Emerald State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Emerald State School celebrates 131 years of education this year. We provide innovative and inclusive education for children from Prep to Year 6 and strive for the success of every student. Our curriculum embeds the Australian Curriculum (ACARA) and the Essential Learnings within meaningful and challenging units of study, designed to accommodate and extend student learning styles and abilities. 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, verse speaking and folk groups). 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. Students' social and emotional skills and well-being are fostered through our supportive Social and Emotional Learning program. Emerald State School has a very active and supportive school community which is integral to the opportunities available to, and success of, our students.

Principal's Forward

Introduction

Annually we publish information for parents about our students and school performance. This report contains information about our school journey in 2016.

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 2016

Priority	Progress
Ensuring consistent school-wide practices in the teaching and assessment of writing	The Writing team worked with Yvana Jones to deepen their knowledge of the writing process and continued to develop the shared understanding with all staff. The Master Teacher Action Plan with a focus on research based pedagogy for the teaching of grammar and punctuation was implemented across the whole school.
Ensuring whole school positive consistent practices based on the research of PBL.	The PBL team continued the implementation of Positive Behavior for Learning through developing and training a Problem Solving team and continuing to build an understanding of expectations and routines at ESS with all staff and the community. The PBL team also started to look at data from Resilient Youth Australia that gives detailed information about our students' social and emotional health.
Aligning best practice in reading across Emerald/Capella cluster	Our work with our cluster through the BMA funding continued with a heavy focus on comprehension and OPP (Oral Language, Phonics and Phonemic Awareness). Emerald SS began the implementation in semester 2 in PREP of Speech, Sounds and Pics.

Future Outlook

Emerald State School Strategy Priorities for 2017 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 a Master Teacher, Caoches and Lead teams within our school to lead the professional learning and build capacity in all staff.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	383	180	203	20	94%
2015*	344	164	180	12	95%
2016	324	156	168	9	91%

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.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	**2014**	**2015***	**2016**
Prep – Year 3	24	24	24
Year 4 – Year 7	24	26	23
Year 8 – Year 10			
Year 11 – Year 12			

*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.

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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, 5 weeks on demand writing as well as NAPLAN improvement/achievement data.
- A Year 4-6 Camp Program in which students gain experiences and hands on learning 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. 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.

Co-curricular Activities

- Arts Program offers a range to students, including dance, drama, music and visual art. In 2015, classes experimented with digital photography as part of our program. Students have a range of performance opportunities as well as an Art Gallery evening which is very well supported by our community
- 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 and hosted by Emerald State School. .
- Student Council and associated activities e.g. World Vision sponsorship, Free Dress Days
- 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.

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, iPads and iPods for use in student learning.
We are currently on the Wireless Upgrade program for the 2016/17 financial year as well as a pilot school for the NAPLAN On Line trial.

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.
- Information Communication Technology program outlines the required levels of student competency for each year level.

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.
We also have a School Chaplain. He is a very important part of our school community and acts as a listening ear, providing support to our students, community and staff when required. He also participates in our Social Emotional programs and is a regular visitor in our classrooms.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	86%	86%	97%
this is a good school (S2035)	90%	74%	94%
their child likes being at this school* (S2001)	97%	91%	97%
their child feels safe at this school* (S2002)	100%	96%	100%
their child's learning needs are being met at this school* (S2003)	86%	91%	97%
their child is making good progress at this school* (S2004)	79%	83%	94%
teachers at this school expect their child to do his or her best* (S2005)	93%	87%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	87%	97%
teachers at this school motivate their child to learn* (S2007)	90%	91%	97%
teachers at this school treat students fairly* (S2008)	83%	83%	97%
they can talk to their child's teachers about their concerns* (S2009)	93%	91%	97%
this school works with them to support their child's learning* (S2010)	83%	78%	97%
this school takes parents' opinions seriously* (S2011)	76%	52%	90%
student behaviour is well managed at this school* (S2012)	86%	83%	84%
this school looks for ways to improve* (S2013)	83%	78%	90%
this school is well maintained* (S2014)	90%	96%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	100%	98%
they like being at their school* (S2036)	94%	99%	94%
they feel safe at their school* (S2037)	95%	96%	95%
their teachers motivate them to learn* (S2038)	99%	100%	98%
their teachers expect them to do their best* (S2039)	98%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	98%
teachers treat students fairly at their school* (S2041)	90%	84%	92%
they can talk to their teachers about their concerns* (S2042)	91%	93%	90%
their school takes students' opinions seriously* (S2043)	95%	96%	88%

