Principal’s foreword

Introduction

I am very pleased to present the Esk State School’s Annual Report for 2011. Esk State School strives to provide a wonderful learning environment for its students, who are supported by dedicated staff and a supportive community. This report outlines the achievements for 2011 in academic areas using data gathered from the Year 2 Net and the National Assessment Program – Literacy and Numeracy (NAPLAN) results in reading, writing, spelling, grammar and punctuation, and numeracy for Years 3, 5 and 7. Also reported are key elements from the yearly School Opinion Surveys completed by Staff, Students and Parents.

School progress towards its goals in 2011

Key Priorities for development in 2011 as outlined in the School Operational Plan are:-

1. Student Performance in Reading
   a. Respond to the outcomes of the Curriculum and Teaching Audit in relation to improvement of reading outcomes.
   b. Implement First Steps in Reading across the school.
   c. Continue Spelling Mastery.
   d. Focus on Inferential Comprehension.

2. Readiness for the Australian Curriculum
   a. Raising awareness of the Curriculum with staff and parents.
   b. Develop staff familiarity with the online resources associated with the Australian Curriculum.
   c. Adapt our current English Program, especially Reading, to be in line with the Australian Curriculum.

3. Staff Development and Performance
   a. Continue collaborative work with teachers on their Performance Plans.
   b. Embed First Steps in Reading into classroom planning and practice.
   c. Principal to be trained as a Classroom Profiler.

4. Community and Staff Confidence
   a. Develop knowledge of and confidence in electronic technology across the school – Staff, Parents and Students.

5. Closing the Gap
   a. Continue the work begun in 2010 with the Closing the Gap Strategy, looking more closely at individual performances.
Future outlook

Key Areas for Improvement as defined in the School Implementation Plan for 2012

- Teaching Practice – developing strategies to foster high quality teaching, collaborative processes, consistent pedagogical practices and evidence-based decision making.

- Implement the Australian Curriculum – plan for a coherent and sequenced curriculum, improve Teaching and Learning Audit results, effective use of funds, resources and facilities, develop whole-school curriculum and Assessment and Reporting plan

- Principal Leadership – develop performance through Developing Performance Plan

- Partnerships between School and Community – develop productive partnerships and promote community confidence and pride in the school

- Systemic Priorities – 1. Explicit teaching practices, 2. Purposeful use of data, 3. Effective use of coaching and feedback
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>189</td>
<td>97</td>
<td>92</td>
<td>85%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

In 2011 our school had nine classes, most of which were multi-aged groupings. In 2011 the school experienced increased enrolment. Students attending this school are from a rural background. A small percentage of students have a parent or parents who travel up to 45 minutes for work. Many parents work in the Esk township while others travel to Ipswich, Brisbane, Gatton or Toogoolawah for work. A large percentage of the families who move into the area say they do so for a lifestyle change or to access cheaper housing. The school is serviced by three bus routes, the longest of which takes 45 minutes one way. Forty percent of students travel on these buses from farms and blocks of land in two large housing developments south of Esk. A small percentage of students walk or ride to school. On completing Year Seven students attend Toogoolawah State High School, Lockyer District High School or private high schools closer to Ipswich. Students at this school are happy and friendly and generally well behaved. 2% of the Students enrolled at the school in 2011 are from an Indigenous background, the remainder are from European background. Many families connected with the school have had several generations of the family attend the school which has been open for 137 years.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>17.5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>19.8</td>
</tr>
<tr>
<td>All Classes</td>
<td>18.5</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>8</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings
The school was organised into seven composite groups from Year 1 through to Year 7, excluding our Prep class. Again in 2011 eight Key Learning Areas were offered: - English, Maths, Science, Studies of the Environment and Society, Health and Physical Education, Language Other than English, The Arts and Technology.
Other distinctive curriculum offerings and support included:-
- School wide online access to Mathletics and Accelerated Reading
- Instrumental Music (Specialist teacher)
- Junior and Senior Choir (Specialist teacher and parent support)
- Specialist teachers for Library, Cultural Studies, and Physical Education
- Bodies and Relationships Education
- Support Teacher focusing on Numeracy and Literacy
- Special Needs support aimed at supporting students at risk, in need of educational support and those who are in need of enrichment and extension.
- Guidance Officer
- Chaplain
- Speech and Physical Therapy services (as required)

Extra curricula activities
- Instrumental Music – Concert Band
- Choir - Junior and Senior Choirs
- Athletics – Inter-house, Inter-school and Regional Carnivals
- Reader’s Cup (Year 6 and 7)
- Camps
- Excursions
- Gala Sporting Days held between Esk and Toogoolawah schools

How Information and Communication Technologies are used to assist learning. Computers are available in each classroom and are used to support student learning
- All teachers use a laptop to support their planning and teaching.
- Electronic Whiteboards are in every teaching space and their use is embedded in curriculum planning.
- Students access three online learning programs to support Reading and Mathematics.
- Computers are replaced on a scheduled basis.
- Teachers and students use digital cameras, microscopes and microphones to enhance learning across the key learning areas.

