



Emu Creek State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Emu Creek State Primary School is a family friendly school with a wonderful community feel. We pride ourselves in providing a happy and fun filled, rich learning environment where students thrive and grow into responsible and respected citizens. Our environment provides students with opportunities to achieve an excellent standard of personal success.

Our key focus is to provide for every student the best possible teaching and learning opportunities to achieve their potential in literacy and numeracy, and also in their character development and participation in extra-curricular activities. We are very proud of our learning achievements across all levels of the school towards improved school performances and community satisfaction. We are committed to moving our school and students forward and upward in 2017 and beyond.

Our school has fully implemented the Australian Curriculum in English, Maths, Science, History and Geography, aligning this with our Pedagogical Framework and focusing on great teaching and authentic assessment ensuring that literacy, numeracy and science are at the forefront.

We have embedded a whole school approach to well-being and emotional resilience through You Can Do It, and an emotionally intelligent rich curriculum. A commitment to maintaining high expectations, improvements in student performances were achieved and evident in systemic and school-based data.

Emu Creek has a long and proud history. The school was opened on 31 May, 1875 and through its history it has seen many changes.

Steele Rudd (Arthur Hoey Davis) attended Emu Creek State School. He is famous for the creation of the publication "On Our Selection". East Greenmount represents the setting for many of the author's famous 'Dad and Dave' stories and a replica of the family home can be found near the school.

The school motto: 'Learn, Believe, Achieve' embodies the spirit of the school. The students and staff have a strong desire to improve in all aspects of their social and academic lives.

Principal's Foreword

Introduction

Welcome to Emu Creek State School's Annual Report for 2016. We are very proud of our academic achievements and social outcomes that this report summarises. Emu Creek State School is a small school that provides a quality education in a multi-age setting. We are a member of the Clifton Cluster. This report captures a sample of the wonderful features that combine to make Emu Creek State School a truly engaging and supportive learning environment. At Emu Creek State School we



pride ourselves on providing individualised instruction in a family oriented small school environment. We foster in students respect for each other and a love of learning. The successes articulated in this year's School Annual Report are a testament to the combination of high expectations, skills and enthusiasm possessed by the students and staff of our school, and the support of our families and the local community.

School Progress towards its goals in 2016

Emu Creeks' key priorities for 2016 were:

- **Strong Curriculum and Pedagogy:** Systematically embedding Explicit Instruction into teaching practice to maximize student learning and make optimal use of instructional time.
- **Community Engagement and Attainment:** Supporting preschool age children successfully transition to school through experiences that promote a sense of belonging and connect children and their families to the school.

These priorities are being successfully implemented within our school community.

Future Outlook

Emu Creek's key priorities for 2017 are:

- The explicit teaching of writing.
- The use of task related feedback to improve student outcomes.
- The teaching of reading

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	13	5	8		100%
2015*	15	6	9		100%
2016	20	8	12	1	95%

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

The enrolments at Emu Creek State School comprises of students mainly from a large rural community or rural properties.

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	13	14	22
Year 4 – Year 7			
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

Our distinctive curriculum offerings:

- Engaging our students through understanding the strengths and needs of our student group
- Individualised goal setting for students, with the intention to challenge and celebrate learning

- Hands on opportunities to learn
- A focus on spelling and reading across all subject areas
- Purposeful use of ICT to allow students to learn, and also to assist students to demonstrate their knowledge and skills.

Co-curricular Activities

Emu Creek State School constantly attends to any extra curricula opportunities that support our individual students' areas of interest. Extra curricula activities include, but are not limited to:

- 3-6 School Camp
- Mayoral Morning Tea for School Leaders
- Sporting Schools – Orienteering, tennis, baseball, soccer, badminton, football, dance, etc.
- ANZAC parade with community engagement focus
- NAIDOC Day excursion
- Book Club and Guided Library Lessons
- Concert – End of Year showcasing student's musical and dramatic performance
- Excursions
- Sporting events: small school, district and zone events including: Athletics Carnivals, Cross Country, Ball Games Carnival, Tennis Competition, Swimming Lessons.

How Information and Communication Technologies are used to Assist Learning

Our current computer/ipad to student ratio is 1:2. These computers and their supporting devices are core tools that are used on a daily basis within our classrooms. These are used by students to research, collate, represent and communicate their learning. Skills based activities such as touch typing, key commands and the explicit teaching of publishing, photo editing, presentation and data management programs and their features are regularly applied within classes.

