



Eulo State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Situated 1000 kilometres from Brisbane in the far south west of Queensland is Eulo State School, established in 1888. It is a multigrade, co-educational school offering schooling from Prep to Year 7. Students are expected to be caring, respectful, honest and trustworthy. We encourage them to believe in themselves, to seek to accomplish something worthy, even inspiring perhaps, to try hard and to pursue excellence where they can. Our school places a high emphasis on developing skills in numeracy and literacy. NAPLAN test results place Eulo State School as one of one hundred and forty high achieving schools in Queensland. Our school maintains a very high level of exemplary behaviour. No suspensions or exclusions have ever been recorded. Parents are informed of their child's learning, progress, results, interaction and general behaviour through monthly reports. This school enjoys strong support from the community, parents and students. School Opinion Survey results show that the school mean overall has not fallen below 3.07 this century. Parents and students are very satisfied that the school provides a good education and our students are happy to be at this school. "We may be Outback but we're Infront in Education in South West Queensland."

School progress towards its goals in 2018

Eulo State School made excellent progress towards all goals and priorities during 2018. Most students made 12 months progress over the 12 months in reading, as identified by standardised assessment tools at the end of the year. The school's pedagogical framework was developed around Age Appropriate Pedagogies, and a coaching and feedback cycle was commenced. This requires further adjustments, however, steady progress is being made. Staff are closer to finalising the Whole School Curriculum Plan, with adjustments made yearly, that support our school context and the needs of our students. A Parent and Community Engagement policy has been completed, and professional development opportunities for staff continued all year.

Eulo State School received outstanding results for the School Review Process, and has begun to implement strategies to meet recommended improvements for the school through this process.

Future outlook

A sharp and narrow focus toward improvement priorities has commenced for 2019, with priorities being:

- To implement and embed the explicit improvement agenda (from our review)
- To embed a coherent and sequenced multi-age curriculum across all year levels
- Develop a highly skilled and responsive staff through the use of data walls, and an explicit Quality Improvement Plan for the Kindy program
- Implement quality teaching practises that reflect evidence based teaching strategies that support student learning

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	3	9	14
Girls	2	5	9
Boys	1	4	5
Indigenous	2	4	4
Enrolment continuity (Feb. – Nov.)	100%	82%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were 2 students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Eulo State School draws its enrolments from the small township of Eulo and surrounding properties in the area. 2018 enrolments consisted of a mix of town and property students. Twenty-nine percent of students identified as Indigenous.

Eulo State School continued as a Remote Kindy pilot school in 2018. There were two registered Kindy children in 2018.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Remote Kindy			2
Prep – Year 3	4	9	10
Year 4 – Year 6			2

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Eulo State School meets the requirements of the National Curriculum for all students by:

- Providing 1:1 and small mixed-ability group to maximise student learning
- Individualising programs to support individual students needs
- Integrating social skills development within all subjects areas to support confident learner
- Explicitly teaching Respectful Relationships through the Health curriculum
- Engaging with technologies such as ipads, touch screens, interactive screens, laptop and desk top computers, Lego Mindstorm robotics
- The use of explicit instruction and direct teaching across or Learning Areas

Co-curricular activities

Eulo State School offers a number of opportunities for students to participate in the wider community by attending a variety of co-curricular and extra-curricular activities, which enhance and enrich the curriculum. Some of these for 2018 were:

- Swimming lessons – Term 1 and 4

- Participation in the Cunnamulla Show, Music in the Mulga, ANZAC Day, Cunnamulla Fella Festival
- Under 8s Day
- School and District swimming, athletics and cross-country
- Small Schools Sports Camp
- School camp to the wider Brisbane area
- School transition from Kindy to Prep
- Library Club – Cunnamulla Library
- End of year school concert
- Raising chicken

How information and communication technologies are used to assist learning

To support student skill development to successfully manage computer technologies, Eulo State School includes the use of laptops, ipads and desk top computers as a means of accessing the curriculum. Year 5 and 6 students participate in Japanese lessons via Brisbane School of Distance Ed, and all students are taught to successfully use a variety of different applications that involve the creation, management and manipulation of documents, folders and voice recordings.

Students are taught how to manage emails and research online safely and successfully, and it is expected that all students comply with the school's IT agreement policy.

