



Eudlo State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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## School Overview

Eudlo State School is situated in the hinterland of the Sunshine Coast, 20 kilometres from Nambour and services the families of Eudlo, Palmwoods and Mooloolah. We are a small school of around 55 students with a permanent staff of 4 teachers, 2 teacher aides, administrative assistant and cleaner. Specialist teaching staff support us from the Nambour District and Chevallum Hub Circuits. Our school has an active Parents and Citizens Association which contributes greatly to the student learning in our school. The school's purpose within the local community is to be their school of first choice. We have created a safe, tolerant and disciplined environment with which young people of the Eudlo district and surrounds, prepare to be active and reflective Australian citizens with a disposition to life-long learning. They will be able to participate in and shape community, economic and political life in Queensland and our nation. A distinctive aspect of our school is that students enjoy and appreciate the environment and creative arts.

## Principal's Foreword

### Introduction

Welcome to Eudlo State School, a place that has high expectations for learning, behaviour, school pride and a positive, safe, calm and orderly learning environment. It is a place where providing a high quality education for every child is our core business and focus.

We are a small school, set in the peaceful leafy village of Eudlo in the Sunshine Coast hinterland. Eudlo State School offers a strong curriculum program for students from Preparatory to Year Six. The school runs multi-age classrooms across the school, providing an opportunity for school staff to cater effectively for the learning needs of all of our students.

We offer students a diverse range of opportunities to widen their education beyond the Australian Curriculum, including inter-school sports, Environmental Education programs, a Kitchen Garden program where our students love to grow the food they cook, and partnerships with community groups.

We are proud to present our 2016 School Annual Report. This report provides information about our school, in terms of achievements, our school culture and environment, and our future priorities.

### School Progress towards its goals in 2016

#### **Analyse Student Data (implemented)**

- Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention.
- Further develop teacher expertise in data analysis to inform effective teaching and learning (in line with Invest 4 Success outcomes)

#### **Improve Student Attendance (not achieved but improvements noted)**

- Analyse trends in student attendance and implement strategies to increase student attendance to above 95%.

#### **Cater for Student Needs (implemented)**

- Implement strategies to cater for students' academic, social and emotional needs, e.g. *Rock & Water* and utilising Guidance Officer and Chaplain.



### **Upper 2 Bands (U2Bs) Priority (implemented)**

- Ensure a variety of processes are in place for the identification of possible U2B students (process to begin in Prep) Brigance, Fountas & Pinnell.
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, Upper 2 Band Project, G&T Program, and Intervention Programs)
- Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations.

### **NAPLAN Strategy (implemented)**

- Complete a thorough interrogation of NAPLAN data – 2015/2016 in preparation for 2017 NAPLAN.
- Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B, including but not limited to implementation of warm-ups and resources from North Coast Region Math site.

### **ACARA Priorities (implemented)**

- Embed English, Mathematics, Science, History, Geography and Health (National Curriculum) using the Curriculum into the Classroom (C2C) resource ensuring alignment with community expectations.
- Implement Civics and Citizenship from Year 3 and Economics and Business from Year 5, using the C2C resource.
- Continue to align and embed Australian Curriculum in all settings.
- Implement the North Coast Region: "A Guide to School Based Assessment Tools and Year Level Expectations".

### **Literacy Priority (implemented)**

#### ***Continue to embed a balanced reading program***

- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. **1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.**
- Align reading framework to **Pearson's Gradual Release of Responsibility Model** (Refer Framework for the Teaching of Reading)
- Ensure the 5 aspects of reading are explicitly addressed ie: **1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World.**
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of **inference** eg: Cars and Stars; QAR, Sheena Cameron Comprehension Strategies.
- Embed **comprehension strategies** into the reading procedures.
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through **observation and feedback.**

#### ***Develop and embed a balanced writing program***

- Develop a shared understanding and pedagogical practice of the 4 writing procedures: **1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing.**
- Embed Sheena Cameron writing strategies into the writing procedures.
- Align writing pedagogy to Pearson's Gradual Release of Responsibility Model.
- Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing.

