Emerald North State School (1904)

Queensland State School Reporting

2012 School Annual Report

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Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
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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 2012

Priority	Achievements to goal	Follow on Actions for 2013
Implementation of C2C	• Successful Implementation of C2C English, Maths and Science • Aligned Curriculum for other KLA's	• Addition of History
Reading (P-3)	• School improvement focus area: Student mean in Year 3 Reading (NAPLAN) is statistically similar to National Mean. • Opinion Survey Data shows clear focus on Improvement area • Students	• Continuance of reading program, and broadening of focus area from Prep-3 to include 4-7.
Use of Data to change practice of teachers and improve performance	• Teaching and Learning Audit results showed clear improvement in all 8 Domains (Report available on website)- and ENSS has been asked to showcase practices through Statewide Web Conferences as an example of best practice for other schools to follow. • Student Survey Data shows clear satisfaction in learning intention, support and improvement.	• Continue to implement best practice in Data Use. • Data Literacy of teachers (to be able to manipulate student performance data to design the next learning need)

Future outlook

In 2013 the focus for improvement for Emerald North State School has 4 Key Areas.

Area	Key Attributes	Target
Reading	Increasing amount of reading, quality of instruction and employment of high yield instructional strategies. Continuation of 2012 Focus for improvement.	80% Students meeting Reading Target
Spelling	Develop School Wide practices that are effective and evidence based, and ensure consistent application of these/	80% Students meeting Spelling Target
Attendance	Clear and reactive measures to identify attendance issues, and to create an environment where students want to attend.	Increase in overall attendance to 90.4%
Explicit Instruction	Ensure the teaching staff are able to implement quality instruction when directly teaching content,	All staff can use these strategies, well.

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School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	270	135	135	86%
2011	247	121	126	87%
2012	286	127	159	84%

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

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.
- Using English as a Second Language (ESL).
- Indigenous students (Aboriginal or Torres Strait Islander).
- verified disability and a quality inclusion program providing learning for all students.
- A part of a 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 last census only.
- Not fitting into any of these categories, and are a part of our mainstream programs.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	20	21
Year 4 – Year 7	26	27	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	52	22	10
Long Suspensions - 6 to 20 days	<5	8	<5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings.
Our school follows the Curriculum set by the Queensland Essential Learning's in all Key Learning Areas, except for English, Maths, Science and History (which are all C2C, under the new National Curriculum). 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 2013.
- 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, guided by our SWPBS team

Parent, student and staff satisfaction with the school

2011's data showed that there were some issues with parent and staff satisfaction levels. Overall, 2012 shows that the majority of stakeholders have positive perceptions about the school, its practices and the progress of the students.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	93.8%
this is a good school	100.0%
their child likes being at this school*	93.3%
their child feels safe at this school*	93.3%
their child's learning needs are being met at this school*	87.5%
their child is making good progress at this school*	87.5%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	87.5%
teachers at this school motivate their child to learn*	93.8%
teachers at this school treat students fairly*	85.7%
they can talk to their child's teachers about their concerns*	93.3%
this school works with them to support their child's learning*	81.3%
this school takes parents' opinions seriously*	81.3%
student behaviour is well managed at this school*	87.5%
this school looks for ways to improve*	100.0%
this school is well maintained*	81.3%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012#
they are getting a good education at school	87.7%
they like being at their school*	85.1%
they feel safe at their school*	84.6%
their teachers motivate them to learn*	89.7%
their teachers expect them to do their best*	98.5%
their teachers provide them with useful feedback about their school work*	91.0%

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teachers treat students fairly at their school*	84.8%
they can talk to their teachers about their concerns*	71.0%
their school takes students' opinions seriously*	80.6%
student behaviour is well managed at their school*	75.8%
their school looks for ways to improve*	91.0%
their school is well maintained*	89.6%
their school gives them opportunities to do interesting things*	79.1%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012#
that they have good access to quality professional development	60.0%
with the individual staff morale items	83.8%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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

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 has still maintained less water use than our previous historical trend. 2011 saw Emerald in flood, which greatly reduced the water use over for the grounds, and explains the slight increase in the 2012 year.

