Emerald North State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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From the Principal

School overview

Emerald North State School provides quality educational and extra-curricular programs for all students. The school community is proud of the diversity of its students and the inclusive practices adopted in every classroom.

Emerald North State School focuses on developing all students as learners. Our programs challenge students to develop in academic, social, cultural and sporting areas - with an explicit focus on being the best you can be. This is facilitated by ensuring all children are presented with the opportunities to learn key skills, information and strategies that allow them to be successful, lifelong learners.

Currently, Emerald North State School has the following facilities on site:
- Early Childhood Developmental Program (ECDP)
- Diverse Learning Centre with Head of Special Education and specialised Students with Disabilities teachers and aides
- Regional Support Staff including; Speech Language Pathologists, Physiotherapists and Occupational Therapists
- Guidance Officer

Staff at Emerald North State School teach, assess and report on all eight areas of the Australian Curriculum: English, Maths, Science, Health and Physical Education, LOTE (Indonesian), The Arts, Technologies and Humanities and Social Sciences. Our instrumental program is offered from Year 4 in Woodwind, Brass and Percussion instruments. Interschool sport opportunities are also available for students in Year 3 to Year 6.

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.

In 2018 Emerald North State School had eleven classes consisting of straight and multi-age year classrooms. This combination **enabled staff to teach broadly across the scope of the curriculum** catering for students with a range of abilities and targeting the individual needs of all students.

School progress towards its goals in 2018

Priority	Progress	2018 Achievements
Reading as a curriculum focus	Continuing 2019	Developed and implemented a whole school reading program and literacy block using evidenced based, collaboratively planned consistent delivery of the reading requirements in curriculum.
Engagement	Continuing 2019	Participated in the 'Step Up Into Education' initiative and facilitated the transition of students throughout the whole school.
		Continued with the SMS system to notify parents of student absences. Sharing of the attendance data weekly at parade and fortnightly in the newsletters.
		Using a morning game as a motivator to be at school before learning bell.
Capability Development	Ongoing	Engaged support staff from CQ region to provide all staff with capacity and capability building in the areas of inclusion, curriculum and behaviour.

Future outlook

The focus for 2019 is a commitment from all community members to ensure all students are "Forever Our Best" by:
• Developing and providing quality curriculum experiences that are responsive to the needs of all students,
• Adopting a pedagogical framework that ensures consistent and effective teaching and learning practices focused on improved student achievement
• Responsive, responsible and equitable distribution of resources
• Consistent, whole school approaches to classroom and behaviour management, recognition of difference, student and staff well-being and
• Promotion of partnerships within and outside the school gates.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	274	249	252
Girls	130	108	124
Boys	144	141	128
Indigenous	60	48	54
Enrolment continuity (Feb. – Nov.)	81%	91%	86%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The population of Emerald (13,500) is largely employed in the mining and farming sectors. The town community offers an array of health and education services as well as a thriving business centre for the Central Highlands. There is a relatively high level of transience among the population. Emerald North State School provides quality programs for students that are very diverse in ability, ethnicity and cultural diversity. Students originate from Maori, Fijian, Thai, Pilipino and Vietnamese families speaking languages other than English. ENSS values tolerance and acceptance of this diversity and celebrates the cohesion of differences within its one campus.

Students at Emerald North State School experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices. *(Inclusive Education Policy 2018)*

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	22
Year 4 – Year 6	24	20	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Teachers use the Curriculum to Classroom (Education Queensland) planning documents to deliver the Australian Curriculum (AC) to all students. Students develop knowledge, understanding and skills in all **eight Key Learning Areas:** English, Mathematics, Science, History and Social Sciences, Arts, Technologies and Health and Physical Education.

Assessments are aligned with AC content – knowledge, skills and understanding is assessed. Reporting is aligned with the **AC Achievement Standards** for each year level.

General Capabilities are key dimensions of the curriculum to ensure that students of ENSS will be **successful citizens in the 21st century.** Literacy, numeracy, information and communication technology

capability, critical and creative thinking, personal and social capability and ethical and intercultural understandings are embedded in the curriculum.

Cross Curricula Priorities are embedded within the lesson delivery – Indigenous histories and culture, Asian engagement and sustainability as well as highlighted at NAIDOC Celebrations and Engaging Community Programs – cooking, healthy food, bush tucker gardens, art and music.

Knowing students and how they learn is central to improving student learning and achievement at ENSS.

Teachers plan lessons and units for learning – supported by the **Head of Curriculum** twice a term.

Student data is systematically collected and examined in five and ten week cycles to track student achievement and to determine next steps in learning.

Teaching practice and curriculum delivery is **monitored by the leadership team** through a classroom observations and feedback model that provides support and guidance to teachers to assist them to reflect and improve their practice.