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Performance measure			
Percentage of students who agree[#] that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	94%	86%	89%
their school looks for ways to improve* (S2045)	97%	99%	98%
their school is well maintained* (S2046)	100%	98%	98%
their school gives them opportunities to do interesting things* (S2047)	99%	95%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree[#] that:	2014	2015	2016
they enjoy working at their school (S2069)	81%	100%	89%
they feel that their school is a safe place in which to work (S2070)	84%	100%	96%
they receive useful feedback about their work at their school (S2071)	65%	93%	74%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	71%	71%	79%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	96%
student behaviour is well managed at their school (S2074)	92%	89%	100%
staff are well supported at their school (S2075)	68%	89%	86%
their school takes staff opinions seriously (S2076)	67%	85%	68%
their school looks for ways to improve (S2077)	95%	93%	100%
their school is well maintained (S2078)	89%	89%	93%
their school gives them opportunities to do interesting things (S2079)	62%	85%	78%

* 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.
- 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

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 programs

Through the Australian Curriculum – Health, "Positive Behavior for Learning" at Emerald State School teaches Emerald State School students about respectful behaviors. 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, Chaplain and local agencies to supplement these programs.

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School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	1
Long Suspensions – 6 to 20 days	0	0	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.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2016, 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	154,101	3,866
2014-2015	149,669	4,101
2015-2016	97,756	6,297

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.

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 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.**

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Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	24	14	0
Full-time Equivalents	21	9	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	21
Diploma	1
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $30000.

The major professional development initiatives are as follows:

- Grammar and Punctuation
- Coaching
- Speech, Sounds, Pics
- Anita Archer – Foundations of Reading
- High Performing Teams
- BMA Reading Conference
- PBL team- Problem Solving and Functional Behavior Analysis
- NAPLAN On Line
- Cross school professional development and collaboration
- One School
- Principal's Conference
- Cleaners' Training
- Budget Workshops
- First Aid
- Libcode
- QASEL
- HOSES conference

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 67% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	90%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

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AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	92%	94%	95%	95%	94%	94%	92%	92%					
2015	93%	92%	95%	94%	95%	94%	94%						
2016	91%	93%	93%	95%	95%	95%	93%						

*Attendance rates effectively count 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:
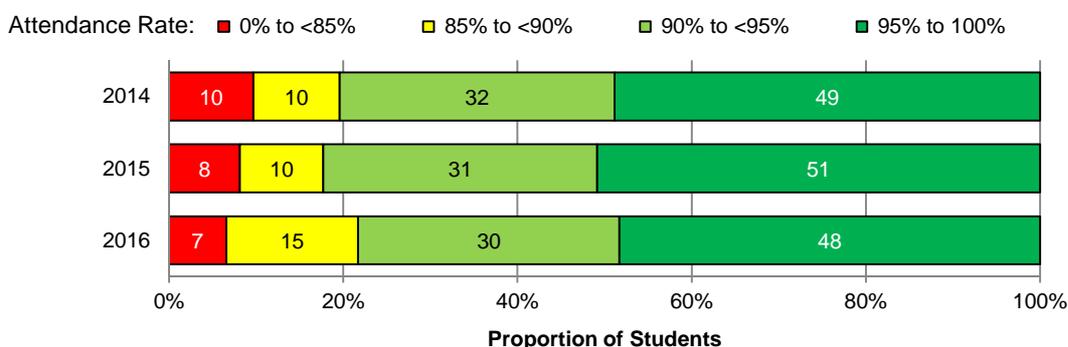
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

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

In 2016 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 2016 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. Students at the end of Semester One with attendance of 95% or more had a sticker saying this placed on their report card.
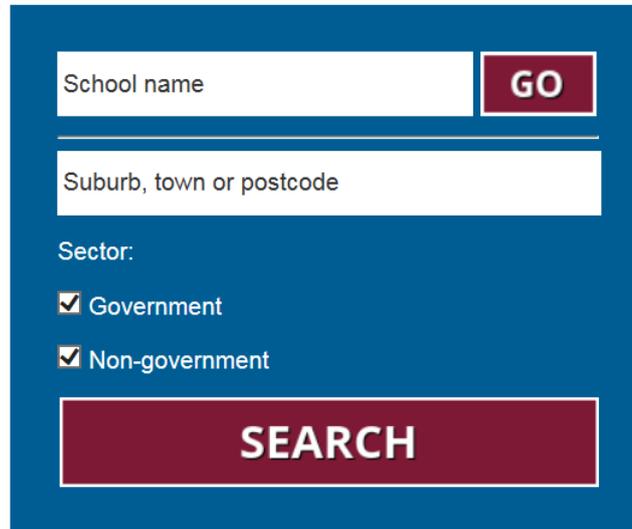
We believe that non-attendance is best managed through open and honest conversation about rights and responsibilities with parents and support provisions to enable a child to successfully access an education. Formal processes, as outlined in the relevant DETE policies noted above, may be implemented 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 are available via the My School website at http://www.myschool.edu.au/.

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To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Where it states **'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.