

Eidsvold State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

Eidsvold State School is a small rural Prep to Year 12 school, located in the North Burnett Regional Shire. The school strives to provide students with the best possible educational outcomes for the creation of life-long learners in a constantly changing world. Our teaching staff offer a varied curriculum in all key learning areas. We offer subjects through the School of Distance Education when staffing constraints prevent us from having suitably trained staff in all specific subject areas. Our school is fully committed to school improvement and the outcomes of individual students.

## School progress towards its goals in 2018

Focus areas for 2018 included increasing student attendance, community engagement and continuing to build positive behavioural practices through the continuing development of our PBL framework. To achieve this we upskilled all of our teaching staff around community engagement strategies, high expectation relationships and worked together on school-based culture building activities. An enquiry cycle in the second semester provided feedback around how successful we were performing as a school.

Targeted Professional Development was also offered for all staff to ensure continued success and sustainability of our Yumbin program. The upskilling of our staff focused on building skillsets for all through instructional and relational leadership and identified key areas linked to their Yumbin focus. Staff received professional development in:

- Whole staff Stronger Smarter workshops
- Rock and Water training
- Rhythm to Recovery training
- PBL meetings and conferences
- ESCM Classroom Profiling
- Beginning Teacher Mentoring

Over the course of 2018 we continued to develop the Positive Behaviour for Learning (PBL) model, with a focus on four common expectations: Be a Learner, be Respectful, Responsible and Safe. We have a school-wide team who meet fortnightly, including parent representation, to examine data trends in behaviour and plan for appropriate responses. Working with our local Kindergarten has ensured that students who come to school are already familiar with our behaviour expectations which can clearly be seen on four posts which form an installation at the front of the school. Our Responsible Behaviour Plan was reviewed in conjunction with regional staff and in open consultation with community throughout 2018 and modified to suit our current school context.

2018 was also a continued development year for our *Wakka Wakka language program*. We have now successfully integrated our local indigenous language into parts of the school curriculum. In 2018 students in P-2, 3/4 and 5/6 all participated in a weekly cultural lesson. We will continue to extend the program to include words associated with all subject areas taught. Our program is unique in the way that it is delivered as an enrichment program, rather than in a traditional mode using a fluent native speaker and to do this we also incorporate kinaesthetic components such as songs and sign language which help students learn in an engaging way.

Our sharp and narrow focus across 2018 and into 2019 has been on building a school culture that promotes learning. To achieve this we have:

- Continued to redesign and reconstruct learning spaces to make them more flexible for students to learn within
- Classroom upgrades including new desks, chairs and tables
- Development of the Languages room and Creative Arts block
- Regular meetings with community elders and local language advisory group
- Introduced breakfast clubs for all students on Monday and Friday mornings

Our attendance goal is 100% - Every Day Counts. We take into consideration individual student and family needs but also follow DET policy whereby it is expected that students are at school, on time and learning every day.



## Future outlook

The continuation of building a sustainable, collaborative leadership team is effecting positive change in a timely manner throughout our school. We look forward to the support of the P&C on targeted projects and events which align with our school improvement agenda throughout the next year. These projects include a primary camp, an upgrade of outdated playground equipment and other excursions throughout the year. We have devised an implementation schedule for new areas of Australian Curriculum and the Senior Assessment and Tertiary Entrance (SATE) program which will ensure that we are compliant by 2020. Throughout 2018 we found great success around ways of timetabling staff to deliver specialist subjects from P-12 including HPE, dance, drama, and ICT. We were unable to recruit a suitable candidate for the Manual Arts position again in 2018 but remain hopeful that we can offer courses in this area again in 2020.

Information sessions for parents around our PBL, Curriculum and Reading programs will be a focus in 2019. We are hoping that this will align our community closer to school priorities. We continue to see improvement in both attendance and behaviour data which indicates early success with new initiatives that have been implemented. This has led to more successful transitions between primary and high school where students access all areas of the school and staff, thereby breaking down the separation of primary and secondary cohorts on the same campus.



## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 12



## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	91	89	85
Girls	53	51	47
Boys	38	38	38
Indigenous	53	52	40
Enrolment continuity (Feb. – Nov.)	85%	85%	81%

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 no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Nearly all of our students live within the town boundaries and the majority of students are related so there are strong family and cultural ties. Some of our students are classified as IEALD, speaking an indigenous language other than English at home.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	18	22
Year 4 – Year 6	23	26	18
Year 7 – Year 10	7	7	11
Year 11 – Year 12	6	8	7

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

We use the C2C resource to support the teaching of the Australian Curriculum to ensure programs:

- Are reflective of indigenous perspectives
- Integrate technology
- Provide leadership opportunities for all students
- Include active sporting participation
- Include additional literacy and numeracy classes across the junior secondary cohort
- Incorporate Learning and Well-being elements – Champions program, Fireflies for Secondary girls and Yumbin

### Co-curricular activities

- Smart Moves
- Yumbin
- Music, HPE, ICT and Creative Arts are now delivered by P-12 staff at the school
- Gardening Club is offered after school on Thursday each week
- Minecraft club is offered on Wednesday afternoons
- Piano, Guitar and Ukulele lessons are offered to students throughout the week.



