



Emerald State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## Welcome to Emerald State School

Emerald State School is proud of its history, being the first school in the Emerald township since 1879.

Our school community is committed to creating a rich, challenging learning environment for our students. From prep right through to year 6, our students strive to succeed every day.

Our staff brings a wealth of experience and expertise to their work. We foster excellence in teaching through team planning, ongoing staff professional development, across-campus moderation and a love of students and our work. This passion and commitment set us apart.

Our website provides a quick link to aspects of our school community. For further information, [contact us](#).

## From the Principal

### School overview

Emerald State School is one of the most highly regarded schools in the Emerald area. We proudly provide an educational service from Prep to Year 6. Our enduring and strong reputation for excellence is well recognised in the local and broader community. Our students, staff and parents are proud to contribute to the success of our progressive, dynamic school. We place a strong, united emphasis on nurturing traditional values alongside 21st century pedagogy. Our school has an established vision statement "Striving to Succeed" and with our three values of being a safe responsible learner are incorporated into the curriculum and values program to position Emerald State School students and staff to be life-long learners with the skills and attributes we value now and in the future. Our school curriculum program is rich and deep and Emerald State students enjoy a broad range of curriculum experiences in the academic, social, cultural and sporting arenas. Emerald introduced a STEM teaching position in 2017 and this innovative learning initiative placed us at the forefront of 21st century learning in the primary years. This program is evolving into our 'MakerSpace' facilities. Emerald staff members are passionate about the role information and communication technologies play in engaging today's learners. Our parent community through our P & C support this initiative through funding every year of computers, iPads and other resources.

Emerald has a strictly applied enrolment management plan. Details of the catchment area can be viewed on our school website. Our school provides opportunities for children to develop their talents in the arts through junior and senior choir, instrumental music program and Eisteddfod participation (choirs, band and verse speaking). In 2009, members of our senior choir performed at the Creative Generations State Schools Onstage in Brisbane. Our school has very proud sporting representation through local, regional and state-wide competitions. Our school also participates in the Inter school Touch, Netball and Debating competitions run after school in term 2,3 and 4. Students' social and emotional skills and well-being are fostered through our Positive Behaviour for Learning ethos and our focus on resilience. Emerald State School has a very active and supportive school community which is integral to the opportunities available to, and success of, our students.

### School progress towards its goals in 2018

Annually we publish information for parents about our students and school performance. This report contains information about our school journey in 2018.

Our school vision is based upon our belief of Every Student Succeeding. Staff and parents are committed to supporting our students to do just this. We provide a range of learning opportunities aimed at developing student skills and attributes to support students in being prepared for a changing future. This report shares how we have achieved and worked to achieve our vision for student learning.

It is available on our website and paper copies through our school office.



## School Progress towards its goals in 2018

Priority	Progress
<b>Building Capacity</b>	<p>In 2018 a big focus at Emerald State School was to develop a coaching and feedback model that incorporated peer observation, feedback, coaching and learning. This was systematically implemented and engaged all teachers in the coaching model of the school. With teachers formally aligned with a mentor, peer or collegial coach. The coaching sessions were also then aligned with the school improvement agenda. In 2018/19 this will continue with using the APST to guide the annual performance review process to guide our collegial engagement.</p> <p>Also in 2018 team structures were developed to enable teachers to build leadership capability. In 2018 we wish to continue on this journey to ensure all teams are high performing teams.</p>
<b>Curriculum and Pedagogy</b>	<p>We have replicated the quality assurance and vertical alignment process for English in other curriculum areas. The Literacy team has worked with Yvana Jones to deepen their knowledge of the writing/ reading process and continued to develop the shared understanding with all staff. A whole school approach to Writing the ESS Way has been implemented across the whole school with an emphasis on developing a Reading the ESS way.</p>
<b>STEM</b>	<p>In 2017 we nominated a STEM teacher for our school. This teacher through her development has begun the journey of providing challenging learning experiences that further develop STEM (including coding and robotics) expertise across the curriculum. In 2018 this expertise is a part of a mentoring program for all teachers to build critical digital technology skills.</p>
<b>Data Literacy</b>	<p>Teachers have developed a high level of data analysis skills in being able to regularly monitor student data for progress and to guide their teaching through regular cohort and moderation opportunities including cluster moderation.</p>
<b>Community and Engagement</b>	<p>A facility plan to systematically refurbish the school and ensure that the budget contains sufficient funds to provide adequate maintenance for the school was developed. In 2018/19 we will continue to develop and implement a Parent and Community engagement Framework.</p>

## Future Outlook

Emerald State School Strategy Priorities for 2019 are based on the 2017-2021 Strategic Plan. Our ongoing focus will be to continue to improve literacy across the whole school. The teaching of literacy will be strengthened through a continuing emphasis on knowing what you need to teach, knowing your students and explicit teaching practices.

