

# Emerald North State School

## Queensland State School Reporting

### 2013 School Annual Report



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## Principal's foreword

### Introduction

During 2013, Emerald North State School continued to provide a rich learning environment that has fostered academic and personal growth of students as they strive to achieve 'Forever Our Best'. This Annual Report identifies our progress towards our goals listed in our Annual Operational Plan.

The following report identifies our highlights, key achievements and key student outcomes against state and national benchmarks. This should be read in context with our school's profile, curriculum offerings and social climate. The role played by parents is an important partnership within our school and this is identified in this report.

We are happy to present this report to you and encourage you to visit other areas of our web site. If you would like to view a hard copy of this School Annual Report, please contact the school or visit the office.

### School progress towards its goals in 2013

In 2013 the focus for improvement for Emerald North State School was:

Priority	Progress
Reading	<p>Focus on Reading Comprehension with the continuance of the University of Queensland ARC Linkage project in Years 4-7.</p> <p>Increasing amount of reading, quality of instruction and employment of high yield instructional strategies.</p>
Spelling	<p>Develop ENSS Spelling Program to ensure school wide practices that are effective and evidence based.</p> <p>Reviewed and updated spelling assessments for students to increase range of information available for teachers about student progress and achievement in spelling.</p>
Attendance	<p>Promotion of the Every Day Counts policy to community through newsletters and Parents and Citizens Association Meetings.</p> <p>Review of management of students with ongoing, unexplained absences and implementation of outcomes to school attendance management practices.</p> <p>Clear and reactive measures to identify attendance issues, and to create an environment where students want to attend.</p>

# Queensland State School Reporting

## 2012 School Annual Report



Explicit Instruction	<p>Ensure the teaching staff are able to implement quality instruction when directly teaching content.</p> <p>Professional development and common understandings to ensure common pedagogical approach across all classrooms</p>
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### Future outlook

The focus for 2014 is to ensure that all staff work together to improve student learning and performance. These priorities are also clearly linked to the agenda of improvement from the Central Queensland Regional goals of Teaching in CQR which has 26 components. The primary goal is to continue to embed Explicit Instruction to ensure mastery in all classes by the end of 2014 as the main teaching strategy when teaching new content.

#### Reading

- Extend ARC project Research Action Planning model
- Develop Reading Scope and Sequence
- Review assessment tools to ensure efficacy of assessment for learning
- Through the Great Results Guarantee, deliver targeted reading comprehension intervention programs to support students to achieve National Minimum Standards in NAPLAN

#### Writing

- NAPLAN writing criteria implemented across whole school
- Cross year level moderation of student writing
- Staff trained in 'Seven Steps to Writing' program to develop creativity in students' writing
- Weekly writers workshops for identified students to extend their writing abilities and increase representation in the Upper 2 Bands in NAPLAN

#### Engagement

- All teaching staff trained in the five 'Better Behaviour, Better Learning' modules to be delivered by the Regional Guidance Officer –Intensive Behaviour
- Clear and reactive measures to identify attendance issues, and to create an environment where students want to attend and learn.
- Review the process of teachers applying for additional support provisions through the Student Achievement Committee. Additional resources directed to interventions which are supported by evidenced need and reported against data improvements for students.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Preschool - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	247	121	126	87%
2012	286	127	159	84%
2013	291	128	163	94%

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. Our students are from a range of socioeconomic and cultural backgrounds. Our students with disabilities are integrated into classrooms with the support of specialist school based staff. We have a Support Teacher Literacy and Numeracy and teacher aides who work with teachers to maximise learning outcomes.

We provide education to students who are:

- belonging to several different cultures/ nationalities.
- speaking these languages at home: Indonesian, Fijian, Thai, Vietnamese, Philipino, Maori.
- using English as a Second Language (ESL).
- indigenous students (Aboriginal or Torres Strait Islander).
- verified with a 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		
	2011	2012	2013
Prep – Year 3	20	21	25
Year 4 – Year 7 Primary	27	25	29
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	22	10	26
Long Suspensions - 6 to 20 days	8	5	4
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

Emerald North State School's curriculum framework is a dynamic document, which demonstrates our move from the Queensland Curriculum Assessment and Reporting Framework (QCARF) Essentials towards the Australian Curriculum, Assessment and Reporting Authority (ACARA) using C2C as the main organiser.

The specific knowledges of the eight Key Learning Areas are balanced in weekly learning programs to ensure appropriate allocation of time while integrating a focus of literacy and numeracy across all learning areas. It is expected that every student in every classroom is engaged in their learning and challenged to be "forever their best". By having a deep understanding of each student, and planning explicit teaching and learning opportunities, we maximise the learning outcomes for individual students. Continuous monitoring and assessment, and the provision of effective feedback, helps facilitate a culture of self-reflection.

The Language Other Than English taught at Emerald North is Indonesian. In 2013 students in Years 6 and 7 were involved in a variety of activities that included cooking activities, debating, games and various presentations.

