Esk State School

ANNUAL REPORT
2017

Queensland State School Reporting

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Department of Education

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School Overview

Situated on the southern border of the Garumga clan of the Dalla tribe, Esk State School is an intregal part of the Esk township. Esk State School, or Mount Esk State School as it was then known, was opened on 1 November, 1875. This was the same year the Education Act was passed -- meaning for the first time, education was free and compulsory.

To this day, Esk State School remains focused on our core business – teaching and learning. While the rich traditions and histories of the school and the Esk community are deeply valued, our driving passion is to prepare our students with the knowledge, skills and confidence to participate successfully in the ever evolving economy and broader community context. By working together, communicating with each other, developing our people, and reviewing performance, Esk State School works to engage students so that each individual can learn and achieve the Australian Curriculum, and transition smoothly from early childhood into primary school, and then onto high school.

In doing so, we seek to establish strong, innovative and strategic partnerships that expand opportunities and contribute directly to greater student success, and welcome you to actively and proactively work collaboratively with the school to support our goals for our students – after all, they are our future.

Principal's Foreword

Introduction

This annual school report is a snapshot of the work that was undertaken at Esk State School during 2017. It presents data sets around NAPLAN, school opinion surveys, characteristics of the student body, workforce and school financial data.

However, schools are a people business. While the data sets reflect snippets of facts, from the very nature of dealing with people, it tells only part of the story. Student wellbeing, learning challenges and triumphs, collaboration and innovations, friendships and parent involvement etc., are difficult to capture in data sets, and are the deeper story of Esk State School.

2017 saw the retirement of long term Principal Brian Crighton, and the consequential filling of the position with two acting principals. Eight weeks from the end of the school year, Mrs Roslyn Waldron was appointed as the incoming principal to Esk State School.

School Progress towards its goals in 2017

The 2017 Annual Implementation plan was based on the School Plan written in 2016. The next School Review is due in 2019.

Improvement Priority	Progress towards completion
1. Teaching and learning – Curriculum and Assessment Framework Development • Provide training to enhance teacher knowledge and understanding of the Australian Curriculum and capability to teach, plan and assess the curriculum. • Reviewing and adapting curriculum plans to meet individual student needs. • Provide timely, regular and authentic academic feedback to all students. • Upskilling in how to backward map assessment tasks and modify assessment tasks while maintaining the integrity of the assessment task. • Ensuring integrity of the processes of teaching and learning are monitored and that all teachers engage with internal and external moderation. • Develop knowledge and understanding of benchmarks and assessment *for*, *as* and *of* learning.	• Appointment of a Master Teacher • Appointment of a school funded Head of Curriculum. This appointment was changed mid-year due to staff leave requirement. • Teachers were upskilled regarding reviewing and adapting curriculum plans for meet individual student needs. Some evidence of implementation was evident, and it remains an area for further improvement. • Reporting and moderation practises were reviewed, with cluster moderation now occurring twice yearly, and reporting guidelines written. • School benchmarks were determined using regional benchmarks and reporting requirements as a guide. • An annual curriculum plan and an annual assessment plan was written for 2017, and remains an area for further development.

