

Emerald North State School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 706 Emerald 4720
Phone	(07) 4988 2333
Fax	(07) 4982 2999
Email	principal@emernortss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Jane Harvey - Principal

Principal's foreword

Introduction

Emerald North State School is a dynamic learning community that equips all students with the knowledge and skills needed to achieve personal success, within a safe, responsible and respectful environment. Our school is committed to maximising student engagement in all key learning areas by providing stimulating learning experiences. We place particular emphasis on the mastery of Literacy and Numeracy. Positive interpersonal relationships are developed through explicit teaching of our values and social skills. These values and skills assist us to acknowledge and respect diversity within our ever changing society.

During 2015, 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 the school's motto of "Forever Our Best".

Through this Annual Report we acknowledge and celebrate the contributions made in 2015 by students, staff, parents, carers, and the wider community, which have enhanced the learning environment at Emerald North State School.

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 2015

In 2015, the focus for improvement for Emerald North State School was:

Priority	Progress	2015 Achievements
Reading	ongoing	<ul style="list-style-type: none"> Developed and implemented an explicit reading comprehension framework for all classes based on the 6 strategies Continued to implement BMA/DETE Reading Enhancement Program with Emerald/Capella State Schools Cluster to improve reading outcomes. Continued to deliver targeted intervention programs in comprehension skills for students at below NMS
Engagement	ongoing	<ul style="list-style-type: none"> Continue to utilise SMS facility and 5 weekly letters to parents to manage levels of unexplained absence Continue to focus on the attendance data across all year levels and embed a culture of "every day counts" within the school and local community.

Capacity Development	ongoing	<ul style="list-style-type: none"> • Worked with Regional HR to recruit a diversity of staff (eg experienced, local residents, graduates) to develop a 'core' of retained staff from year to year and reduce impact on continuity of school operations. • Developed and implemented a strategic model for developing performance of staff.
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Future outlook

The focus for 2016 is to ensure that all staff work together to improve student learning and performance. The key areas for improvement are elaborated in the Explicit Improvement Agenda for 2016.

Reading

- Implement Emerald/Capella Cluster BMA READ Project
- Build teacher capability in analysing student reading data to develop differentiated programs to improve student performance
- Focus on Early Years programs to ensure reading foundations for all students and early intervention

Student Engagement

- High impact pedagogy
- Inclusive Practices
- Attendance
- Behaviour

Parent Engagement

- Develop and Implement a Parent and Community Engagement Framework
- Collaborate with Early Years providers
- Closing the Gap for indigenous students

Mathematics

- Implement YuMi Deadly Maths Program
- Design and implement number facts/ mental maths sequence linked to C2C

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	291	128	163	34	94%
2014	302	128	174	45	87%
2015	276	130	146	50	83%

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.

Characteristics of the student body:

Emerald North State School provides quality programs for students that are extremely diverse in ability, race and gender. It is in this balance we find one of our greatest strengths - tolerance and value of group (team) work. There has been a significant increase in Aboriginal and Torres Strait Islander (ATSI) and English as an Additional Language/Dialect (EALD) enrolments at this school in recent years.

There is a Special Education Program (SEP) and an Early Childhood Developmental Program (ECDP) on site. The major emphasis has been, and continues to be the inclusion of students into mainstream classes. This policy is flexible and is varied to cater for the needs of the individual students and the ability of mainstream classes to accommodate these students. The SEP and the ECDP have seen a steady increase in enrolments and also a widening of the range of disabilities for which it caters. We have a Head of Student Learning and teacher aides who work with teachers to maximise learning outcomes for all students.

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 required a quality inclusive education program.
- 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		
	2013	2014	2015
Prep – Year 3	25	24	23
Year 4 – Year 7 Primary	29	29	26

*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

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	26	50	47
Long Suspensions - 6 to 20 days	4	2	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 distinctive curriculum offerings

Emerald North State School focuses on developing students as learners. Our programs challenge students to develop in academic, social, cultural and sporting areas - with an explicit focus on being 'Forever Our Best'. We aim to facilitate this process by ensuring that children are presented with the opportunities to learn key skills, information and strategies that allow them to be successes, and celebrate this accordingly- regardless of the level of excellence.

The school offers English, Mathematics, Science, Health and Physical Education, History, Geography, The Arts and Technology to all students in Prep to Year 6. LOTE (Indonesian) is taught to students in the upper years. Teaching approaches vary and range from single classroom with delivery by one teacher to team teaching in double teaching spaces. Some composite classes are formed to meet class size targets and are an established part of the school structure. Specialist lessons are provided in Physical Education, The Arts and LOTE. An Instrumental Music Program offers instruction to students in Years 4, 5 and 6 in woodwind, brass and percussion instruments.

