

Our school at a glance



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Principal's foreword

Introduction

I am very pleased to present the Esk State School's Annual Report for 2012. Esk State School strives to provide a learning environment for its students in which they are supported by dedicated staff and a supportive community. The scope of this report is on our achievements for 2012 in academic areas using data gathered from the National Assessment Program – Literacy and Numeracy (NAPLAN) results in reading, writing 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 2012

Teaching Practice - "the how"

- Continued implementation of School-wide Positive Behaviour Support Program.
- STL&N supported teacher assessments in reading comprehension to monitor each student's performance.
- Principal observed each teacher explicitly teaching and engages in conversation about pedagogy and any other identified area of classroom practice or management.
- Each teacher engage in mentoring sessions focused on self-nominated area of need or interest – Buddy Teacher Program.
- Created individual case management at a class level for students who are under-achieving.
- Once a term Principal engaged with all classroom and specialist teachers to Profile practice and to provide written feedback.
- At staff meetings student learning and achievement had a focus.
- Staff attended Code of Conduct and Standards of Practice professional development training.
- Expectations about 'how things are done' are established, clear and understood by students, staff and parents and caregivers. This will be a focus during 2013
- New staff was inducted using a high quality induction package.
- There was a focus on student learning and wellbeing as the impetus for decision making.
- Data was used to inform decision making in teaching plans and all other areas relating to student learning and well-being.
- Regular routines were set by teachers to review student data, standards and benchmarks of performance, academically and behaviorally.

Curriculum - “the what”

- Implemented a high quality Australian Curriculum with a focus on gaps in outcomes in Literacy and Numeracy.
- School programs were reviewed to ensure alignment and integrity with the Australian Curriculum in the form of the Curriculum and Assessment Framework.
- Teachers provided opportunity to co-operatively plan units of work and assessment items, these also include differentiated activities/tasks which cater for the needs of Identified students.
- In early Term Two we did not conduct in-school moderation of the A-E report card rating.
- Higher Order Thinking Skills and differentiation were embedded in units of work and daily practice use an adaptation planner.
- Teacher understanding of differentiation was deepened and demonstrated by being incorporated in classroom practice and further input from in-school G&T facilitator.
- Teachers were skilled up on the use of OneSchool to record and track student achievement.
- Started development a process for teachers to provide constructive and regular feedback on student learning goals.
- Reading – Year 4 cohort – 13% moved into the upper two achievement bands.
- Teachers attended in-service in Science Sparks and began development of School Environmental Management Plan.
- Attendance of students was monitored from Year 4 to 7. There was an improvement in attendance.

Build school and community partnerships - “the who”

- Through the Strategic Plan we promoted the school's explicit improvement agenda in the form of targets, timelines and expectations for the whole school.
- Celebration of improvement through the newsletter, noticeboards and announcements in staff meetings, parent-teacher meetings and on the school website happened regularly.
- Some parents and caregivers took an active interest in the operation of the school and were always welcomed as partners to various events.
- P&C members started work on broadening the school's connection to the wider school community.

Principal Leadership and School Capability – “the capacity”

- Principal developed the Principal's Performance and Development Plan with Assistant Regional Director.
- Throughout the year the Principal sought support of the regionally based Principal's Coach.
- All teachers completed their Developing Performance Plans.
- Once a term teachers met with the Principal for a conversation, review and celebration of their Performance Plans.
- Meetings with were held with the P&C to develop and embed innovative ways to support each other.
- Ways to develop and foster innovative community partnerships were explored.

Future outlook

Teaching Practice – We will continue to develop and implement a Pedagogical Framework aligned with State and Regional agendas

Curriculum – We will continue to implement a high quality Australian Curriculum focusing on closing the gaps in outcomes in Literacy and Numeracy for all students. Using school-wide approaches, teachers will continue to refine their planning practices in ways which reflect the use of data and student needs in decision making.

Our school at a glance

Build school and community partnerships – Using the Department PACE Framework we will continue building connections with parents and the community to support successful student learning outcomes.

Principal Leadership and School Capability – We will continue to build the capability and capacity in school leadership teams and P&C Assoc.

