

Eudlo State School

Queensland State School Reporting

2015 School Annual Report



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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, Kitchen Garden program where our students love to grow the food they cook, and partnerships with community groups. We are proud to present our 2015 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 2015

Our school's goals in 2015 included:

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 GRG outcomes)

Improve Student Attendance (not achieved but improvements noted)

- Analyse trends in student attendance and implement strategies to increase student attendance to above 92.2% in primary years. (Class Dashboard)

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 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, 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 - 2013 / 2014 in preparation for 2015 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 (National Curriculum) using the C2C resource ensuring alignment with community expectations.
- Implement Civics and Citizenship (from Year 3) & Economics and Business (from Year 5) using the C2C resource
- Familiarize staff with the curriculum area "Health and Physical Education, Technologies, Languages & The Arts" using the C2C resource in preparation for implementation in 2016 and in line with roll out protocols.
- 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**
- Embed 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.**
Align reading framework to **Pearson's Gradual Release of Responsibility Model**

- Embed **comprehension strategies** eg Sheena Cameron, into the reading procedures
- 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 - 2014 / 2015 in preparation for 2016 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 PAT M.
- With PEAAC 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 - 2014 / 2015 in preparation for 2016 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus activities in reading

Strategy 3: U2Bs

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

Strategies 4: Attendance

- Regularly analyze 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

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	92	53	39	8	81%
2014	76	37	39	7	80%
2015	63	28	35	5	86%

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.

*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:

Our students live in the surrounding areas of Eudlo, Ilkley, Mooloolah and Palmwoods.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	16	11
Year 4 – Year 7 Primary	17	17	10
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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.

Curriculum delivery

Our approach to curriculum delivery

Eudlo State School offers a rich curriculum which focuses heavily on Literacy & 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

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 & Science
 Lunch time clubs - Chess, Craft
 Camps & Excursions

A proactive Student Council who 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 improve 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

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	97%	100%	75%
this is a good school (S2035)	97%	88%	75%
their child likes being at this school (S2001)	94%	100%	88%
their child feels safe at this school (S2002)	94%	100%	88%
their child's learning needs are being met at this school (S2003)	94%	100%	75%
their child is making good progress at this school (S2004)	94%	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)	97%	100%	88%
teachers at this school motivate their child to learn (S2007)	97%	100%	88%
teachers at this school treat students fairly (S2008)	93%	100%	75%
they can talk to their child's teachers about their concerns (S2009)	97%	100%	88%
this school works with them to support their child's learning (S2010)	97%	100%	88%
this school takes parents' opinions seriously (S2011)	84%	100%	75%
student behaviour is well managed at this school (S2012)	81%	100%	75%
this school looks for ways to improve (S2013)	97%	100%	75%
this school is well maintained (S2014)	100%	100%	88%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	100%	97%	100%
they like being at their school (S2036)	100%	94%	100%
they feel safe at their school (S2037)	100%	94%	100%
their teachers motivate them to learn (S2038)	95%	91%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	95%	94%	100%
teachers treat students fairly at their school (S2041)	95%	94%	100%
they can talk to their teachers about their concerns (S2042)	100%	84%	95%
their school takes students' opinions seriously (S2043)	100%	88%	100%
student behaviour is well managed at their school (S2044)	100%	84%	95%
their school looks for ways to improve (S2045)	100%	94%	100%
their school is well maintained (S2046)	100%	94%	100%
their school gives them opportunities to do interesting things (S2047)	100%	88%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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.

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 and 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, re-cycling, battery collection and NRL (No Rubbish Lunches).

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	32,756	0
2013-2014	37,328	0
2014-2015	19,212	

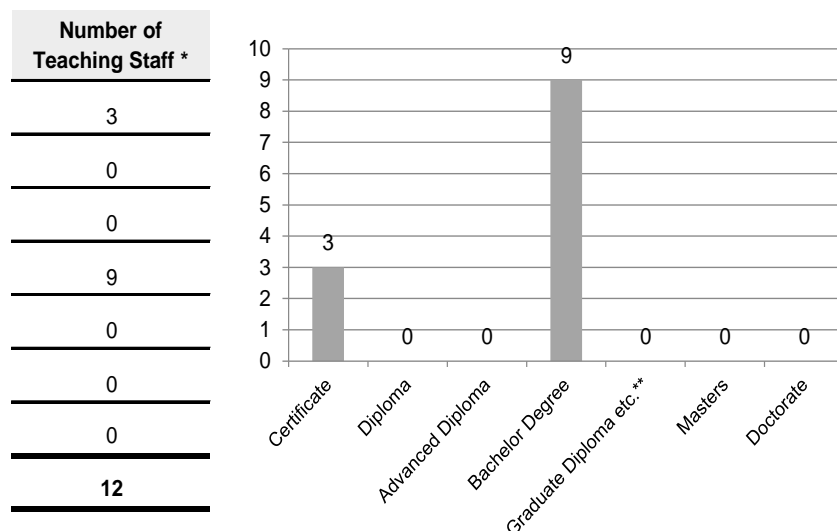
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	9	7	0
Full-time equivalents	5	3	0

Qualification of all teachers



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$5000.

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, Kitchen Garden Program.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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 says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	94%	96%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

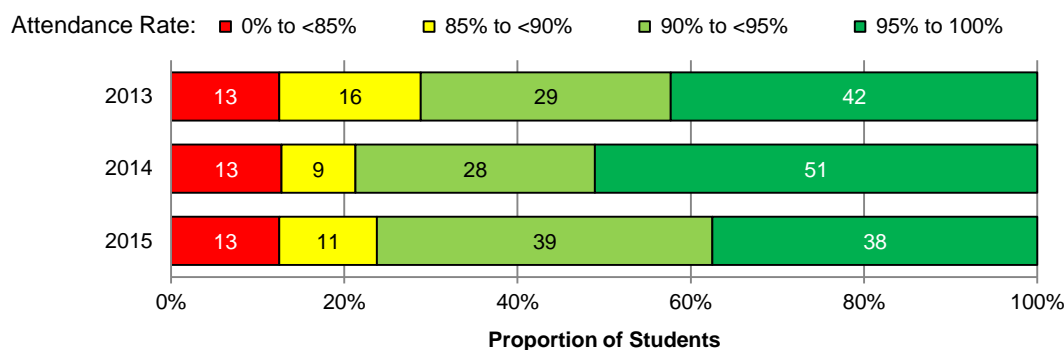
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	93%	94%	94%	93%	94%	82%	92%					
2014	94%	91%	94%	96%	94%	93%	92%	84%					
2015	87%	93%	93%	92%	93%	93%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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. If this 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Sector:

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Where it says '**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.