Interactive Whiteboard used model lessons and engage students in learning. Digital hardware-cameras and videos were accessed sporadically. The classrooms were also fitted with "Phonic Ear" Systems that assist in communicative processes in the classroom. Every unit taught at this school integrates at least one dimension of ICT's, and students are assessed in the use of technology each semester.

Social climate

Our school placed an emphasis on the development of social skills with the students. This was done through the use of the 'SWPBS' program with regular lessons directed specifically at social skill development. Students were given a process for dealing with bullying and conflict through the 'High Five' strategies. In the event that bullying occurs, students are supported by staff (teaching and admin) and focus is given to both the "bully" in making better behaviour choices and the "victim" in coping and management strategies. In cases where bullying becomes a pattern behaviour, a case management approach is used post suspension.

A reward system for good behaviour was used. This was multi levelled, and included rewards at a classroom, subject, whole school and individual level. The progression of this is the establishment of "Social Goals" for every student.

The inclusion of students with disabilities into the classroom continues to be a strong focus in the school. This helps these students to develop their life skills as well as providing mainstream students the chance to interact with and understand these students better and to develop a greater degree of tolerance.

The School Chaplains provide a very much welcomed service as evidenced by the positive comments and the number of parental requests for the school chaplains to work with their students.

There is still a great progress being made in terms of student conduct and behaviour, this is indicated by the overall academic progress, and reduction of intervention and disciplinary absence of students. The 3 aspects of our behaviour management processes are:
· A Zero Tolerance of Bullying
· Consistent teaching of positive behaviours, and clarity in expectation and consequence.
· Tight implementation of the school's Responsible Behaviour Plan, with some additions guided by our SWPBS team.

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Parent, student and teacher satisfaction with the school

Levels of satisfaction here are slightly down from the "average" for our school over the past few years. This is due to the significant staff turnover from 2010-11 and during the 2011 year. In response to this data, parents are providing direct feedback to the Principal regularly, and the leadership team are working with teachers on ways to get feedback from students on their satisfaction in learning.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	53%
Percentage of students satisfied that they are getting a good education at school	64%
Percentage of parents/caregivers satisfied with their child's school	60%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	66%
Percentage of staff members satisfied with morale in the school	66%

DW – Data withheld

Involving parents in their child's education

At Emerald North, parents are encouraged to participate in classroom life by:
- Being classroom volunteers
- Parent interview evenings
- Visiting special classroom activities e.g. displays
- Joining in special school activities/ceremonies e.g. Anzac Day services
- Invitation to participate in P & C events

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Reucing the school's environmental footprint

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

With the inclusion of Air conditioning at our school, a power management policy was developed. The reduction of water usage was due to some corrective maintenance on the schools irrigation system, and the low use of watering during summer months that recorded high rainfall.

Environmental footprint indicators, 2010-2011

|	Electricity KwH	Water KL
2011	145,845	1,857
2010	166,629	26,907
% change 10 - 11	-12%	-93%

Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	35	22	<5
Full-time equivalents	30	14	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Bachelor degree	32
Diploma	
Certificate	
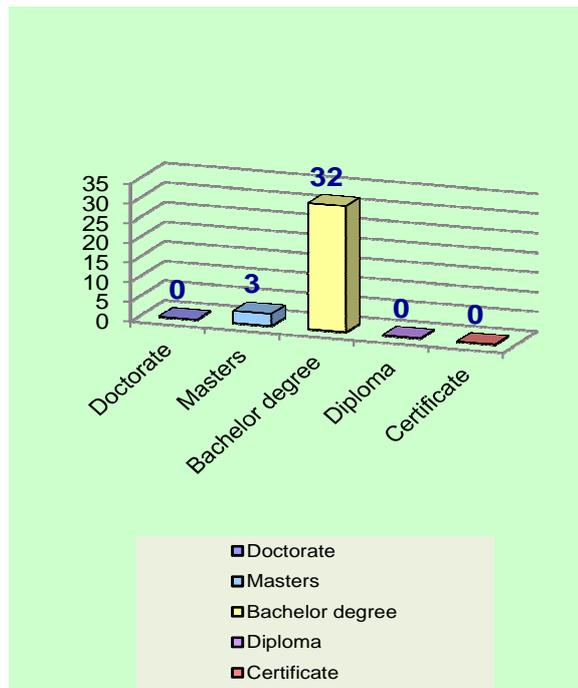
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $37 328.

The major professional development initiatives are as follows:

- Reading Framework
- C2C – Curriculum use, design and differentiation.
- Theory of Differentiation

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- Positive Behaviour Support

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

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 2011 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.**

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 web page.

School financial information is available by selecting '**School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

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Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.
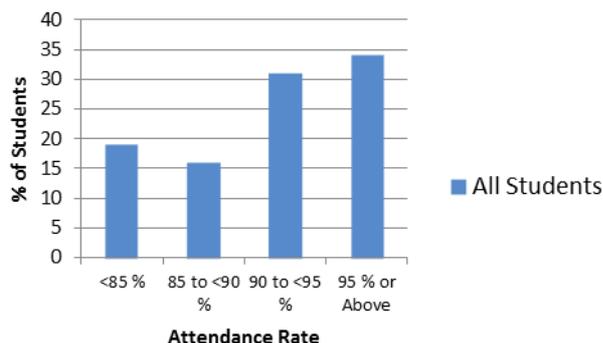
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
89%	93%	87%	89%	89%	88%	90%

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 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.

- Rolls are marked twice daily, and reviewed for absence notification etc. This occurs at 8:45am and 2:50pm

- The school has an Attendance Management Process whereby contact is made by a teacher after short absence, then the Principal after medium term absence.

- There are written notes sent home to all families who do not provide reason for absence of students, so that rolls and reports reflect accurate information.

- Established guidelines where work is provided for students on "authorised" absences only.

In 2012 the school will invest in a Roll Marking System, allowing ease of data entry, roll management and tracking of students

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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/.

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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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Achievement – Closing the Gap

The performance of indigenous students at this has improved over the past few years, with the 2011 "gap" in Year 3 Reading and Numeracy being significantly less than in 2009. There are some slight movements (of decline) in data from 2010 to 2011. The school has now designed a process to provide support to our Indigenous students with the "Indigenous Language Leaders" Program, where students are assessed and supported by trained teachers.

In terms of attendance, there has been slight decline in the gap between Indigenous and Non-indigenous students. The school has now (2012) established the following:

- a very thorough monitoring system of indigenous attendance
- focus on engaging indigenous learners through C2C, using Ian Mackie's Connectedness Scale.
- Teacher Aide time dedicated to working with highly disengaged students, in supporting them in their modified programs.
- Attendance rewards for Indigenous students.