



Eulo State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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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 6. 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 daily interactions with the teaching staff, and in formal meetings upon request. 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."

Principal's Foreword

Introduction

This report highlights the learning and development of staff and students during 2016.

School Progress towards its goals in 2016

Key improvement priorities for 2016 were:

- Reading
- A strong curriculum and pedagogy
- Leadership and school capabilities
- Engaging partners
- Closing the gap between attendance and outcomes for indigenous and non-indigenous students
- Numeracy
- Science
- Retention
- Writing
- Transition to Prep and Year 7

Future Outlook

The future improvement priorities for 2017 will be further refined and narrowed to support student and staff development and improvement across:

- Reading
- A strong curriculum and pedagogy
- Leadership and school capability
- Engaging partners

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	10	7	3		83%
2015*	7	6	1	2	83%
2016	4	3	1	2	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 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

Eulo State School draws its enrolments from the small township of Eulo and surrounding properties in the area. 2016 enrolments consist of a mix of town and property children. Fifty percent of students identify as Indigenous.

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	6	5	3
Year 4 – Year 7			1
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

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

- Providing 1:1 and small mixed-ability groups to maximize student learning
- Individualising programs to support individual student needs
- Integrating social skills development within all subject areas to support confident learners
- Engaging with technologies such as ipads, touch screen and interactive screens, and lap top and desk top computers to aid in instruction across all year levels.
- The use of explicit instruction and direct teaching across all KLAs

Co-curricular Activities

Eulo State School offer 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 are:

- Swimming lessons – Term 1 and 4 in Cunnamulla
- Annual participation in the Cunnamulla Show
- Under 8s Day
- District swimming, athletics and cross-country
- ANZAC Day
- Small School Sports Camp – Thargomindah
- School Expo
- Travelling performing troupe visits
- Music in the Mulga – country music festival held locally
- Kindy transition to school – hosted in Eulo and Cunnamulla over a number of days

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 tops as a means to access the curriculum. Year 5 and 6 students participate in Distance Education L.O.T.E (Japanese) lessons on a weekly basis, 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. The school is fortunate to have a 55" LED interactive screen at each end of the classroom, for which, learning through technology can be displayed.

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 wellbeing is prioritised. Through this environment, friendships are built, responsible self-management is encouraged 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 life-long learning.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	DW	100%	DW
this is a good school (S2035)	DW	100%	DW
their child likes being at this school* (S2001)	DW	80%	DW
their child feels safe at this school* (S2002)	DW	100%	DW
their child's learning needs are being met at this school* (S2003)	DW	100%	DW
their child is making good progress at this school* (S2004)	DW	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	DW
teachers at this school motivate their child to learn* (S2007)	DW	100%	DW
teachers at this school treat students fairly* (S2008)	DW	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	DW
this school works with them to support their child's learning* (S2010)	DW	100%	DW
this school takes parents' opinions seriously* (S2011)	DW	100%	DW
student behaviour is well managed at this school* (S2012)	DW	100%	DW
this school looks for ways to improve* (S2013)	DW	100%	DW

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school is well maintained* (S2014)	DW	100%	DW

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	80%	DW
they like being at their school* (S2036)	100%	100%	DW
they feel safe at their school* (S2037)	100%	100%	DW
their teachers motivate them to learn* (S2038)	100%	100%	DW
their teachers expect them to do their best* (S2039)	100%	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)	100%	80%	DW
they can talk to their teachers about their concerns* (S2042)	100%	100%	DW
their school takes students' opinions seriously* (S2043)	100%	100%	DW
student behaviour is well managed at their school* (S2044)	100%	80%	DW
their school looks for ways to improve* (S2045)	100%	80%	DW
their school is well maintained* (S2046)	100%	100%	DW
their school gives them opportunities to do interesting things* (S2047)	100%	100%	DW

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%
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%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	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)	86%	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 take an active interest in their child's education and are warmly welcomed into the school at any time. Parents are regularly informed of their child's learning progress, test results, general interaction and behavior through regular communication



and discussions with teaching staff, and twice a year by a written report card. All parents are strongly encouraged to become members of the Eulo P&C Association. Whilst all major decisions at the school level rest with the Principal, these decisions are made with the support and consultation of the P&C and relevant staff members. The community is warmly appreciative of the school and supports may fund raising events throughout the year. Communication of school events is shared through the distribution of the school's newsletter.

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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	-405	0
2014-2015	994	
2015-2016	10,694	

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

GO

Sector:

Government

Non-government

SEARCH

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	2	3	0
Full-time Equivalents	1	1	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	
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 total funds expended on teacher professional development in 2016 were \$5000.

The major professional development initiatives are as follows:

- Quarterly Cluster Meetings
- Explicit Teaching Training

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.	98%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 42% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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).	90%	93%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	100%	86%	87%

*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%.

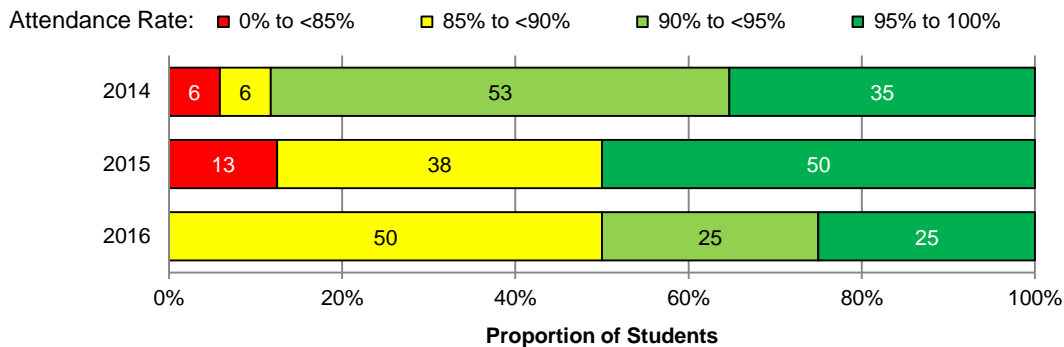
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014		91%		94%	91%	83%	93%	90%					
2015	DW		DW		94%	DW	89%						
2016	95%	DW				DW							

*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:



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.

Student attendance is marked daily and absences are recorded in One School. Parents are contacted, usually by phone, if a student is absent and the school has not been informed of the reason.

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

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.

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