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• Develop and publish the Whole School Curriculum and Assessment Plans which contain timelines for whole school assessment.	
2. Writing • Develop a whole school writing framework using Seven Steps to Writing Success (SSWS) as one focal resource for improving writing. • Align SSWS to explicit teaching methodologies. • Coach teachers and teacher aides in the Seven Steps, techniques, resources, assessment and pedagogy. • Develop the data literacy skills in teachers so that they can easily and regularly set and adjust goals for student improvement in writing.	• The Master Teacher worked with teachers to implement an approach to writing using 'The Hamburger Model' to assist students in planning and developing quality writing. • A five week data turn around was implemented so that teachers were able to respond quickly to students' writing developmental needs.
3. Reading • Teachers record accurate data on student reading ability. • Review and update school Framework for Teaching Reading including school wide schedule for the teaching of strategies.	• A phase level approach to the teaching of reading was implemented across the school, with classes coming together so that student could be ability grouped. • Teachers aligned practises to the Literacy Continuum.
4. Positive Behaviour For Learning • Positive Behaviour for Learning (PBL) program funding • Whole Body Listening • Active supervision	• PBL practices were implemented across the school, and across the cluster with frequent interactions with the Advisory Visiting Teacher – Behaviour Management / Behaviour Coach. • Regular PBL meetings examined school data and PBL lessons were determined from that data set. • The Responsible Behaviour Plan was rewritten in November 2017 and endorsed by the P&C.
5. School and Community Partnerships and Attendance. • Engage with Early Years Learning Providers and ECEC to develop effective transition to Prep Program. • Ensure same day absence reporting is carried out daily by reviewing and acting upon Unexplained Absence Reports. • Monitor attendance trends and contact parents of students who have consistently low attendance rates. • Celebrate attendance rates of 90% and more.	• With the arrival of the new principal, the Prep transition program expanded to three mornings. Transition Statements were actively sought. • Attendance was openly rewarded through special reward days. These may have involved more expensive options, and impacted upon curriculum delivery time, with minimal gains in attendance. • Same day notification and follow through on unexplained absences are well embedded and reliably undertaken.

Future Outlook

Esk State School Improvement Agenda for 2018 has the following target areas:

Curriculum:

- A fully developed 2 year rolling curriculum framework with supporting Learning Area programs that inform pedagogy and teacher planning-implementation-assessment.
- A fully implemented Assessment and Reporting Framework, with supporting Assessment Overview.
- Continued progress towards the implementation of the full Australian Curriculum.

Pedagogy:
- Aligned practises across the school, through the use of small group instruction. (Group size of 5-6, preferably smaller.)
- Maintain improvement focus on key areas such as: Reading, Writing, Numeracy, Attendance and Positive Behaviour for Learning

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	167	84	83	10	88%
2016	168	84	84	6	95%
2017	172	83	89	7	90%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

In 2017, eight classes were formed. With the exception of the Prep class, all other classes were multi-aged classrooms. With the larger year 2 cohort, three classes of year one/two were needed.

Our school is in a rural (but not remote) setting, on the western end of the Brisbane Valley, and is part of the beautiful Somerset Region. Many parents work in the Esk township and surrounds while others travel to Ipswich, Brisbane, Gatton or Toogoolawah for work. Their fields of work varies greatly – from farming and grazing primary production, through to tourism and other professional fields.

A small percentage of the student body has an Indigenous heritage, and there is also a small percentage of the student body that are identified as EALD. Two school bus runs service the school, with the vast majority of students being transported by car. A few live close enough to walk or ride their bike. Fortunately, the school as a Before and After School Care provider how provides quality care while parents work.

Many of the Esk State School students have significant family history with the school, as third or fourth generations of families currently attend.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	20
Year 4 – Year 6	25	24	26

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2017, the school was organized into 8 classes from Prep Year to Year 6. The school was in the process of moving towards the full implementation of the Australian Curriculum.

Curriculum Offerings included:

- Elements of the Early Years Curriculum Guidelines for the Prep Year still being implemented.
- C2C units were delivered.
- Subjects delivered: HPE, English, Mathematics, Science, Geography, History, Languages Other Than English (Indonesian), The Arts, Music and Technology.
- School wide online access to Mathletics. Online access for Reading Eggs for the Early Phase classes, and online access to Accelerated Reader for Years 3 – 6.

Co-curricular Activities
- Instrumental Music including performances at local events.
- Athletics
- Reader's Cup
- Camps
- Somerset Regional Cup
- Student Captains attendance at Anzac Day
- Gardening and school chicken care program

How Information and Communication Technologies are used to Assist Learning

- All teachers are provided with a laptop
- Interactive Whiteboards are in each classroom.
- Online access for students.
- Digital tools eg. cameras, microscopes, microphones, etc.
- iPad access for specific student learning needs.