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

A range of extra-curricular activities are in place to support and extend classroom learning. These include:

- a Chaplaincy run breakfast program
- Readers Cup – A reading challenge competition
- Read With Me Club which supports student homework reading
- Central Highlands Eisteddfod - our students were successful individually in a number of events, such as verse speaking, instrumental music and choir
- Arts Council and other cultural performances
- Perceptual Motor Program
- Year 4/5 and 6/7 camps
- School Discos

Our students also attend sport at the Emerald District, Central Highlands and Capricornia levels. Students participate in the Regional Shield for Netball and Rugby League, the Steve Bell Challenge and the Development Cup for Rugby League. There is an interschool netball competition held in Term 4 for netball that we also field teams in.

## How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICT) are integrated into the school's curriculum from P-7. Appropriate ICT Skill development is matched to the complexity of tasks required at various levels so that students continue to grow their skills and meet the requirements of the other KLAs at the same time. Students engage in tasks including Power-points, Animation, Web Development, EdStudios, Illuminate and online instruction with Brisbane School of Distance Education led projects such as Project 600.

To facilitate the use of ICT, there was a substantial investment in technology capability once again in 2013. Every classroom now has an Interactive Whiteboard, used to model lessons and engage students in learning. These are being established as a key tool in integrating ICT into the curriculum in an interactive manner. Digital hardware cameras and videos were accessed sporadically. The classrooms are also fitted with "Phonic Ear" Systems that assist in communicative processes in the classroom. The wireless capability of the school was extended to enhance use of these tools in classrooms.

## 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 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 Chaplain provides 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 three aspects of our behaviour management processes are:

- A Zero Tolerance of Bullying
- Consistent teaching of positive behaviours, and clarity in expectation and consequence, rewarded through "Fly High" program
- Tight implementation of the school's Responsible Behaviour Plan, guided by our SWPBS team.

## Parent, student and staff satisfaction with the school

2013's data showed that there some significant improvements in parent and student satisfaction levels, though staff satisfaction is still an area of concern. Overall, 2013 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	2013
their child is getting a good education at school (S2016)	94%	95%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	93%	100%
their child feels safe at this school* (S2002)	93%	95%
their child's learning needs are being met at this school* (S2003)	88%	100%
their child is making good progress at this school* (S2004)	88%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	95%
teachers at this school motivate their child to learn* (S2007)	94%	100%
teachers at this school treat students fairly* (S2008)	86%	95%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%
this school works with them to support their child's learning* (S2010)	81%	100%
this school takes parents' opinions seriously* (S2011)	81%	100%
student behaviour is well managed at this school* (S2012)	88%	95%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	81%	95%



# Our school at a glance

## Performance measure *(Nationally agreed items shown\*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	88%	94%
they like being at their school* (S2036)	85%	87%
they feel safe at their school* (S2037)	85%	86%
their teachers motivate them to learn* (S2038)	90%	96%
their teachers expect them to do their best* (S2039)	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	91%	98%
teachers treat students fairly at their school* (S2041)	85%	98%
they can talk to their teachers about their concerns* (S2042)	71%	96%
their school takes students' opinions seriously* (S2043)	81%	88%
student behaviour is well managed at their school* (S2044)	76%	89%
their school looks for ways to improve* (S2045)	91%	98%
their school is well maintained* (S2046)	90%	83%
their school gives them opportunities to do interesting things* (S2047)	79%	92%

## Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	88%
they feel that their school is a safe place in which to work (S2070)	86%
they receive useful feedback about their work at their school (S2071)	82%
students are encouraged to do their best at their school (S2072)	97%
students are treated fairly at their school (S2073)	84%
student behaviour is well managed at their school (S2074)	76%
staff are well supported at their school (S2075)	63%
their school takes staff opinions seriously (S2076)	68%
their school looks for ways to improve (S2077)	93%
their school is well maintained (S2078)	74%
their school gives them opportunities to do interesting things (S2079)	79%

\* 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 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.

# Our school at a glance

## Involving parents in their child's education

At Emerald North State School, 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, Under 8s Day, excursions and camps
- Invitation to participate in P & C events

## Reducing the school's environmental footprint

Water use continues to be monitored closely. 2011 saw Emerald in flood, which greatly reduced the water usage for the grounds, and explains the slight increase in the 2012 year. Drier weather condition in 2013 saw water consumption increase. The sprinkler system around the buildings was upgraded in late 2013.