Both digital cameras and online learning tools are both commonly used tools that better enable students to engage in current and high interest learning experiences. ICT equipment is used to enhance the learning opportunities for our students. The teaching staff are more equipped to provide an individualised learning program through the integration and use of ICT within their program.

Social Climate

Overview

Emu Creek State School is a small school where students and staff develop and foster positive relationships. The aim of our social climate is to provide a caring, considerate and co-operative school climate which acknowledges rights but also recognises that with rights, comes responsibilities. The You Can Do It Program is used to develop the student's social and emotional well-being through the 5 keys of confidence, resilience, persistence, getting along and organisation.

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)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	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%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	88%
teachers at this school motivate their child to learn* (S2007)	100%	100%	88%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	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)	100%	100%	83%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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)	DW	DW	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%

* 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

The Parents and Citizens Committee is a highly dedicated representation of our parent body that constantly search for ways to raise both our schools profile in the local area, and funds to support targeted priority areas of the school. It is through a combination of their efforts and the provision of quality engaging learning experiences that we continue to achieve great success.

A school Chaplain is appointed to our school. This appointment was supported by the school community and the P&C. The Chaplain visits the school for 1 day per week. The primary role of the Chaplain is to build strong relationships with the students, staff and families. The Chaplain provides another vital point of contact for our school community.

Emu Creek State School values the contribution of parents and the wider community to educating the 'whole child'. We foster and maintain a strong link between home and the school by:

- Regular contact with parents during drop off and pick up times
- Regular meetings to discuss academic and social progress
- Encouraging in school support with class learning experiences
- Open door to classroom policy
- Whole School parades and ceremonies – parents and community are invited to attend

We are committed to building even stronger partnerships with the people in our community. Each term, the Parents and Citizens Committee and school arrange a social event.

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

In 2012 the school was fitted with a solar PV system to help reduce the consumption of electricity. A significant number of water and electricity saving devices have been fitted throughout the school. Our school and students actively use electricity and water in a purposeful and conservative manner. Our students learn about energy usage through the 'Solar Schools' website and they also engage in water reduction strategies as part of the curriculum.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	9,754	0
2014-2015	9,063	
2015-2016	8,576	

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	6	0
Full-time Equivalent	2	2	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	3
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 major professional development initiatives are as follows:

- Explicit Instruction
- Beginning Teacher Mentoring
- Writing/Reading

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.	97%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

In this section delete those tables and paragraphs that are not applicable to your school, or simply enter 'N/A'. Information published in the tables below must maintain the privacy of individual students. For cohort sizes less than five it may be difficult to report certain information and maintain student privacy. More information on privacy requirements is contained in the Annual Reporting Guidelines for the Annual Reporting Policy for all Queensland Schools. Where privacy concerns are evident, principals need to inform their P & C Association and replace the tabular information below with narrative or descriptive comment in each of the categories.

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).	97%	97%	97%
The attendance rate for Indigenous students at this school (shown as a percentage).			DW

*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	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	97%	100%		99%	93%	97%	DW						
2015	99%	97%	97%		100%	95%	97%						
2016	DW	96%	97%	96%	98%	98%	95%						

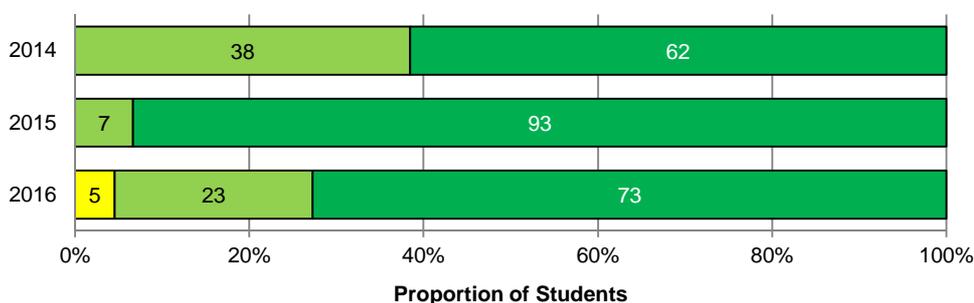
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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.

At Emu Creek State School student attendance roles are marked twice a day, in the morning and after second break.

Parents are informed of the procedure regarding absences in the school prospectus and through the school newsletters.

School staff follows up on unexplained absences from students who are absent for more than 2 consecutive days by contacting the parent. Unexplained absences of 1-2 days are followed up by a reminder note sent home.

Emu Creek State School has adopted the 'Every Day Counts' initiative.

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

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.

