

Eulo State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Eulo State School was opened in 1888 and is located approximately 67 kilometres west of Cunnamulla, within the Darling Downs South West education region. It is a multigrade, co-educational school offering schooling from Prep to Year 6. Students are expected to be caring, respectful, honest and trustworthy. We encourage them to believe in themselves and to try hard and pursue excellence where they can.

Eulo State School provides students with a broad and comprehensive education within a supportive and safe learning environment in a remote and isolated setting. All learning is enhanced by open communication, mutual respect and self-discipline between teachers, students, parents and the wider school community. We focus on the development of each child's potential across key curricular learning areas, sporting, musical and cultural activities. We recognise efforts and achievements and celebrate successes in all these areas.

Our school motto is 'Learning Together'. Students strive for this through high expectations, quality teaching and community partnerships.

School progress towards its goals in 2015

Key priorities for 2015

Explicit Instruction – Literacy and Numeracy

Reading:

Strategy: Continue to explicitly teach Reading and Comprehension strategies and use a comprehensive program (Sheena Cameron) that addresses all the major strategies required to achieve reading success.

Writing:

Strategy: Implement whole school approach to writing based on Seven Steps to Writing Success and the STRIVE program (vocab).

Numeracy:

Strategy: Implement a comprehensive program that addresses all the major strategies required to achieve problem solving success.

Coaching and Feedback:

Strategy: Implement and embed a whole school Coaching and Feedback model.

Purposeful use of data

Strategy: Develop a detailed documented school plan for the collection of data and individual student goal setting

Future outlook for 2016

Reading

- Implement and use Sheena Cameron's comprehensive reading program which addresses all of the major strategies required to achieve reading success.
- Use Jolly Phonics as the beginning reading program to build a strong foundation for Prep students

Writing

- Explicit teaching of writing using *Seven Steps to Writing Success*.
- Explicit teaching of grammar and punctuation usage to improve the construction of sentences and assessment pieces.
- Explicit teaching vocabulary using the *STRIVE program*

Implement Actions to Improve Numeracy

- Explicitly teach numeracy concepts using the Explicit Instruction model
- Use North Coast Region Mathematics Diagnostic Tool and Pat M to develop an evidence based plan for all students at risk of not meeting NMS in Numeracy

Digital Technologies

- Explicitly teach Digital Technology to ensure development of computational thinking and understanding of digital system components.

Retention

-

Maintain positive relationships with students and parents to ensure that current enrolment numbers are kept.

Transition

- Increase the level of school readiness of pre-prep children by continuing Eulo SS Playgroup and the continuation of the pre-prep transition program to Prep.

Attendance

- Promote high attendance through the new sletter, P & C meetings and high attendance expectations

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	12	9	3		75%
2014	10	7	3		83%
2015	7	6	1	2	83%

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.

Characteristics of the student body:

Eulo State School draws its enrolment from the small township of Eulo and from a wide area of surrounding rural properties. WE currently have four students and two of those are from an indigenous background.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	7	5	2
Year 4 – Year 7 Primary	5	5	5
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

Eulo State School is committed to offering a distinctive curriculum that connects and enriches our student's learning. Because of the remoteness and geographic isolation of Eulo, the school community supports and encourages the school to offer the widest range of services to students as it is able to. In addition to the National Curriculum, some of the services the school is able to provide are:-

- Students work in small and mixed ability groups to maximise learning.
- Individual learning programs such as sight words, reading, spelling and numeracy skills are developed to support learners individual needs.
- A broad education in all areas including academic and social knowledge and skills so that students can participate fully in community life and engage confidently with others.
- A large number of ICT devices- including iPads, laptops, desktops and Interactive LED screens to aid in instruction, across all year levels.

Extra curricula activities

Eulo State School is committed to offering extra-curricular activities that connects and enriches our student's learning. Some of these activities the school is able to provide are:-

- Term 1 and Term 4 swimming lessons
- Annual participation in the Cunnamulla show - 2014 Runner Up School Winner
- The school holds a popular and well attended concert at the end of each year for all school and community members
- Participation in the Small Schools Sports Camp held each September in Thargomindah
- Participation in district swimming, cross country and athletics
- Extended camp every two years – Next Camp in November 2015
- Participation in local library events including reading and writing workshops
- Travelling performing troupe visits
- Unde 8s Day in Cunnamulla
- ANZAC Day ceremony

How Information and Communication Technologies are used to assist learning

Eulo State School laptops and iPads for all students. At any time, each student is able to access a computer, if needed. Students also use iPads when accessing internet sites.

The Eulo State School Library is set up with 4 desktop computers which are used for Distance Education. Students in Years 5 and 6 access this area to complete their language studies. In 2015 students studied Japanese through Brisbane Distance Education. Students also use the internet to research selected or given topics in all Key Learning Areas. They have access to computers to complete writing and language activities during all lessons and to access personal emails, as required. There are two 55" LED interactive that are used to support instruction and student learning.

Social Climate

Our Vision at Eulo State School is 'Learning Together' through high expectations, quality teaching and community partnerships. We have three core values which build our social climate – Respect, Achievement and Learning.