### **Future Outlook**

#### **Strategy 1: Reading**

- Deliver oral language activities that target **phonological and phonemic awareness.**
- Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these. Intervention using multi lit and mini lit.
- **Continue to embed a balanced reading program.**

- Continue to consolidate a shared understanding and pedagogical practice of the 5 reading procedures i.e. **Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.**
- Continue to align reading framework to **Pearson's Gradual Release of Responsibility Model.**
- Continue to consolidate **comprehension strategies** eg Sheena Cameron, into the reading program.
- Continue to use the reading procedures as a focus for Instructional Leadership to build teacher capacity through **observation and feedback.**
- Ensure the 5 aspects of reading are explicitly addressed ie: **Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World.**
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of **inference**, Sheena Cameron Comprehension Strategies, Daily Rapid Reading.
- Complete a thorough interrogation of NAPLAN data - 2015/2016 in preparation for 2017 NAPLAN.
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in reading.

### Strategy 2: Numeracy

- Embed **Numeracy Rich Routines** that address key aspects of number as identified through NAPLAN and internal data sources eg Progressive Achievement Test - Mathematics.
- With Principal Education Advisor - Australian Curriculum support and cluster opportunities (**Best Practice Networks**), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics.
- Ensure a range and balance of assessment tools are being used (diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation.
- Practice and deepen number facts.
- Complete a thorough interrogation of NAPLAN data - 2015/2016 in preparation for 2017 NAPLAN.
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus activities in numeracy.

### Strategy 3: Upper Two Bands (U2Bs)

- Continue to ensure a variety of processes are in place to maximize the number of students in the U2B. (process to begin in Prep)
- Continue to implement strategies and programs to cater for the ability levels and optimal learning for these students. (differentiated teaching, On Line Upper 2 Band Project)
- Continue to provide challenging learning experiences that further develop reading and numeracy expertise.
- Embed **differentiation** strategies across all year levels using diagnostic assessment processes and Australian Curriculum, Assessment and Reporting (ACARA) recommendations.

### Strategies 4: Attendance

- Regularly analyse trends in attendance data at the whole school, class and individual student level.
- Communicate and promote student attendance rates in the wider community.
- Implement both proactive and reactive strategies to increase student attendance

## 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 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	76	37	39	7	80%
<b>2015*</b>	63	28	35	5	86%
<b>2016</b>	55	24	31	5	73%

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

Our students live in the surrounding areas of Eudlo, Ilkley, Mooloolah and Palmwoods. Eudlo State School students display an excellent standard of behaviour. All students are proud of Eudlo State School and the students in it. Being a small school friendships are made across all year levels, and at a glance every day students from prep to year six can be seen associating and playing together. Our school uniform policy ensures all students attend school each day in their school uniform. Our attendance is high, with all absences from school being explained or investigated by staff.

#### 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	16	15	21
Year 4 – Year 7	17	19	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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Eudlo State School offers a rich curriculum which focuses heavily on Literacy and Numeracy as central components of all learning areas. The curriculum is delivered in an authentic and meaningful way and promotes skill development through 'real-life' investigations and experiences.

Multi-age classrooms allow for individual, tailored programs and student orientated teaching and learning. We individualise supportive, but challenging learning plans for students to maximise their ability and provide opportunities for them to further develop their skills.

We access the services of the Chevallum HUB for an Inclusion Teacher to support our students with special needs.

Our Curriculum areas are:

- English
- Mathematics
- Science
- Studies of Society and Environment
- History
- Geography
- Art
- Health

The following areas are delivered by specialist teachers:

- Health and Physical Education
- Music
- LOTE – Japanese.

### Extra curricula activities

Eudlo State School has a strong sense of tradition and community. Each year, students, staff and community hold an Anzac Day Service at the school. Throughout the year, the school proudly participates in a variety of events and activities.