Core Priorities: Curriculum and Pedagogy, Building Capacity, STEM, Data Literacy and Community and Engagement.

These priorities will be supported by Coaches and Lead teams within our school to lead the professional learning and build capacity in all staff.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	324	316	318
Girls	156	161	160
Boys	168	155	158
Indigenous	9	14	14
Enrolment continuity (Feb. – Nov.)	91%	94%	90%

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

Emerald State School is one of 3 State School in Emerald. Emerald State School has an enrolment management plan. Our student population consists of 4% indigenous and 3% students with disabilities. Enrolment decline has occurred over the last couple of years consistent with the community context, but is starting to increase again.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	21	23
Year 4 – Year 6	23	26	28
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

Our distinctive curriculum offerings include:

- Learning programs tailored to meet the developmental learning stage of early years students, upper primary students and students with disabilities.
- Individual student progress is tracked against a range of standardized tests, demand writing as well as NAPLAN improvement/achievement data. Regular data meetings are held and cluster moderation is a priority.
- A Year 4-6 Camp Program in which students gain experiences and hands on learning focussing around the development of resilience and working as a team not available in our local community.
- Read With Me Club which supports student homework reading. Students gain points towards their sporting house. PREP - Year 6 students, who want to extend their home reading beyond homework expectations, can record their completed books to gain additional points for their house team.
- Social Emotional Program has been developed using resources from the Positive Behaviour for Learning philosophies, You Can Do It Program and research in brain function and Zones of Regulation. It aims to develop confident, resilient and knowledgeable students who have the tools and understandings to make informed decisions about their behaviour. It is embedded in the Prep to Year 6 curriculum and celebrated through our Student of the Week awards, parade presentations, Thumbs up Awards and Health lessons.
- School Athletics Carnival for all Prep to Year 6 students. We have a combined carnival with a Prep to Year 3 and Year 4 to 7 rotation of events. Every student who participates earns a point for their team. This encourages student involvement, team spirit and fun for all students. This was extended in 2014 to include a Whole School Cross Country carnival and in 2015 to include a Whole School Swimming Carnival.
- Flip Learning Initiative. This forms part of our Homework program across the whole school. Students currently use the SEE-SAW program to do this and provide immediate feedback to each other and to teachers.
- NAPLAN On-Line Trial school from 2017.

### Co-curricular activities

- Instrumental Music program which includes a Senior Concert Band.
- Senior Concert Band, various Ensembles, Junior and Senior Choirs.
- Readers Cup – A reading challenge competition based in Emerald.
- Participants in Premier's reading Challenge.
- Student Council and associated activities e.g. Free Dress Days, Annual School Disco, ANZAC day community participation, Mayoral Summit.
- Representative School Sport at the Emerald District, Central Highlands and Capricornia levels. Students participate in the Regional Shield for Netball and the Development Cup and Josh Hannay Cup for Rugby League. There are interschool netball, touch and Rugby Union competitions held throughout the year.
- Interschool Debating competition held between Emerald schools. Students from year 4 to year 6 participated.
- STEAM Discovery Day- hosted by BHP Moranbah. A cluster initiative for our Year 6 students.
- Book Week and Book Fair Gala Day

### How information and communication technologies are used to assist learning

Technology (ICT) is embedded into our curriculum and pedagogy, and as such, forms part of our daily curriculum delivery. We have a program of upgrading our ICT resources to ensure that we have three computers per classroom, a computer laboratory, computer access in our Library, Interactive Whiteboards in all Year Prep-6 classrooms and Library, an expanding resource of other devices such as digital cameras, iPad sets for use in student learning. Each class teacher also has an iPad for classroom use and professional development.

In 2017 the entire school was given wireless access through the Wireless Upgrade program. Information and Communication Technologies are used by teachers as a tool to assist learning in the classroom.

A range of teaching and learning units utilize ICT for delivery and require students to assess a range of technologies for assessment.

- iPads are used across the school to support differentiated learning for students with disabilities as well as for individualized and small group learning within classrooms. All teachers have an iPad to use for classroom use
- Information Communication Technology program outlines the required levels of student competency for each year level.
- Mentoring opportunities provide on the spot Professional development for colleagues.

## Social climate

### Overview

Emerald State School has a strong culture of community involvement, parent and community partnerships, and excellence in education.

Our curriculum reflects the syllabus and community values with an emphasis on developing active and informed citizens who are lifelong learners; creative critical thinkers who are problem solvers; confident self-managers who exhibit social and emotional wellbeing; and skilled and confident communicators.