Teachers recognize student differences and plan to differentiate and individualize the delivery of the curriculum using the extra support of teacher aides, specialist learning support teachers and special needs teachers.

Co-curricular activities

A range of extracurricular activities include:
- Chaplaincy program including guitar lessons and breakfast club.
- Eisteddfod
- Instrumental Music Program
- Arts Council and other cultural performances
- Camps for year 4, 5 and 6.
- School discos, Talent Nights, Star gazing nights and Movie Nights.

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-point, Animation, Web Development and EdStudios.

To facilitate the use of ICT, every classroom has an Interactive Whiteboard, used to model lessons and engage students in learning. These are established as a key tool in integrating ICT into the curriculum in an interactive manner. In 2018 more student laptops were purchased to take advantage of the wireless capability of the school which was extended to enhance use of these tools in classrooms. The school has one fully equipped computer labs and an interactive whiteboards in each classroom for teachers to guide the learning. 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

Overview

A review of the **Responsible Behaviour Plan** for Students was been initiated in 2017, reviewed periodically and is upheld as the key strategy for managing student behaviour in 2018.

ENSS has continued to place emphasis on the development of **positive social skills** through regular lessons directed specifically at social skill development.

Teachers refer to the **'High Five' strategies** to help students learn to deal with bullying and inappropriate behaviours. In the event that bullying occurs, students are supported by staff (teaching and admin) and the focus is given to both the "bully" - to make better behaviour choices; and the other student - 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 is used. This is multi levelled, and includes rewards at a classroom, subject, whole school and individual level. Dojos are used by classroom teachers to **communicate between classroom and home**. This allows parents to see the positive behaviour points their children are scoring at school in a timely, digital message. Dojos are also used to encourage attendance.

Our Chaplain engages students with identified social and emotional needs in gardening and guitar lessons. He sits alongside them to encourage, guide and support them when issues arrive.

The **inclusion of students with disabilities** into the classroom helps these students to develop essential life skills, as well as providing mainstream students with the opportunity to interact with them, developing tolerance and understanding.

The three aspects of our behaviour management processes are:
- Consistent teaching of positive behaviours, and clarity in expectation and consequence, rewarded through Dojos Student of the Week and Principal Behaviour Awards.
- Tight implementation of the school's Responsible Behaviour Plan, guided by our behaviour management team.
- A Zero Tolerance of Bullying

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	89%	100%	88%
• this is a good school (S2035)	84%	93%	88%
• their child likes being at this school* (S2001)	100%	100%	94%
• their child feels safe at this school* (S2002)	84%	100%	94%
• their child's learning needs are being met at this school* (S2003)	89%	100%	94%
• their child is making good progress at this school* (S2004)	84%	100%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	84%	100%	94%
• teachers at this school treat students fairly* (S2008)	79%	100%	94%
• they can talk to their child's teachers about their concerns* (S2009)	95%	100%	100%
• this school works with them to support their child's learning* (S2010)	89%	100%	100%
• this school takes parents' opinions seriously* (S2011)	89%	100%	88%
• student behaviour is well managed at this school* (S2012)	68%	87%	69%
• this school looks for ways to improve* (S2013)	95%	100%	94%
• this school is well maintained* (S2014)	89%	93%	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.

Table 4: Student opinion survey

Percentage of students who agree[#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	88%	90%	85%
• they like being at their school* (S2036)	90%	93%	83%
• they feel safe at their school* (S2037)	82%	87%	71%
• their teachers motivate them to learn* (S2038)	93%	95%	87%
• their teachers expect them to do their best* (S2039)	99%	96%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	93%	85%
• teachers treat students fairly at their school* (S2041)	76%	88%	94%
• they can talk to their teachers about their concerns* (S2042)	88%	88%	77%
• their school takes students' opinions seriously* (S2043)	88%	81%	87%

Percentage of students who agree[#] that:	2016	2017	2018
• student behaviour is well managed at their school* (S2044)	66%	79%	73%
• their school looks for ways to improve* (S2045)	92%	95%	94%
• their school is well maintained* (S2046)	83%	93%	91%
• their school gives them opportunities to do interesting things* (S2047)	88%	93%	91%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree[#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	91%
• they receive useful feedback about their work at their school (S2071)	89%	95%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	94%	94%
• students are encouraged to do their best at their school (S2072)	100%	95%	100%
• students are treated fairly at their school (S2073)	100%	100%	95%
• student behaviour is well managed at their school (S2074)	89%	100%	91%
• staff are well supported at their school (S2075)	97%	91%	91%
• their school takes staff opinions seriously (S2076)	97%	86%	86%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	86%	95%
• their school gives them opportunities to do interesting things (S2079)	97%	86%	86%

* 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

At Emerald North State School, parents are encouraged to participate in classroom life by:
- Being classroom volunteers
- Parent interview evenings
- Visiting special classroom activities, celebrations and culmination days.
- Joining in special school activities/ceremonies e.g. Anzac Day services, Under 8s Day, excursions and camps, Playgroup, Step Into Prep Days
- Invitation to participate in P & C events, fundraisers, tuckshop, catering.