Our school offers the following extra curricula activities:

Instrumental Music Program - Strings  
Inter-house Sports Day  
Gala Day  
Leadership camp  
Swimming Carnival  
Showcase days - Maths and Science  
Lunch time clubs - Chess, Craft  
Camps and Excursions  
Stephanie Alexander Garden  
Rock and Water program  
Under 8's Day

A proactive Student Council meet once a month and are involved in fundraising money for various in-school projects, community projects and health foundations.

### How Information and Communication Technologies are used to Assist Learning

We are fortunate to have a computer lab with access to the Internet for all students. Students have frequent access to computers. For younger students, this may involve reading and responding to stories, writing stories, creating digital images, using digital photography, using simple versions of word processing, spread sheets, and PowerPoint presentations, as well as using CDs for literacy and



numeracy skill development. Older students are involved with the above, but also use the Internet, web forums, and electronic encyclopaedias for research.

All staff are skilled and familiar with use of Interactive Whiteboards, which are in every classroom. Digital equipment, such as cameras, still cameras, and iPads are used on a daily basis to consolidate learning.

## Social Climate

### Overview

Eudlo State School has four clear expectations, Be Safe, Be Responsible, Be Respectful and Be a Learner. Lots of effort and encouragement is given to the development of positive relationships between students, staff and parents. The small school environment of Eudlo assists the development of a safe and supportive climate. Students are well known by all staff, and issues are dealt with promptly, if and when they arise. Parents are involved in the process of developing solutions and have indicated a high level of satisfaction with these aspects of school management. The school expects students to demonstrate a high standard of behaviour and every effort is made to assist them to develop appropriate relationships with each other and all members of the school community.

We are fortunate to have a Chaplain at our school two days per week.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
<b>Percentage of parents/caregivers who agree<sup>#</sup> that:</b>			
their child is getting a good education at school (S2016)	100%	75%	100%
this is a good school (S2035)	88%	75%	100%
their child likes being at this school* (S2001)	100%	88%	100%
their child feels safe at this school* (S2002)	100%	88%	100%
their child's learning needs are being met at this school* (S2003)	100%	75%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
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)	100%	88%	100%
teachers at this school motivate their child to learn* (S2007)	100%	88%	100%
teachers at this school treat students fairly* (S2008)	100%	75%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	88%	80%
this school works with them to support their child's learning* (S2010)	100%	88%	80%
this school takes parents' opinions seriously* (S2011)	100%	75%	80%
student behaviour is well managed at this school* (S2012)	100%	75%	100%

<b>Performance measure</b>			
<b>Percentage of parents/caregivers who agree<sup>#</sup> that:</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
this school looks for ways to improve* (S2013)	100%	75%	80%
this school is well maintained* (S2014)	100%	88%	100%

### Student opinion survey

<b>Performance measure</b>			
<b>Percentage of students who agree<sup>#</sup> that:</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
they are getting a good education at school (S2048)	97%	100%	75%
they like being at their school* (S2036)	94%	100%	88%
they feel safe at their school* (S2037)	94%	100%	94%
their teachers motivate them to learn* (S2038)	91%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	100%	94%
teachers treat students fairly at their school* (S2041)	94%	100%	88%
they can talk to their teachers about their concerns* (S2042)	84%	95%	75%
their school takes students' opinions seriously* (S2043)	88%	100%	88%
student behaviour is well managed at their school* (S2044)	84%	95%	81%
their school looks for ways to improve* (S2045)	94%	100%	88%
their school is well maintained* (S2046)	94%	100%	94%
their school gives them opportunities to do interesting things* (S2047)	88%	100%	94%

### Staff opinion survey

<b>Performance measure</b>			
<b>Percentage of school staff who agree<sup>#</sup> that:</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	86%
they receive useful feedback about their work at their school (S2071)	100%	100%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	86%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	86%
staff are well supported at their school (S2075)	100%	100%	86%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	100%	100%	86%
their school looks for ways to improve (S2077)	100%	100%	86%
their school is well maintained (S2078)	100%	100%	86%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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