The school caters for the individual needs of students through flexible classroom programs, learning support and special education programs, and accesses the full range of visiting support personnel. Intervention programs assist those students experiencing learning difficulties and extension programs are provided in classrooms to further develop the talents of higher achieving students.

Emerald North State School is committed to providing a learning environment which is safe and secure, and in which the school's values govern all aspects of school life. Partnerships developed with the local community are valued as a means of encouraging students to develop multiple skills in a nurturing environment.

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
- 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
- Camps in Year 4, 5 and 6
- School Discos

Our students also attend sport at the Emerald District, Central Highlands and Capricornia levels.

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICT) are integrated into the school's curriculum from P-6. 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, every classroom 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. In 2015 more student laptops were purchased for classes in the lower school to take advantage of the wireless capability of the school which was extended to enhance use of these tools in classrooms. Digital hardware cameras and videos were accessed staff and students. The classrooms are also fitted with "Phonic Ear" Systems that assist in communicative processes in the classroom.

Social Climate

Emerald North State School continues to meet the challenges of high staff turnover of teaching staff and a relatively disadvantaged community. The long term improvement of students' literacy skills is a significant achievement. A review of the Responsible Behaviour Plan for Students and expansion of the Guidance Service in 2015 helped address the trend of older students disengaging from learning.

Our Index of Community Socio-Educational Advantage (ICSEA) fell further below the national average, with significant numbers of students falling within the bottom quartile. More information about how ICSEA is calculated can be found at http://www.acara.edu.au/verve/_resources/About_icsea_2014.pdf

Student background 2015				
<u>Index of Community Socio-Educational Advantage (ICSEA)</u>				
School ICSEA value	916			
Average ICSEA value	1000			
Data source	Parent information			
<i>Distribution of students</i> ²				
	Bottom quarter	Middle quarters		Top quarter
School Distribution	48%	31%	18%	3%
Australian Distribution	25%	25%	25%	25%
<i>Percentages are rounded and may not add to 100</i>				

(Source: myschool.edu.au)

Our school continued to place an emphasis on the development of social skills with the students. This was done through regular lessons directed specifically at social skill development. Our Chaplain delivered the 'Fun Friends' program through a series of weekly lessons to junior classes. 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. An online version, DOJO points, was trialled with great success.

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.

There continues to be good 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 behaviour management team.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	95%	93%	83%
this is a good school (S2035)	100%	87%	86%
their child likes being at this school (S2001)	100%	94%	89%
their child feels safe at this school (S2002)	95%	83%	88%
their child's learning needs are being met at this school (S2003)	100%	97%	80%
their child is making good progress at this school (S2004)	95%	90%	77%
teachers at this school expect their child to do his or her best (S2005)	100%	90%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	90%	85%
teachers at this school motivate their child to learn (S2007)	100%	93%	82%
teachers at this school treat students fairly (S2008)	95%	93%	64%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	94%
this school works with them to support their child's learning (S2010)	100%	94%	76%
this school takes parents' opinions seriously (S2011)	100%	96%	68%
student behaviour is well managed at this school (S2012)	95%	67%	62%
this school looks for ways to improve (S2013)	100%	93%	81%
this school is well maintained (S2014)	95%	84%	74%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	90%	91%
they like being at their school (S2036)	87%	88%	90%
they feel safe at their school (S2037)	86%	84%	83%
their teachers motivate them to learn (S2038)	96%	97%	98%
their teachers expect them to do their best (S2039)	98%	96%	98%
their teachers provide them with useful feedback about their school work (S2040)	98%	87%	97%
teachers treat students fairly at their school (S2041)	98%	80%	77%
they can talk to their teachers about their concerns (S2042)	96%	88%	86%
their school takes students' opinions seriously (S2043)	88%	89%	83%
student behaviour is well managed at their school (S2044)	89%	72%	68%
their school looks for ways to improve (S2045)	98%	90%	96%
their school is well maintained (S2046)	83%	87%	80%
their school gives them opportunities to do interesting things (S2047)	92%	87%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	88%	95%	100%
they feel that their school is a safe place in which to work (S2070)	86%	88%	96%
they receive useful feedback about their work at their school (S2071)	82%	83%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	83%	82%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	84%	74%	84%
student behaviour is well managed at their school (S2074)	76%	61%	76%
staff are well supported at their school (S2075)	63%	76%	86%
their school takes staff opinions seriously (S2076)	68%	76%	95%
their school looks for ways to improve (S2077)	93%	90%	100%
their school is well maintained (S2078)	74%	83%	89%
their school gives them opportunities to do interesting things (S2079)	79%	79%	88%

'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

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
- Visits to homes by the Indigenous Support Worker
- Playgroup programs



Reducing the school's environmental footprint

Water use continues to be monitored closely.