Respectful relationships education programs

Emerald North SS has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The school's responsible behaviour plan teaches children what is acceptable in terms of safe, respectful and responsible behaviour and relationships. Aligned with this, the Code of Conduct for government employees is reviewed by teachers annually. The code outlines professional and behaviours and ethical standards that are shared among staff and modelled to students. The Daniel Morecombe program is delivered to students, teaching them about personal safety and how to protect themselves by

telling a close relative or trusted friend. Our ENSS Adopt a Cop also visits to remind children of dangers to be aware of and what to do if they feel threatened in the community.

Teachers annually complete the compulsory child protection course so if they are aware or suspect harm to students, they know the reporting process. ENSS has links to the local family support services. These services contact the school if there are any concerns linked to the school and

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	28	15	19
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The business services manager and facilities officer work together to ensure plumbing breakdowns are corrected in a timely manner. Classrooms teachers practice good power reducing measures by reducing electrical costs by switching off air conditioners, lights and projectors when classrooms are not being used or the temperature is acceptable.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			184,888
Water (kL)			13,553

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

Net recurrent income	$ Total	$ per student
Australian government recurrent funding	980,406	3,937
State / territory government recurring funding	3,621,080	14,542
Fees, charges and parent contributions	33,893	136
Other private sources	176,301	708
Total gross income	**4,811,680**	**19,324**
Less deductions	**0**	**0**
Total net recurrent income	**4,811,680**	**19,324**

Capital expenditure	$ Total	$ Accumulated[1]
Australian government capital expenditure	0	7,838
State / territory government capital expenditure	175,409	211,742
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	0
Total capital expenditure	**175,409**	**219,580**

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	**Search website**

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	22	27	5
Full-time equivalents	22	17	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	3
Bachelor degree	18
Diploma	1
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $15 000.

The major professional development initiatives are as follows:

- Teaching Reading
- Beginning Teachers
- Mentoring Beginning Teachers
- Age Appropriate Pedagogies
- Literacy Continuum
- Curriculum
- ACHPER conference HPE Teacher
- STEM

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 90% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	91%	89%
Attendance rate for Indigenous** students at this school	86%	86%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	88%	89%	85%
Year 1	90%	89%	88%
Year 2	91%	92%	91%
Year 3	89%	92%	91%
Year 4	92%	91%	88%
Year 5	92%	93%	90%
Year 6	91%	91%	91%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	22	20	23	36
2017	20	16	22	42
2018	24	20	20	36

Proportion of Students
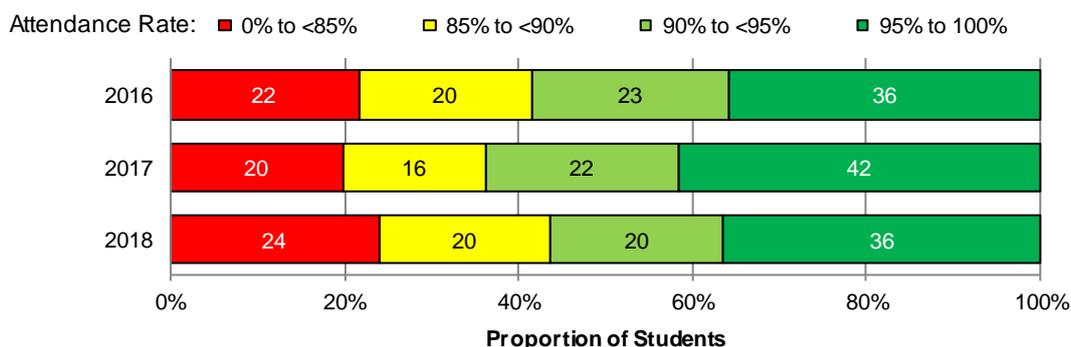
Description of how this school manages non-attendance

- Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 DETE 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.
- When students are absent for several days without reasonable explanation the class teacher attempts to contact the parents/caregivers.
- When there are persistent absences without reasonable explanation, or there is a pattern of non-attendancethen a meeting is called with the parents/caregivers to discuss the non-attendance. At such a meeting, it is usual for the school administration officers and parents/caregivers to work together to find ways to support improved student attendance. Staff regularly refer to EQ policy issues around Every Day Counts so that students are consistently reminded of the need to be at school to learn.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.