We have a very active and well supported Parents and Citizens Association and over one hundred volunteers who work to improve the quality of our school environment, its resources and student learning. Our Responsible Behaviour Plan is based upon the belief that all children have the right and responsibility to be a learner. To assist them to achieve this, our school community has three expectations: Be a Learner; Be Responsible; Be Safe. Our Social Emotional program supports students in developing the knowledge and skills to enact these expectations and be resilient and strong individuals. Bullying is an unacceptable behaviour. Students are encouraged to report such incidents to their classroom teacher who will address the matter. For ongoing issues, administration staff and support teachers may be involved to attend to the underlying causes and manage preventative measures.

We are an inclusive school who celebrates students' efforts and persistence through our school parades and awards. A common saying amongst our students is, "have a red hot go". All students can learn and achieve.

### 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)	97%	94%	100%
• this is a good school (S2035)	94%	90%	100%
• their child likes being at this school* (S2001)	97%	100%	93%
• their child feels safe at this school* (S2002)	100%	100%	95%
• their child's learning needs are being met at this school* (S2003)	97%	90%	100%
• their child is making good progress at this school* (S2004)	94%	94%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	87%	95%
• teachers at this school motivate their child to learn* (S2007)	97%	87%	100%
• teachers at this school treat students fairly* (S2008)	97%	90%	100%
• they can talk to their child's teachers about their concerns* (S2009)	97%	90%	100%
• this school works with them to support their child's learning* (S2010)	97%	90%	97%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)	90%	90%	98%
• student behaviour is well managed at this school* (S2012)	84%	87%	98%
• this school looks for ways to improve* (S2013)	90%	97%	100%
• this school is well maintained* (S2014)	97%	100%	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)	98%	100%	94%
• they like being at their school* (S2036)	94%	90%	94%
• they feel safe at their school* (S2037)	95%	84%	91%
• their teachers motivate them to learn* (S2038)	98%	97%	93%
• their teachers expect them to do their best* (S2039)	99%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	92%
• teachers treat students fairly at their school* (S2041)	92%	88%	90%
• they can talk to their teachers about their concerns* (S2042)	90%	87%	85%
• their school takes students' opinions seriously* (S2043)	88%	84%	84%
• student behaviour is well managed at their school* (S2044)	89%	79%	72%
• their school looks for ways to improve* (S2045)	98%	90%	98%
• their school is well maintained* (S2046)	98%	95%	95%
• their school gives them opportunities to do interesting things* (S2047)	95%	89%	93%

\* 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)	89%	94%	100%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
• they receive useful feedback about their work at their school (S2071)	74%	88%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	96%	88%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	96%	100%	96%
• student behaviour is well managed at their school (S2074)	100%	100%	96%
• staff are well supported at their school (S2075)	86%	91%	100%
• their school takes staff opinions seriously (S2076)	68%	94%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%



Percentage of school staff who agree# that:	2016	2017	2018
• their school is well maintained (S2078)	93%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	78%	84%	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.

## Parent and community engagement

Our school has a strong culture of parent and caregiver involvement. This partnership with parents is regarded as a vital component of successful student learning at Emerald State School. Active parent participation in classroom and extra curricula programs supports and maintains well established school-community relationships.

This is evidenced through:

- Class activities e.g. craft activities, reading groups, culminating activities, showcase events, Dads doing Reading.
- Regular attendance at school parades
- Attendance at Focused Parent Information sessions
- P & C and consultative committees as needed
- Responses to surveys
- Helpers on school camps, sports days, Craft Fair, Fete

Parent consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at Emerald State School include:

- Case management through Student at Risk committee
- Parent meetings to:
  1. Outline adjustments and support proposals
  2. Endorse procedures including ICPs, NAPLAN adjustments and classroom modifications
  3. Review programs

## Respectful relationships education programs

Through the Australian Curriculum – Health, “Positive Behaviour for Learning” at Emerald State School teaches Emerald State School students about respectful behaviours. The curriculum based programs by the teaching of expectations and social skills by all staff ensures that all our students develop the skills to know when they are not safe and strategies to deal with these. We use resources such as our Guidance Officer and local agencies to supplement these program



## 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	1	2	3
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

In 2018, to reduce our environmental footprint we put in the following strategies:

1. Continue our transition from paper based forms of communication to electronic versions.
2. Irrigate gardens and lawns during the evening to reduce evaporation.
3. Access mulch for gardens to minimise water usage.
4. Turned off lights, fans and air conditioning units as we left rooms.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	97,756	62,208	97,599
Water (kL)	6,297	8,761	6,867

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.