Electricity consumption is comparable considering the enrolment growth (1.5 classes) and the completion of the roll out of air conditioning to all areas of the school.

In response to this data, the schools SEMP (Environment Management Plan) Team is reviewing strategies to reduce this in 2013.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	166,629	26,907
2010-2011	145,845	1,857
2011-2012	212,587	5,731

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Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	38	27	<5
Full-time equivalents	32	18	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Bachelor degree	35
Diploma	
Certificate	
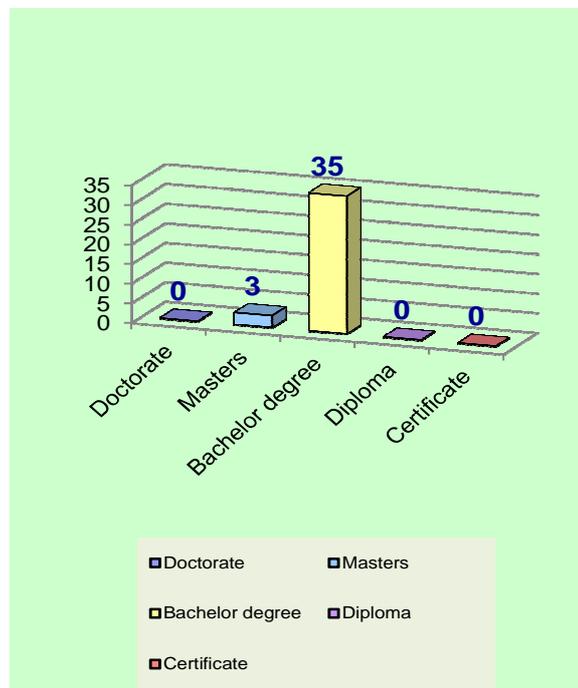
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $30 609.

The major professional development initiatives are as follows:

- Data use for planning (supporting teachers in making decisions)
- Vocabulary Development
- Professional Platforms of Reading (in partnership with The University of Qld)
- Behaviour Management
- High Yield Instruction (Explicit Instruction)

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.2%	96.8%	95.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 70% of staff was retained by the school for the entire 2012 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	89%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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
2010	92%	89%	89%	89%	90%	90%	92%					
2011	89%	93%	87%	89%	89%	88%	90%					
2012	91%	93%	91%	89%	88%	88%	84%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
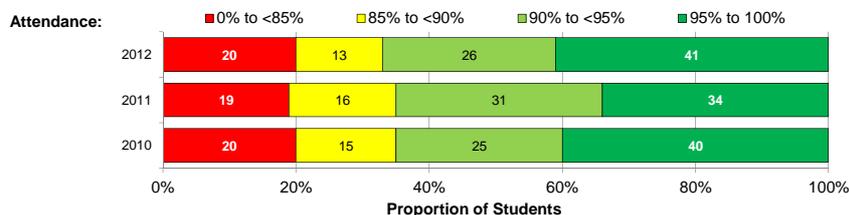
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.
- Reports of current attendance patterns are given to all parents each semester.
- In the event that student has pattern or frequent absence, parents are requested to meet with the school to identify any possible support can be accessed to rectify this. Continued absence is then managed through the DET policy.

Performance of our students

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.**

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

This year, there has been a broadening of the data available to us to make more accurate appraisal of the performance of indigenous students at our school.

- In Year 3 the Indigenous Mean was higher than the non-Indigenous student mean in Reading and Writing, and significantly lower than in 2011 for Numeracy.

- In Year 5, Reading performance dropped slightly. In writing the performance of Indigenous students was similar to Non-Indigenous students. In Numeracy, the performance of Indigenous students was higher than the QLD State Schools Indigenous Average.

- In Year 7, the performance of the Indigenous students improved from 2011 to 2012, where the performance of the Indigenous Students was better than the non-indigenous students in Reading and Writing, and in Numeracy the gap was negligible (approx. 3 points)

In terms of Attendance, the mean for Indigenous students improved from 2011 to 2012, while the average result for Non-Indigenous students fell slightly. This is gain is due to the employment of "hook pedagogies"- direct attempts by teachers to ensure a quality connection exists with the indigenous students in their classes, and activities that are welcoming and inviting to all students.