Parents are welcomed into our school firstly through our P&C Association, where parents have a valuable and recognised input into the operation and priorities of our school. On a day to day basis, parents are encouraged to assist in classrooms as parent helpers. As a school we attempt to provide timely and meaningful feedback to parents. We achieve this by providing parent - teacher meetings twice a year and offer other opportunities to meet with teachers as required. We also welcome parents to our Awards Celebration Ceremony and all extra-curricular activities. Having parents in our school is important, not only to our staff, but to the children, and when and wherever possible we encourage parents to be in and be a part of our school.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

### 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	0
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

The school collects and uses its own water through water tanks. Our school relies solely on filtered tank water to use as drinking water. We had solar panels fitted in an effort to reduce our power usage. Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Our SEMP (School Environment Management Plan) Committee, consisting of staff, students and parents meet regularly to plan for activities on sustainability, such as Clean Up Australia Day, recycling, battery collection and No Rubbish Lunches (NRL).

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	37,328	0
2014-2015	19,212	
2015-2016	37,972	

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.

#### Find a school



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	7	6	0
Full-time Equivalents	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	5
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 was \$11,500

The major professional development initiatives are as follows:

Australian Curriculum, Catering For Differentiation, Catering For students with disabilities, Oneschool, Art and Science of Teaching, Teaching Reading, Teaching Writing and Kitchen Garden Program.

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%	95%	97%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 76% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### 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%	92%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	96%	91%

\*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%.

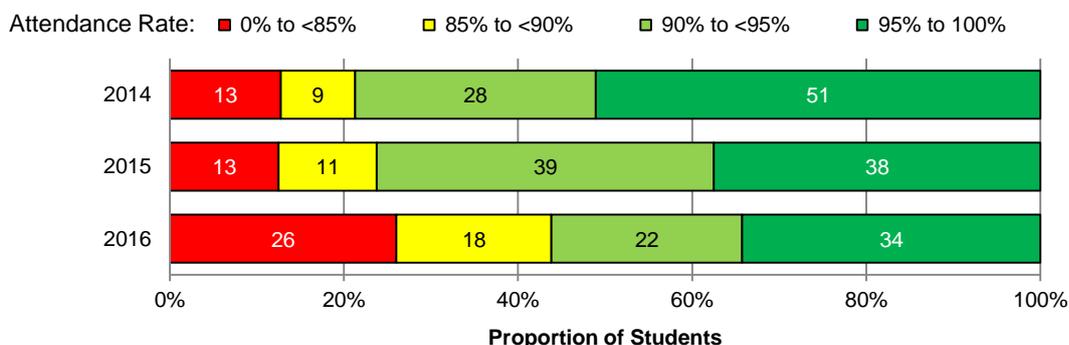
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Pre p	Yea r 1	Yea r 2	Yea r 3	Yea r 4	Yea r 5	Yea r 6	Yea r 7	Yea r 8	Yea r 9	Yea r 10	Yea r 11	Yea r 12
2014	94%	91%	94%	96%	94%	93%	92%	84%					
2015	87%	93%	93%	92%	93%	93%	91%						
2016	91%	91%	82%	94%	90%	95%	90%						

\*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.

Class teachers mark attendance rolls twice daily through the One School application. Parents/caregivers must provide written or verbal description of student absences to the school office. Follow up for an unexplained absence is a SMS message system at 10am each morning. If a response is not provided, a letter is sent home to parents, asking them to explain the absence. Attendance rates and targets are reported in the school newsletter and supported by articles informing families about the relationship of student attendance and student achievement. Attendance awards are presented at the end of each term at school parades. School attendance targets are set through both the Annual Implementation Process and Strategic School Review Process.

## 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/>.

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.