During all experiences at Eulo State School we strive to provide:

- A safe and supportive learning environment
- An inclusive and engaging curriculum and teaching
- Opportunities for students to participate in activities to develop friendship traits which build positive relationships, that hopefully will minimise bullying occurring
- Opportunities for the development of skills of responsible self-management

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	83%	DW	100%
this is a good school (S2035)	83%	DW	100%
their child likes being at this school (S2001)	100%	DW	80%
their child feels safe at this school (S2002)	100%	DW	100%
their child's learning needs are being met at this school (S2003)	83%	DW	100%
their child is making good progress at this school (S2004)	83%	DW	100%
teachers at this school expect their child to do his or her best (S2005)	83%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	DW	100%
teachers at this school motivate their child to learn (S2007)	83%	DW	100%
teachers at this school treat students fairly (S2008)	100%	DW	100%
they can talk to their child's teachers about their concerns (S2009)	83%	DW	100%
this school works with them to support their child's learning (S2010)	83%	DW	100%
this school takes parents' opinions seriously (S2011)	83%	DW	100%
student behaviour is well managed at this school (S2012)	100%	DW	100%
this school looks for ways to improve (S2013)	83%	DW	100%
this school is well maintained (S2014)	100%	DW	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	80%
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%	DW	100%
teachers treat students fairly at their school (S2041)	88%	100%	80%
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%	80%
their school looks for ways to improve (S2045)	100%	100%	80%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
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%
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)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	83%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	83%	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%	86%	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

All parents are strongly encouraged to become members of the Eulo School P & C Association. All major decisions at the school level, rest with the Principal in close consultation with the P & C Association and relevant staff members.

Parents take an active interest in their child's education and are warmly welcomed onto the school campus at any time. Parents are regularly informed of their child's learning progress, test results, general interaction and behaviour through regular reports, both verbal and written.

The community is warmly appreciative of the school and supports many fundraising events throughout the year. The community enjoys receiving the school newsletter to see what our students have been doing.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Eulo State School attempts to reduce the carbon footprint. A more efficient air conditioning and heating system has been installed in 2010 to replace energy using bar heaters and solar panels were installed on the roof. An improved sprinkler system to the school Oval was also installed in 2010.

An application was submitted and approved for the 2012/2013 Round of the National Solar Schools Program. These newest solar panels have significantly reduced our environmental footprint since completion in early 2013. This has allowed the school to purchase more resources with these savings.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	12,701	64
2013-2014	-405	0

2014-2015

994

0

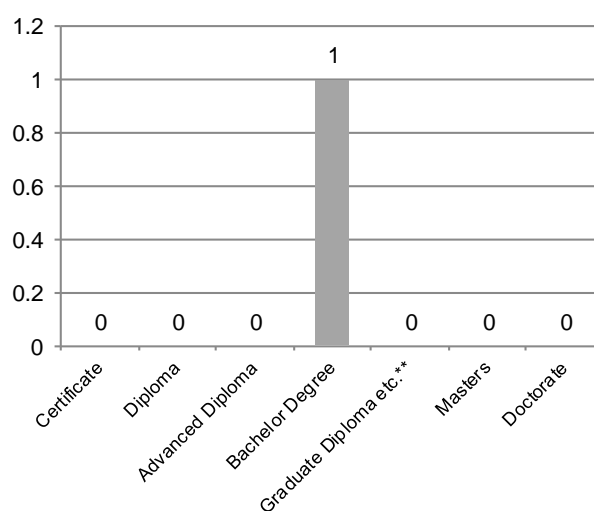
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	1
Full-time equivalents	1	1	.01

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	1



Qualification of all teachers

*Teaching staff includes School Leaders
 **Graduate Diploma etc. includes Graduate Diploma, Bachelor

r Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

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

The major professional development initiatives are as follows:

- Explicit Teaching Training
- Quarterly Cluster Meetings
- STRIVE vocabulary training

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.	100%	98%	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

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).	88%	90%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	100%	86%

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%.

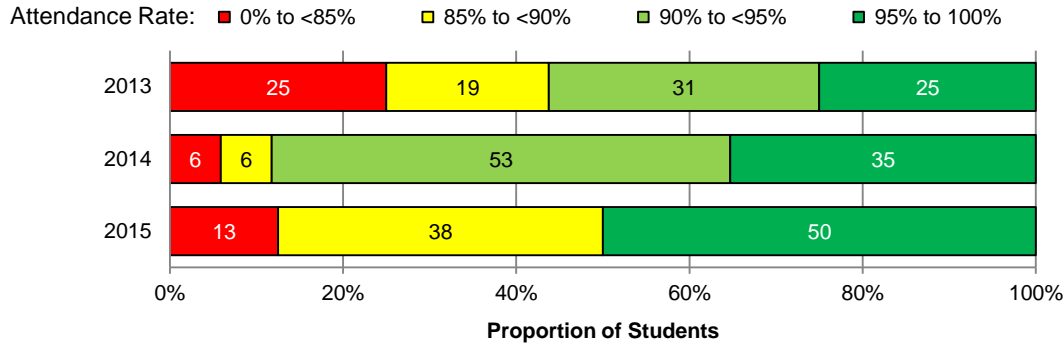
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	97%	87%	DW	89%		80%	DW					
2014		91%		94%	91%	83%	93%	90%					
2015	DW		DW		94%	DW	89%						

*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.

Our school policy in regards to student absence is to:

- Continue to strongly advocate and support DETE policy around attendance and notification of absence of students.
- Non-attendance is managed in state schools in line with the DETE 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.
- Most unexplained absences at Eulo State School are due to students who were absent when away with parents or at home due to illness, or in some instances were on extended leave, due to the remoteness of our community.
- Student attendance/absence is electronically marked in a roll each day, both in the morning and then again before finishing school, directly into the One School program.
- When absences are apparent and there has been no contact with the school either by email, phone call or direct message, then actions are undertaken to contact the parent or carer, to establish the absence cause, likely duration and how improvements in attendance can be improved.

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 or a paper copy of our school's NAPLAN results.