Embedded across the four School Priorities sits a fifth priority to continue to implement recommendations from the most recent CT&L Audit - including embedding a coaching and feedback methodology.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	194	95	99	94%
2011	189	97	92	85%
2012	168	83	85	90%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body

In 2012 our school had eight classes, most of which were multi-aged groupings. In 2012 the school experienced decreased 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 and surrounds 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 rural 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, Lowood or private high schools closer to Ipswich. Students at this school are happy and friendly and generally well behaved. 3% of the Students enrolled at the school in 2012 are from an Indigenous or Torres Strait background, the remainder are generally from European background. Many families connected with the school have had several generations of their family attend the school which has been open for 138 years.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	18	20
Year 4 – Year 10	25	20	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	9	8	3
Long Suspensions - 6 to 20 days	3	0	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings:-

The school was organised into eight composite and non-composite groups from Year Prep through to Year 7, including our Prep class. Again in 2012 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
- Gymnastics Program
- Fun with Maths Program
- Attendance at Esk's Anzac Day Service
- Biggest Morning Tea
- Land Care Tree Planting
- Musical Performances at the local Under 50s Club
- Esk State School Student Leadership Program
- Opportunities for public speaking
- Jump Rope for Heart

Our school at a glance

- Various band and choir trips to perform
- Walk Safely to School Day
- School Chicken Care Program

How Information and Communication Technologies are used to assist 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.
- iPads started being used by teachers in classrooms as a tool to further provide access to the curriculum and to engage students in learning.
- Students have access to online literacy and numeracy programs which support their learning.

Social climate

Results of the 2012 School Opinion Survey show that the satisfaction of parents with the social climate of the school is just below the range of similar schools in the state. 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 this school. Parent 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. However student satisfaction in these areas varies markedly from their parents and are well below the State and other schools like ours. All parents in the survey felt their child liked being at this school. 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.

During 2012 our Chaplaincy service was maintained at approximately 2 days per week. The Upper Brisbane Valley Chaplaincy Committee regularly during the year 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 staff satisfaction with the school

Generally parents' opinions across most areas of the Satisfaction Survey showed satisfaction levels similar to or just below the rest of the state and similar schools.

Specific areas of celebration include:-

1. All parents in the survey felt that this school encourages them to participate in school activities and
2. All parents in the survey felt that their child likes being at this school.

Three areas with results significantly lower than schools like ours include;

Our school at a glance

1. This school provides me with useful feedback about my child's progress,
2. This school keeps me well informed,
3. This school takes parents opinions seriously.

Generally students' opinions across most areas of the Satisfaction Survey showed satisfaction levels much lower to the rest of the state and similar schools.

Specific areas of celebration include:-

1. I can access computers and other technologies at my school for learning.
2. I am encouraged to use computers and other technologies at my school for learning.
3. My teachers challenge me to think.

All students in the survey were very satisfied in these areas.

Three areas with results significantly lower than schools like ours include;

1. This is a good school.
2. I would recommend my school to others.
3. I feel accepted by other students at my school.

All students in the survey were very dissatisfied in these areas.

Generally staff opinions across most areas of the Satisfaction Survey showed satisfaction levels similar to or above the rest of the state and similar schools.

Some specific areas of celebration include:-

1. I feel that this school is a safe place in which to work.
2. This school has good workplace health and safety practices.
3. I have good working relationships with other staff.
4. My work skills are appreciated in this school.

All staff in the survey reported 100% satisfaction in these areas.

Two areas with results a little lower than schools like ours include;

1. Developing intellectually challenging and connected curriculum.
2. Delivering balanced literacy curriculum.

In summary parents are generally happy with our school but there needs to be attention given to relationship building. Students are generally dissatisfied with the school so there needs to be attention given to addressing this. Staff is generally very satisfied with the school but some attention needs to be given to building confidence in curriculum development and delivery.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	85.7%
this is a good school	86.2%
their child likes being at this school*	100.0%
their child feels safe at this school*	96.4%

Our school at a glance

their child's learning needs are being met at this school*	78.6%
their child is making good progress at this school*	78.6%
teachers at this school expect their child to do his or her best*	89.7%
teachers at this school provide their child with useful feedback about his or her school work*	85.2%
teachers at this school motivate their child to learn*	85.7%
teachers at this school treat students fairly*	89.7%
they can talk to their child's teachers about their concerns*	89.3%
this school works with them to support their child's learning*	82.1%
this school takes parents' opinions seriously*	76.9%
student behaviour is well managed at this school*	86.2%
this school looks for ways to improve*	82.1%
this school is well maintained*	93.1%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	70.8%
they like being at their school*	79.2%
they feel safe at their school*	72.0%
their teachers motivate them to learn*	95.8%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	90.9%
teachers treat students fairly at their school*	73.9%
they can talk to their teachers about their concerns*	56.0%
their school takes students' opinions seriously*	83.3%
student behaviour is well managed at their school*	54.2%
their school looks for ways to improve*	91.7%
their school is well maintained*	88.0%
their school gives them opportunities to do interesting things*	91.7%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
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Our school at a glance

that they have good access to quality professional development	91.7%
with the individual staff morale items	95.8%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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
- 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. Parents are encouraged to become involved in the life of the school by volunteering as classroom helpers. The number of parents taking part in this increased in 2012. Attendance at P&C Association meetings increased.

Reducing the school's environmental footprint

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

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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 the Janet Pearce Library. Our recycling program continued throughout 2011.

During 2012 selected students worked with one of our teachers and the Jacob's Creek Environmental to write our school's Environmental Management Plan.

