

# Emu Creek State School

## Queensland State School Reporting

### 2015 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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## Principal's foreword

### Introduction

Welcome to Emu Creek State School's Annual Report for 2015. 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 2015 and future outlook

Emu Creeks' key priorities for 2015 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 and remain as key priorities in 2016.

## 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	16	7	9		87%
2014	13	5	8		100%
2015	15	6	9		100%

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 2015, 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:

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

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	16	13	7
Year 4 – Year 7 Primary			
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
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\* 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

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.

### Extra curricula 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 Leader
- 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 improve 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

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
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)	89%	100%	100%
their child is making good progress at this school (S2004)	78%	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%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
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%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
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%	100%
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%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
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	DW
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%

<sup>#</sup> '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 evening or event to celebrate the successes our students have achieved throughout the term.

### Reducing the school's environmental footprint

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

In 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	15,359	0
2013-2014	9,754	0
2014-2015	9,063	

\*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.

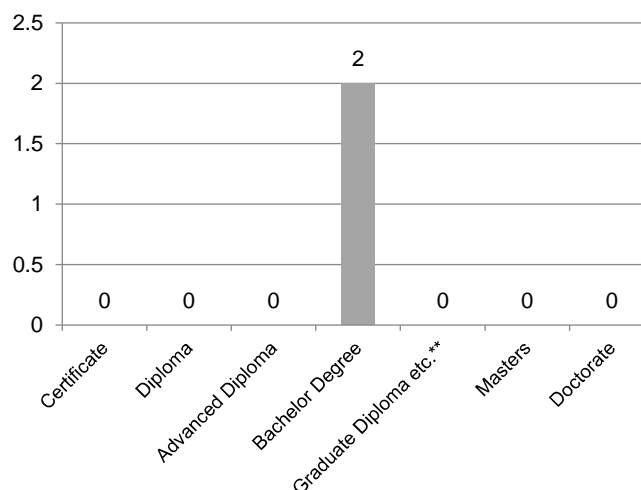
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time equivalents	1	2	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>2</b>



\*Teaching staff includes School Leaders

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

### Average staff attendance

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	97%	98%

### 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

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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).	96%	97%	97%

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

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%.

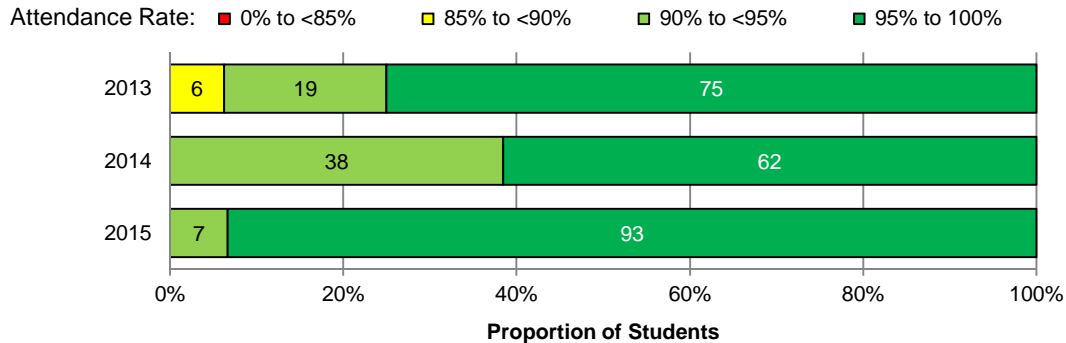
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	98%	DW	97%	94%	98%	95%	DW						
2014	97%	100%		99%	93%	97%	DW						
2015	99%	97%	97%		100%	95%	97%						

\*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.

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.

## 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.



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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.