Electricity consumption is comparable considering the enrolment growth 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 2014.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	145,845	1,857
2011-2012	212,587	5,731
2012-2013	187,943	9,477

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. 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

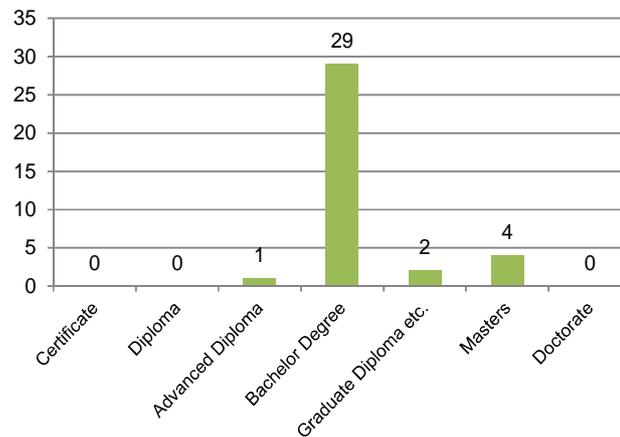
## Staff composition, including Indigenous staff

Emerald North State School's greatest asset is the dynamic and committed staff that work together to create a very professional team of educators and ancillary staff that are focused on providing the very best education and facilities for students at our school.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	36	27	<5
Full-time equivalents	31	18	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	29
Graduate Diploma etc.	2
Masters	4
Doctorate	0
<b>Total</b>	<b>36</b>



\* 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

Teachers are instrumental in improving student achievement. Helping our teachers to maintain quality classroom practice is critical; therefore, we work with and support the professional development of our teachers. We are committed to creating opportunities for teachers to mentor and learn from others and to access professional information.

The total funds expended on teacher professional development in 2013 were \$41 283.70.

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

# Our staff profile

## Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 71% of staff was retained by the school for the entire 2013 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 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.

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

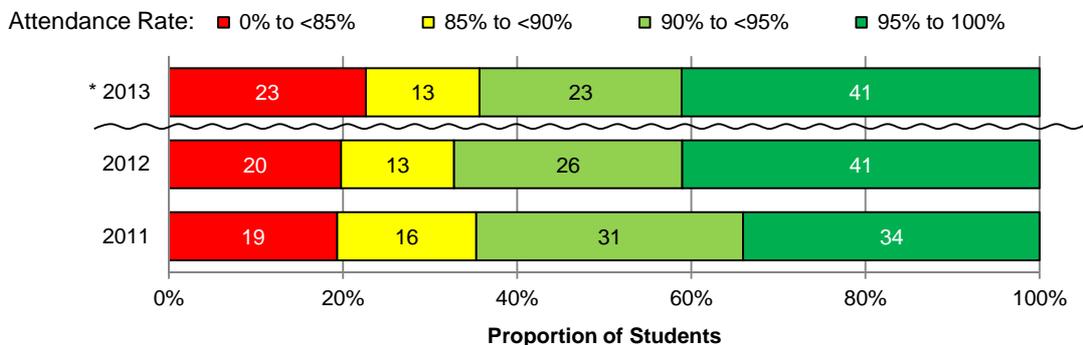
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	89%	93%	87%	89%	89%	88%	90%
2012	91%	93%	91%	89%	88%	88%	84%
2013	91%	91%	93%	92%	91%	90%	87%

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 from 2013 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 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.

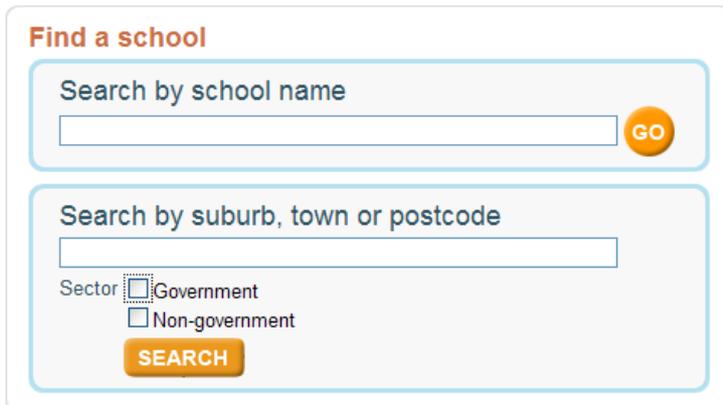
- Rolls are marked twice daily, and reviewed for absence notification etc. This occurs at 8:45am and 1:50pm.
- The school has an Attendance Management Process whereby contact is made by a teacher after short absence, then the Principal after medium term absence.
- There are written notes sent home to 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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

Emerald North State School is committed to closing the gap between the performance of our Indigenous and Non-Indigenous students. Our Indigenous students made up 11.7% of the student population in 2013. The strong commitment to embedding indigenous perspectives and supporting our young indigenous students in literacy and numeracy is evidenced in NAPLAN and Academic improvement in individual students.

Closing the Gap funding is creating significant teaching support time for identified Indigenous students who require support to improve their reading and numeracy.

As there was only a small group of indigenous students in each year level in 2013, we are unable to report on their achievements on NAPLAN. It is great to see this improvement across all three areas.

Student attendance data demonstrates a slight improvement trend with indigenous students average attendance being 84.0% (up from 2012 of 79.9%) compared to an overall school attendance of 91.1%. 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.