Social Climate

Overview
The social climate of the school is influenced by many different elements – both internal and external to the school. It is however of note, that across the board in both the parent opinion survey and the staff opinion survey, there is a decline in satisfaction with how the school is performing and operating. While the percentages indicated reflect the percentage of the number of participants who chose to engage with the survey, it does indicate the need for some reforms, and the change of principal may assist with this.

Responding to the data:
All Esk staff (teachers, teacher aides, cleaners, school officers and business service managers) have worked with the incoming principal to identify where change could and should occur. In consultation with the school's Local Consultative Committee and the P&C, it was voted to change the times of the school day, so that teacher and teacher aides received breaks according to the industrial awards, and also reduce the wait time for the school buses at the end of the school day. This was successful and as of the beginning of the 2018 school year the school timeframes would change to: 8:50 start, 10:30 first break (20 min eating + 20 min play), 1:00pm second break (10 min eating + 30 min play), 3:00pm finish. These reviewed timeframes will enable other changes that may address the other concerns. Action was also taken around the student behaviours displayed in the school, and the year concluded with the revised Responsible Behaviour Plan being adopted.

School Chaplaincy:
The school has a chaplain who is able to serve the school for 19 hours a week. From Super Club, to sports on the oval, breakfast club to spending time lending a listening ear or helping hands, Esk State School is very fortunate and thankful to have access to such a service.

Parent, Student and Staff Satisfaction

Parent opinion survey
Please note: The percentage indicated refers to the percentage of the parents and carers who chose to participate in the survey.

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	97%	86%
this is a good school (S2035)	100%	95%	89%
their child likes being at this school* (S2001)	100%	97%	86%
their child feels safe at this school* (S2002)	100%	95%	72%
their child's learning needs are being met at this school* (S2003)	96%	97%	72%
their child is making good progress at this school* (S2004)	100%	92%	83%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	95%	82%
teachers at this school motivate their child to learn* (S2007)	96%	97%	79%
teachers at this school treat students fairly* (S2008)	100%	89%	79%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	86%
this school works with them to support their child's learning* (S2010)	96%	95%	82%
this school takes parents' opinions seriously* (S2011)	96%	94%	78%
student behaviour is well managed at this school* (S2012)	93%	83%	64%
this school looks for ways to improve* (S2013)	96%	94%	83%
this school is well maintained* (S2014)	100%	86%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	90%	88%	92%
they like being at their school* (S2036)	85%	88%	79%
they feel safe at their school* (S2037)	81%	81%	75%
their teachers motivate them to learn* (S2038)	92%	95%	92%
their teachers expect them to do their best* (S2039)	94%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	85%	88%	93%
teachers treat students fairly at their school* (S2041)	83%	88%	82%
they can talk to their teachers about their concerns* (S2042)	77%	79%	85%
their school takes students' opinions seriously* (S2043)	87%	88%	83%
student behaviour is well managed at their school* (S2044)	72%	60%	56%
their school looks for ways to improve* (S2045)	94%	81%	89%
their school is well maintained* (S2046)	88%	90%	85%
their school gives them opportunities to do interesting things* (S2047)	81%	86%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	100%	100%	86%
they feel that their school is a safe place in which to work (S2070)	100%	100%	86%
they receive useful feedback about their work at their school (S2071)	100%	89%	77%
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)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	94%	86%

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Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
student behaviour is well managed at their school (S2074)	100%	94%	64%
staff are well supported at their school (S2075)	100%	89%	73%
their school takes staff opinions seriously (S2076)	100%	89%	68%
their school looks for ways to improve (S2077)	100%	100%	95%
their school is well maintained (S2078)	100%	100%	82%
their school gives them opportunities to do interesting things (S2079)	100%	89%	86%

* 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 were encouraged to be involved in regular classroom support as well as supporting other school activities such as:-
- P&C activities
- Tuckshop
- Athletics and Swimming Carnivals
- ANZAC Day representation
- Book Week
- Easter activities
- Classroom projects and other learning experiences
- Transition to High School meetings and information sessions
- Transition into Prep
- Classroom volunteers

Esk State School also involved parents in their children's education by offering twice yearly interviews in Terms One and Three. Report Cards are 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 fortnightly newsletter, Facebook page and the school's website. Parents are encouraged to become involved in the life of the school by volunteering as classroom helpers.