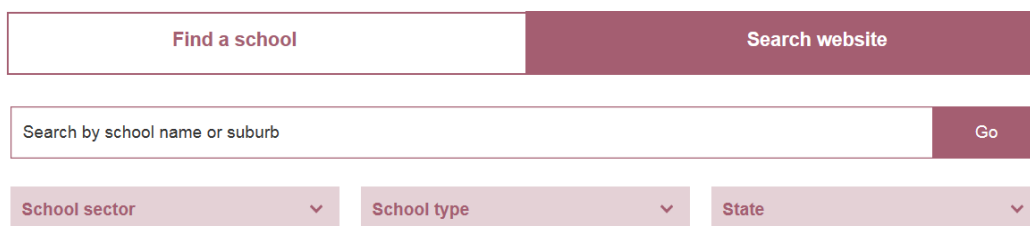
## School funding

### School income broken down by funding source

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

#### Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## 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	24	13	0
Full-time equivalents	22	8	0

\*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	1
Graduate Diploma etc.*	2
Bachelor degree	20
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 \$94,591.28

The major professional development initiatives are as follows:

- Coaching- Growth Coaching Model
- Speech, Sounds, Pics
- Yvana Jones- Reading Consultant
- Anita Archer – Foundations of Reading and Writing
- High Performing Teams
- NAPLAN On Line
- Cross school professional development and collaboration
- One School
- Principal's Conference
- Cleaners' Training
- Budget Workshops
- First Aid
- Libcode

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.	97%	96%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 78% 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	94%	94%	95%
Attendance rate for Indigenous** students at this school	90%	89%	93%

\* 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

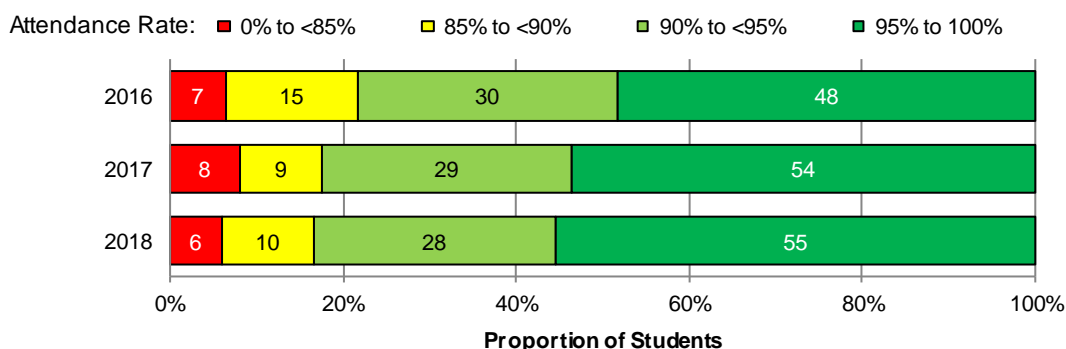
Year level	2016	2017	2018
Prep	91%	93%	94%
Year 1	93%	94%	94%
Year 2	93%	94%	96%
Year 3	95%	92%	94%
Year 4	95%	96%	94%
Year 5	95%	95%	96%
Year 6	93%	94%	95%

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



## 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 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. Our student rolls are marked twice daily, to monitor attendance.

In 2018 we also managed student attendance through the promotion of the Every Day Counts policy to our community through our school newsletter and posters displayed throughout our school. We presented evidence that showed the relationship between attendance and student achievement.

In 2018 we also introduced the text message to parents if a student is not present in the morning and it is unexplained. Student non-attendance is managed through a supportive process. This may involve a conversation between the class teacher and parent to ascertain causes of non-attendance and the development of a plan to help overcome any issues. A letter from the Principal is sent each term to students who have 10 or more days off in a term offering assistance to increase attendance.

We believe that non-attendance is best managed through open and honest conversation about rights and responsibilities with parents and support provisions to enable a child to successfully access an education. Formal processes, as outlined in the relevant DETE policies noted above, may be implemented if it is believed that parents/caregivers are not meeting their legal obligations in regarding to compulsory education for their children. Referrals to other agencies may also be made.

## 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.

<b>Find a school</b>	<b>Search website</b>	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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

<a href="#">View School Profile</a>
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4. Click on 'NAPLAN' to access the school NAPLAN information.

<a href="#">School profile</a>	<a href="#">NAPLAN</a>	<a href="#">Attendance</a>	<a href="#">Finances</a>	<a href="#">VET in schools</a>	<a href="#">Senior secondary</a>	<a href="#">Schools map</a>
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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.