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 school's Facilities Team is reviewing strategies to reduce this in 2016.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	187,943	9,477
2013-2014	191,574	6,855
2014-2015	194,155	9,536

*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

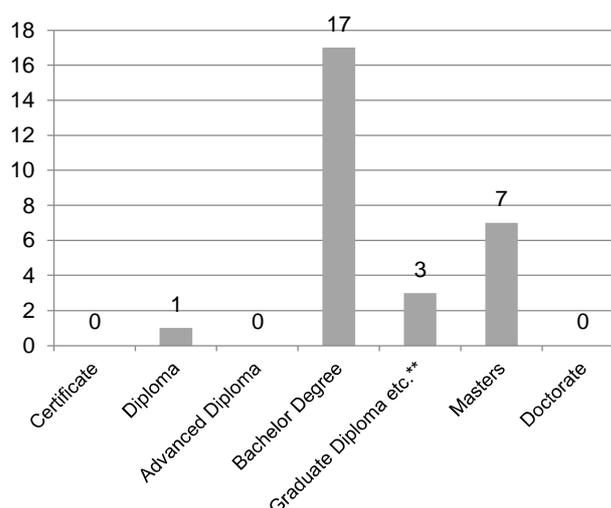
Staff composition, including Indigenous staff

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.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	28	28	<5
Full-time equivalents	26	18	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.**	3
Masters	7
Doctorate	0
Total	28



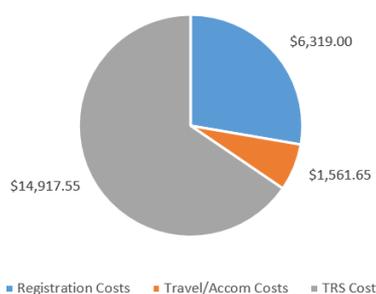
*Teaching staff includes School Leaders

**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 staff professional development in 2015 was \$22 798.20. The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

PD Expenditure 2015



The major professional development initiatives were as follows:

- BMA R.E.A.D. Comprehension, Oral Language, Vocabulary
- AUSLAN
- Non-violent Crisis Intervention Training
- Understanding Autism Spectrum Disorder
- PRIME Future Mathematics (incorporating YUMI Deadly Maths)
- QSIL (Quality School Inclusive Leaders) - More Support Students with Disabilities
- Mentoring Beginning Teachers
- LibCode Workshop
- Practical Functional Behavioural Assessment Training

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% 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

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).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	83%	84%

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%.

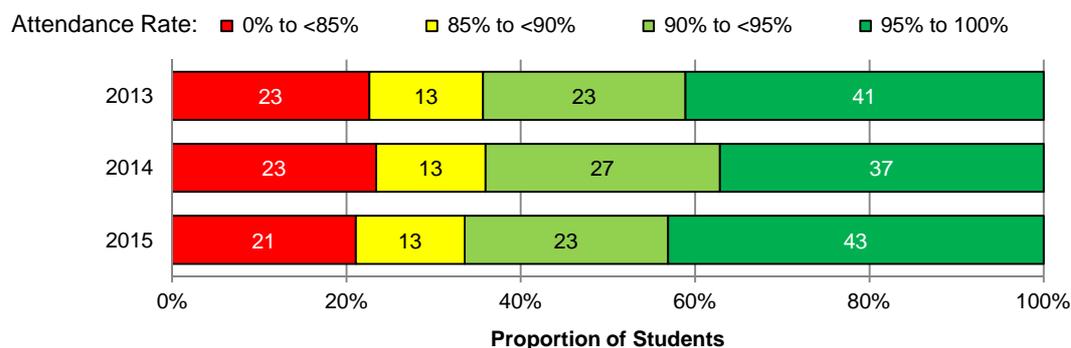
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	91%	91%	93%	92%	91%	90%	87%					
2014	89%	89%	89%	91%	91%	91%	90%	89%					
2015	92%	90%	90%	93%	90%	90%	91%						

*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.

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.

At Emerald North State School,

- rolls are marked twice daily, and reviewed for absence notification etc. This occurs at 8:55am and 2:00pm.
- we have an Attendance Management Process whereby contact is made by a teacher after short absence, then the Principal after medium term absence.
- written notes are sent home twice per term, to all families who do not provide reason for absence of students, so that rolls and reports reflect accurate information.
- established guidelines are implemented where work is provided for students on "authorised" absences only.
- 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.

In 2015, student attendance was one of the school's three priority areas for improvement. Actions included:

- implemented an SMS alert system to alert parents to daily unexplained absences.
- a review of the management of students with ongoing, unexplained absences and implementation of outcomes to school attendance management practices.
- clear and reactive measures to identify attendance issues, and to create an environment where students want to attend.
- Implementation of a rewards program to celebrate good attendance and encourage better attendance.

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

Suburb, town or postcode

Sector:

Government

Non-government

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 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.