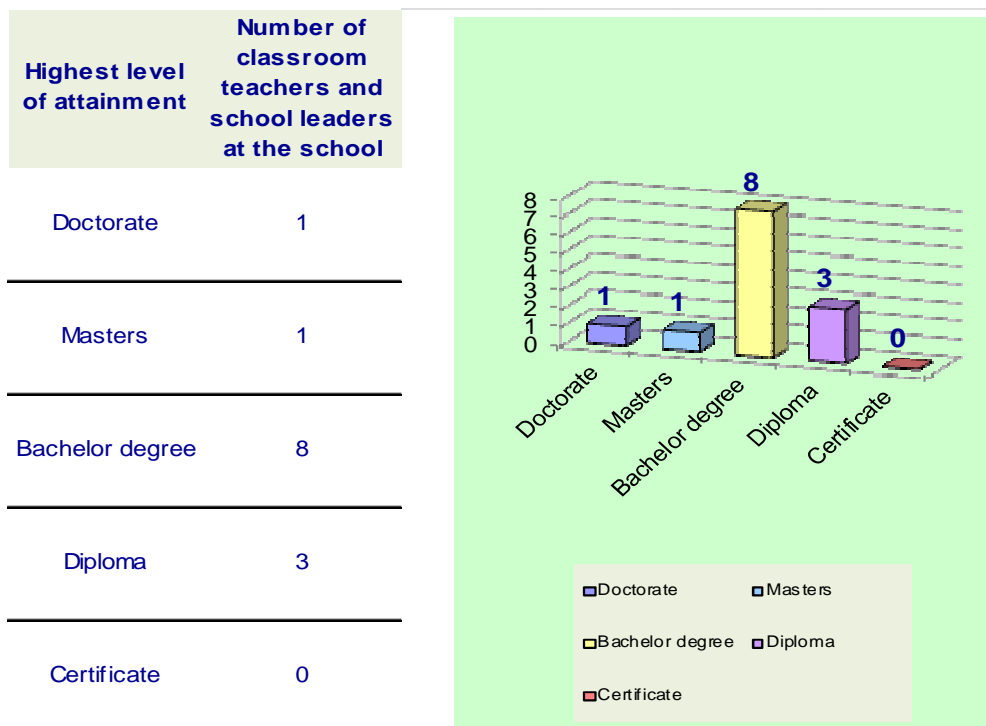
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	74,966	936
2010-2011	90,640	1,790
2011-2012	97,917	793

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	13	11	0
Full-time equivalents	9.7	5.2	0

Qualifications of all teachers



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$ 3,568.03.

The major professional development initiatives were as follows:

- Maximising Achievement Program
- Principal Business Meetings
- First Steps in Reading
- CPR and First Aid
- Games Factory
- Australian Curriculum Implementation
- History
- One School

Our staff profile

- Essential Skills in Classroom Management
- School Wide Positive Behaviour Support Program.
- Student with Disabilities – Autism and Asperger's Syndrome
- Behaviour Management
- Growth Coaching and Feedback
- Inclusive Education

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.2%	95.6%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 75.2% of staff was retained by the school for the entire 2012 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

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

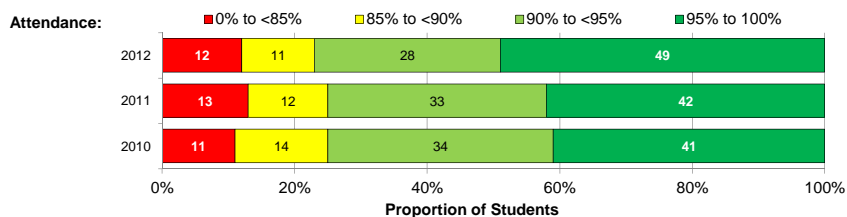
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	91%	94%	94%	93%	93%	93%	91%					
2011	94%	90%	94%	92%	92%	91%	93%					
2012	93%	95%	94%	95%	93%	90%	93%					

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 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.

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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.

Performance of our students

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.

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/>.

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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.

Achievement – Closing the Gap

In 2012 only 5% of students identified as Indigenous.

Year 3

Reading – The gap between the performance of Indigenous and non-Indigenous students was closed in 2012. This is better than the results for the State and the Region but performance is below the National Mean.

Writing – 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 closed. This is better than the results for the State and the Region but performance is below the National Mean.

Numeracy – The gap between the performance of Indigenous and non-Indigenous students was closed. This is better than the results for the State and the Region but performance is close to the National Mean.

Year 5

Reading, Writing and Numeracy – The gap between the performance of Indigenous and non-Indigenous students widened in 2012 Results were not as good as those of the State and the Region.

Numeracy – Compared to the Region and the State the gap is the same.

Year 7

No Indigenous students in Year 7 in 2012