The school is involved in the broader community through:-
- Esk Show display
- Band performances

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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. It also reflects the action taken by the incoming principal around the student behaviours displayed in the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	1	7	40
Long Suspensions – 11 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

The school has two solar banks which offset some electricity costs, however the environmental footprint of the school is steadily increasing. Challenges are being faced around electrical and water consumption, and aging infrastructure.

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	89,293	702
2015-2016	112,372	1,907
2016-2017	129,500	3,195

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

School name   GO

Suburb, town or postcode

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	15	9	0
Full-time Equivalents	13	6	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	5
Bachelor degree	8
Diploma	1
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 2017 were $8,716.00

The major professional development initiatives are as follows:

- Coaching with the Master Teacher
- First Aide, Asthma and Epi-pen training
- Student Protection and Code of Conduct
- Financial and administrative training (Principal, BSMs)
- Annual training for School Grounds Officer and Cleaners
- Principal Business Days and Principal Conference
- PBL training days

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 92% of staff was retained by the school for the entire 2017.

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	97%	93%

*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.

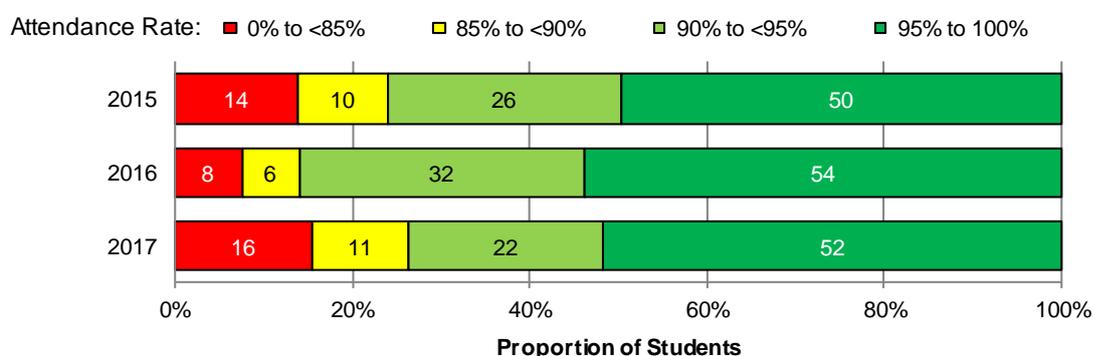The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

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
2015	95%	91%	94%	93%	95%	92%	92%						
2016	92%	95%	92%	94%	94%	96%	95%						
2017	92%	90%	95%	92%	92%	93%	91%						

*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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	14	10	26	50
2016	8	6	32	54
2017	16	11	22	52

Proportion of Students

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the 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.

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The process for 2017 was:
Class rolls are marked electronically by classroom teachers first thing in the morning and after second break. All late students report to the office. The administration staff capture their entry time on Oneschool and provide a late slip for the student to take to their teacher. Parents who wish to pick up their child early report to the office. Administration staff capture their children's exit time and provide an early departure slip to be taken to their child's teacher when collecting.

The parents of all students who are absent without a reason are sent a text message between 9:30am and 10am.
 Strategies used have included:
• Engaging learning programs
• Articles in Newsletter
• Prompt follow-up with parents
• End of term activities celebration attendance rates

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, and 5 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

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Suburb, town or postcode	

Sector:
☑ Government
☑ Non-government

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

Conclusion

Despite the change in leadership during 2017, gains were made with the educational outcomes for Esk State School students. The improvement journey will continue through 2018 – thanks for joining us to support efforts to make that happen!

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