



Eudlo State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

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Department of Education

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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, Ilkley, Palmwoods and Mooloolah. We are a small school of around 70 students with a permanent staff of 4 Teachers, 4 Teacher Aides, a Business Manager and 2 Cleaners. 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, caring and inclusive 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. The school links with the community, interacting positively so that the relationships we build with parents, carers and business, cater for our most important resource- the child.

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. The school personal are highly trained, enthusiastic and committed to providing quality education for all students. Our school has a comprehensive range of intervention programs and extension programs and we use technology extensively in all classes.

We offer students a diverse range of opportunities to widen their education beyond the Australian Curriculum, including inter-school sports, instrumental programs which include strings and percussion, 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 2017 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 2017

Reading continued to be our major focus in 2017, with teachers and teacher aides being trained in the implementation of a balanced, researched based reading program using Sheena Cameron and the gradual release resources. A focus on the in-depth teaching of reading and associated comprehension is deeply embedded across our school.

Future Outlook

In 2018 the key areas for improvement as defined in the Annual School Implementation Plan for 2018 will include writing and wellbeing. The school will continue to embed reading and numeracy.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	63	28	35	5	86%
2016	55	24	31	5	73%
2017	58	28	30	2	83%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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. 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. In 2017 Eudlo State School had three classes. A Prep/Year 1 class, a 2/3 class and a 4/5/6 class. Our school uniform policy ensures all students attend school each day in their school uniform. All students are included in mainstream classes, including those with a disability, and all students were supported by passionate staff who understood each student's needs and who worked closely with the children and their parents.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	15	21	16
Year 4 – Year 6	19	23	22

Curriculum Delivery

Our Approach to Curriculum Delivery

Eudlo State School offers a rich curriculum which focuses heavily on Literacy, Numeracy and Science 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 support, offer 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.

A Guidance Officer visits our school every Friday to work with staff, students and their families. As part of our commitment to developing the whole child and to develop wellbeing of the students, staff and families at Eudlo, the school has a Chaplaincy program.

Our Curriculum areas are:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Art

The following areas are delivered by specialist teachers:

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

Co-curricular 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:

- Breakfast club
- Instrumental Music Program - Strings
- Inter-house Sports Day
- Eudlo Gala Day
- Leadership camp
- Swimming Carnival
- Showcase days - Maths and Science
- Excursions and Incursions
- Stephanie Alexander Kitchens Garden program
- Rock and Water program
- Under 8s Day
- Drone College
- School Discos
- Sunday Market days (4 times a year)

How Information and Communication Technologies are used to Assist Learning

Eudlo State School is committed to improving student learning outcomes through integrating ICT into the Curriculum. Digital Pedagogy refers to the use of digital technologies to engage students with the curriculum and to promote learning. It is a new way of working and learning with Information and Communication Technology (ICT). It moves the focus from simply using ICT tools and skills to a way of working in a digital world. We are fortunate to have two Computer Labs 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, web conferencing and e-learning opportunities for extension and booster courses.