Social climate

Overview

Respect, achievement and learning are the three core values on which the social climate at Eulo State School is built. By encouraging these values in both staff and students, an inclusive environment that supports the individual needs of a diverse range of students is created and maintained, and student well-being is prioritized. To maximize student well-being, we ensure that Respectful Relationships are taught through the Health curriculum, and we became a Positive Behaviour for Learning (PBL) school. Through our caring and inclusive environment, children are able to make and maintain friendships, and bullying behaviours rarely occur. Positive and supportive partnerships between the school and the Eulo community are also based on the core school values, which models a consistent and proactive approach to skills that promote life-long learning.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	DW	100%	100%
• this is a good school (S2035)	DW	100%	100%
• their child likes being at this school* (S2001)	DW	75%	100%
• their child feels safe at this school* (S2002)	DW	75%	100%
• their child's learning needs are being met at this school* (S2003)	DW	100%	100%
• their child is making good progress at this school* (S2004)	DW	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
• teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
• teachers at this school treat students fairly* (S2008)	DW	75%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
• this school works with them to support their child's learning* (S2010)	DW	100%	100%
• this school takes parents' opinions seriously* (S2011)	DW	100%	100%
• student behaviour is well managed at this school* (S2012)	DW	100%	100%
• this school looks for ways to improve* (S2013)	DW	100%	100%
• this school is well maintained* (S2014)	DW	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	DW	100%	DW
• they like being at their school* (S2036)	DW	100%	DW
• they feel safe at their school* (S2037)	DW	100%	DW
• their teachers motivate them to learn* (S2038)	DW	100%	DW
• their teachers expect them to do their best* (S2039)	DW	100%	DW
• their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	DW
• teachers treat students fairly at their school* (S2041)	DW	100%	DW
• they can talk to their teachers about their concerns* (S2042)	DW	67%	DW
• their school takes students' opinions seriously* (S2043)	DW	100%	DW
• student behaviour is well managed at their school* (S2044)	DW	100%	DW
• their school looks for ways to improve* (S2045)	DW	100%	DW
• their school is well maintained* (S2046)	DW	100%	DW
• their school gives them opportunities to do interesting things* (S2047)	DW	67%	DW

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	75%	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%

Percentage of school staff who agree# that:	2016	2017	2018
• 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

Parents are welcome at the school at any time, and are warmly welcomed into the classroom. Staff members are in the playground everyday to greet parents upon arrival and at the close of each school day, allowing for informal discussions about both their day and their child's day. Formally, parents are provided with two written report cards per year, outlining their child's progress throughout the term, and formal interviews are also offered twice a year, however, parents are able to organize meetings with staff at any time throughout the year. All parents and community members are encouraged to attend the P&C meetings, where school based decisions are shared by the Principal. It is also important for Eulo School to be an active entity within the community, as well as involving the community in school functions. Communication of school events is shared on the school website and through the fortnightly school newsletter.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships, through the inclusion of the Respectful Relationships program, which is taught through the Health Curriculum. Students also participate in community events that promote personal safety and awareness of domestic violence. By engaging positively with Eulo's Responsible Student Behaviour Plan, students are also enhancing their "good choices" and cooperating and caring for others.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Solar panels are used to reduce our environmental footprint. It is common practice for lights and air conditioners to be switched off when rooms is not in use and students are strongly encouraged to sort rubbish into scraps (to feed the chickens) and other rubbish. Used paper is also recycled, with students using this for rough drafts, drawings, and other school work. Rain water, when available, is used to water the yard.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	10,694	9,952	15,531
Water (kL)		64	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	4	<5
Full-time equivalents	2	2	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	
Diploma	
Certificate	

*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 2018 were \$1000.00

The major professional development initiatives are as follows:

- Age Appropriate Pedagogies
- Remote Kindy – Cert III Early Childhood (over a 12 month period)
- First Aid
- Reading
- Science

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	100%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	96%	95%
Attendance rate for Indigenous** students at this school	87%	96%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	94%	94%
Year 1	DW	96%	
Year 2		95%	97%
Year 3		DW	91%
Year 4			DW
Year 5	DW	97%	
Year 6		DW	98%

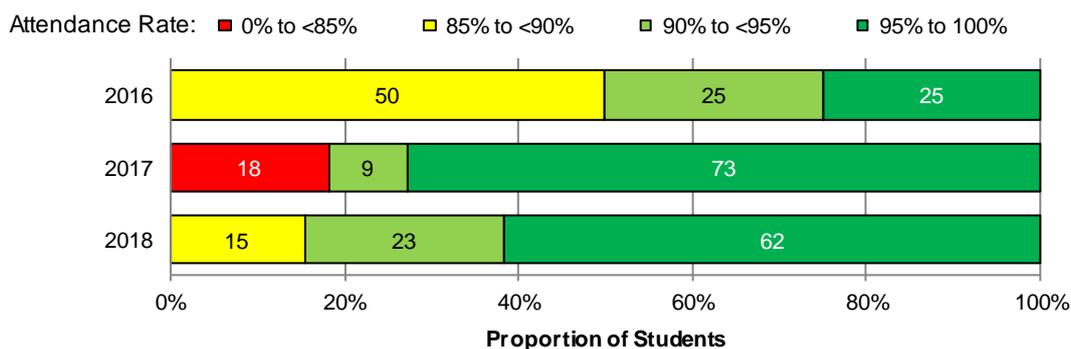
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Strategies used by Eulo State School to improve attendance are:

- The development and implementation of innovative and child centered programs that align with the Australian Curriculum
- A high level of community engagement, which in turn supports the need for students to regularly and consistently attend school
- Building and maintaining strong relationships with families
- Attendance celebrations and certificates on assembly at the end of each term.

NAPLAN

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.