Social climate

Results of the 2011 School Opinion Survey show that the satisfaction of parents with the social climate of the school is below the range of similar schools in the country. Students rated our school’s social climate as below that of other schools in the State. Children did not generally feel safe or happy to go to school.
Both parents and students have been more satisfied with access to computers and internet to support learning. Parent and student satisfaction in the three areas of 1) being safe at school, 2) that students are happy to go to school and 3) that they are treated fairly, were similar to or marginally below that of the State and similar schools. Staff responses to the 2011 School Opinion Survey were similar to or above those across the state in the areas of the work environment, relationships, school operations, staff morale, support, resources, training, work roles and work value and recognition. Esk State School continued to implement the School Wide Positive Behaviour Support Program as part of our Responsible Behaviour Plan. The key elements of the program include the school’s behaviour expectations of: - Be Safe, Be a Learner and Be Respectful.

A Federally funded Chaplain attended Esk State School for half day per week during 2011. Towards the end of 2011 a combined Chaplaincy Committee was formed across the Brisbane Valley to provide a strengthened and more focused support for Chaplaincy. This resulted in funding support from the group which enabled our Chaplain to attend one full day per week. During 2011 application was made to the State Government for funding to increase Chaplaincy hours in the school during 2012. The support and encouragement offered to students through this program is significant and the range of activities provided throughout the year afforded students an exciting element of enjoyment and involvement.

Parent, student and teacher satisfaction with the school

The percentage of parents/caregivers satisfied that their child is getting a good education at this school was very similar to the State and Like School results. The satisfaction of parents and caregivers was below the State and Like School results in Student Outcomes, Curriculum, Pedagogy, Learning Climate, School Climate and School-community relations. Percentage of parents and caregivers satisfied with their child’s school was just below the State and Like School result.

The satisfaction of students that they are getting a good education at this school was below the state and like schools result.

Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives was above the State and Like School results.

The percentage of staff members satisfied with morale in the school was above the results for State and Like Schools.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>58%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>87%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parents were encouraged to be involved in regular classroom support as well as supporting other school activities such as:

- P&C activities
Our school at a glance

- Tuckshop
- Athletics Carnivals
- Swimming Carnivals
- ANZAC Day
- Dress Up Days
- Book Week
- Easter
- Classroom projects and other learning experiences
- High School Musical

Esk State School also involved parents in their children’s education by offering twice yearly interviews in Terms One and Three. Report Cards were published in Term Two and Four each year. At any time through the year parents can discuss student progress by making appointments to meet with teachers. Parents were kept up to date with activity at school by the weekly newsletter and the school’s website.

Reducing the school’s environmental footprint

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

The school actively worked to reduce its environmental footprint. The school has its own swimming pool which is an added expense. Solar Panels have been installed on the roof of A Block. This project will continue to completion in 2012. Our recycling program continued throughout 2011.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>90,640</td>
<td>1,790</td>
</tr>
<tr>
<td>2010</td>
<td>74,966</td>
<td>936</td>
</tr>
</tbody>
</table>

% change 10 - 11 21% 91%
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>15</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>12</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>10</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $7263.92.

The major professional development initiatives were as follows:

- Maximising Achievement Program
- Principal Business Meetings
- First Steps in Reading
- CPR and First Aid
- Games Factory
Our staff profile

- Curriculum Development – Working in Mixed Ability Classrooms
- One School
- Essential Skills in Classroom Management
- School Wide Positive Behaviour Support Program.
- Student with Disabilities – Autism and Asperger’s Syndrome
- Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2011 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

Search by school name

Search by suburb, town or postcode

Sector

Government

Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select ‘GO’.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.6%</td>
<td>94%</td>
<td>89.8%</td>
<td>93.8%</td>
<td>92.1%</td>
<td>92.5%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

[Attendance Rate distribution chart]

All Students

Description of how non-attendance is managed by the school

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 Esk State School each teacher marks the roll twice per day. Firstly before 9am and then again at 1.30pm. Teachers contact school administration if students are absent for up to three days in a row and which are without explanation. Administration then makes contact with parents to follow up. Parents must contact the school to inform administration about the absence and the reason. Parents use various methods to contact the school regarding absence:-

- E-mail
- Student Absence Answering Service
- Phone calls
- Notes and letters
- Face to face
- Absences are checked weekly and entered into our computer system.

Once a year through the Newsletter parents and caregivers are informed of and reminded of what an “unexplained absence” is and how it is managed by the school.
Performance of our students

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.

Find a school

Search by school name

 GO

Search by suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

The Strategy has three key targets for Indigenous students:

1. To halve the gap in Year 3 reading and numeracy by 2012
2. To close the gap in student attendance by 2013 and
3. In Year 12, increase retention rates by 2013 (High School only-not reported)

Our Achievement Results for 2011

Year 3
Reading – The Key Target in Reading for Year 3 was exceeded. The gap between the performance of Indigenous and non-Indigenous students was significantly better than the results for the State and the Region.
Writing and Grammar and Punctuation – Results for Year 3 were significantly better than those of the State and the Region. The gap between the performance of Indigenous and non-Indigenous students was reversed with Indigenous students out performing non-Indigenous students.
Numeracy – Compared to the Region the gap was similar but when compared to the State the gap is close to half.

Year 5
Reading, Writing and Spelling – Results were significantly better than those of the State and the Region. The gap between the performance of Indigenous and non-Indigenous students was reversed with Indigenous students out performing non-Indigenous students.
Grammar and Punctuation – Results showed the gap was wider than the Region and the State.
Numeracy – Compared to the Region and the State the gap is the same.

Year 7
Literacy - In all domains of Literacy there was no Gap between Indigenous and non-Indigenous.
Numeracy – Compared to the Region and the State the gap was significantly less.

Our Attendance Rates

Our results for attendance of Indigenous students (87.9%) are slightly less than the attendance rates for non-Indigenous students (92.6%).