All staff are skilled and familiar with use of Interactive Whiteboards and/or Interactive Projectors, 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. Our inclusive curriculum and practices that are based on *Restorative Practices* support the positive relationships which are an important part of our learning community. There is a focus on student self-management and personal responsibility. 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. Specific strategies to address bullying are underpinned by the proactive programs across the school such as *Structured Play* programs, *Zones of Regulation* and the *Rock and Water* program. 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 three days per week.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	75%	100%	100%
this is a good school (S2035)	75%	100%	100%
their child likes being at this school* (S2001)	88%	100%	100%
their child feels safe at this school* (S2002)	88%	100%	100%
their child's learning needs are being met at this school* (S2003)	75%	100%	93%
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)	88%	100%	100%
teachers at this school motivate their child to learn* (S2007)	88%	100%	93%
teachers at this school treat students fairly* (S2008)	75%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	88%	80%	93%
this school works with them to support their child's learning* (S2010)	88%	80%	93%
this school takes parents' opinions seriously* (S2011)	75%	80%	100%
student behaviour is well managed at this school* (S2012)	75%	100%	100%
this school looks for ways to improve* (S2013)	75%	80%	100%
this school is well maintained* (S2014)	88%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	75%	79%
they like being at their school* (S2036)	100%	88%	95%
they feel safe at their school* (S2037)	100%	94%	100%
their teachers motivate them to learn* (S2038)	100%	100%	74%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	88%
teachers treat students fairly at their school* (S2041)	100%	88%	67%
they can talk to their teachers about their concerns* (S2042)	95%	75%	79%
their school takes students' opinions seriously* (S2043)	100%	88%	89%
student behaviour is well managed at their school* (S2044)	95%	81%	71%
their school looks for ways to improve* (S2045)	100%	88%	100%
their school is well maintained* (S2046)	100%	94%	94%
their school gives them opportunities to do interesting things* (S2047)	100%	94%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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%	86%	100%
they receive useful feedback about their work at their school (S2071)	100%	86%	100%
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%	86%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	86%	100%
staff are well supported at their school (S2075)	100%	86%	100%
their school takes staff opinions seriously (S2076)	100%	86%	100%
their school looks for ways to improve (S2077)	100%	86%	100%
their school is well maintained (S2078)	100%	86%	100%
their school gives them opportunities to do interesting things (S2079)	100%	86%	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.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The Respectful Relationships Education program in Eudlo State School is a primary prevention program focused on influencing behaviour change to prevent undesirable social consequences such as domestic and family violence. This is done through challenging attitudes about violence and gender construction known to lead to violence while also supporting students to develop pro-social behaviours that lead to equitable and respectful relationships. A strengths-based approach underpins the development of respectful relationships knowledge and skills.

By implementing the Respectful Relationships Education program the acclaimed Rock and Water program and Zones of Regulation program, Eudlo staff will give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- Improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- Less disruptive classroom behaviour, aggression, bullying and delinquent acts
- Reduced emotional distress such as depression, stress or social withdrawal.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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. Toilets are flushed and gardens are watered with bore water. Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Our students participate in Clean Up Australia Day, re-cycling, battery collection and No Rubbish Lunches (NRL).

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	19,212	
2015-2016	37,972	
2016-2017	9,071	Rain Water tanks are used

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

Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	10	7	0
Full-time Equivalent	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.**	4
Bachelor degree	6
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 2017 were \$7772.73.

The major Professional Development initiatives are as follows:

- Deepening knowledge of Australian Curriculum, teaching of reading, reading intervention programs, catering for students with disabilities, One School, Art and Science of Teaching.
- The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of our staff was retained by the school for the entire 2017 year.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	91%	97%

*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 2017 for all Queensland Primary schools was 93%.

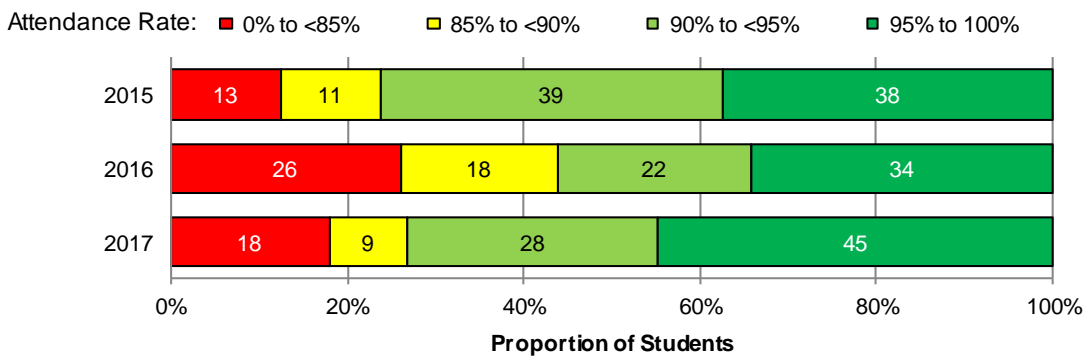
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	87%	93%	93%	92%	93%	93%	91%						
2016	91%	91%	82%	94%	90%	95%	90%						
2017	89%	92%	92%	80%	92%	91%	96%						

*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 by 11.30am each morning. If a response is not provided, a follow up SMS message and /or 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.

Find a school

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Government

Non-government

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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.