## How information and communication technologies are used to assist learning

In addition to the purchase of new computers in preparation for NAPLAN online, we are also building digital pedagogies through the introduction of a robotics program, virtual reality programs, drones and electronics kits. This was incorporated into the P-12 timetable at the beginning of 2018.

## Social climate

### Overview

Eidsvold State School is a small rural school with a school-wide approach to creating and maintaining a safe, supportive and disciplined learning environment. Our Responsible Behaviour Plan outlines strategies used to respond to bullying, differentiation and whole-school inclusive approaches. These are all implemented to support the diverse range of students within pastoral care programs that support wellbeing. Parents and community are encouraged to engage with the school through information provided fortnightly in the newsletter, invitations to attend our Elders and P&C meetings and key events such as athletics carnivals, NAIDOC day, ANZAC day and parent/teacher barbecues.

### 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)	87%	100%	87%
• this is a good school (S2035)	81%	93%	93%
• their child likes being at this school* (S2001)	88%	100%	100%
• their child feels safe at this school* (S2002)	88%	100%	100%
• their child's learning needs are being met at this school* (S2003)	94%	100%	93%
• their child is making good progress at this school* (S2004)	88%	100%	93%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	93%
• teachers at this school motivate their child to learn* (S2007)	80%	100%	93%
• teachers at this school treat students fairly* (S2008)	81%	93%	93%
• they can talk to their child's teachers about their concerns* (S2009)	81%	100%	93%
• this school works with them to support their child's learning* (S2010)	81%	100%	87%
• this school takes parents' opinions seriously* (S2011)	81%	86%	93%
• student behaviour is well managed at this school* (S2012)	73%	71%	73%
• this school looks for ways to improve* (S2013)	87%	92%	93%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	95%	93%
• they like being at their school* (S2036)	91%	100%	88%



Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	100%	96%	95%
• their teachers motivate them to learn* (S2038)	100%	96%	100%
• their teachers expect them to do their best* (S2039)	98%	96%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	95%
• teachers treat students fairly at their school* (S2041)	88%	96%	88%
• they can talk to their teachers about their concerns* (S2042)	91%	91%	86%
• their school takes students' opinions seriously* (S2043)	88%	96%	93%
• student behaviour is well managed at their school* (S2044)	77%	91%	83%
• their school looks for ways to improve* (S2045)	98%	100%	98%
• their school is well maintained* (S2046)	93%	87%	93%
• their school gives them opportunities to do interesting things* (S2047)	81%	91%	95%

\* 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)	93%	90%	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)	93%	65%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	90%	100%
• students are treated fairly at their school (S2073)	100%	85%	100%
• student behaviour is well managed at their school (S2074)	73%	70%	100%
• staff are well supported at their school (S2075)	93%	75%	100%
• their school takes staff opinions seriously (S2076)	79%	72%	100%
• their school looks for ways to improve (S2077)	93%	95%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	75%	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

In order to engage with the local community we held a welcome day for all staff on our Student Free Day in January this year, which included visits to local sites of significance to raise both historical and cultural awareness. We also held a BBQ and Touch Football game in Term 1 this year instead of the usual format of 'meet and greet' that has taken place in previous years. Changing the focus to an activity which is popular with community has resulted in increased attendance and more community engagement.



## Respectful relationships education programs

Our daily Yumbin programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. The school has developed other programs that focus on appropriate, respectful and healthy relationships through external agencies.

## 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.

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	14	14	6
Long suspensions – 11 to 20 days	3	1	0
Exclusions	0	0	0
Cancellations of enrolment	1	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

We make every effort to reduce our environmental footprint whilst trying to find a balance in maintaining a school environment which is conducive to learning. This year, we have installed a reticulated water system to improve the appearance of the front of our school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	55,539	73,518	68,632
Water (kL)	3,485	11,783	2,434

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.



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

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

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	14	11	<5
Full-time equivalents	12	7	<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	0
Masters	1
Graduate Diploma etc.*	3
Bachelor degree	10
Diploma	0
Certificate	2

\*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 \$19366.08

The major professional development initiatives are as follows:

- A Beginning Teacher Mentor Program was run again in 2018 by an experienced senior teacher. This includes a schedule of meetings where graduates and inexperienced staff are supported to meet the National Professional Standards for Teachers.
- In addition teaching staff visited cluster schools to meet with and observe staff teaching the same subjects and KLAs.

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

Targeted Professional Development was also offered for all staff to ensure continued success and sustainability of our Yumbin program. The upskilling of our staff focused on building skillsets for all through instructional and relational leadership and identified key areas linked to their Yumbin focus. Staff received professional development in:

- Whole staff Stronger Smarter workshops
- Rock and Water training
- Rhythm to Recovery training
- PBL meetings and conferences
- ESCM Classroom Profiling
- Beginning Teacher Mentoring

## 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%	98%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 84% 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 P-10/P-12 schools was 89%.

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	83%	87%	90%
Attendance rate for Indigenous** students at this school	80%	85%	89%

\* 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	84%	90%	90%
Year 1	85%	81%	93%
Year 2	84%	90%	92%
Year 3	86%	91%	92%
Year 4	89%	88%	88%
Year 5	84%	92%	84%
Year 6	89%	88%	93%

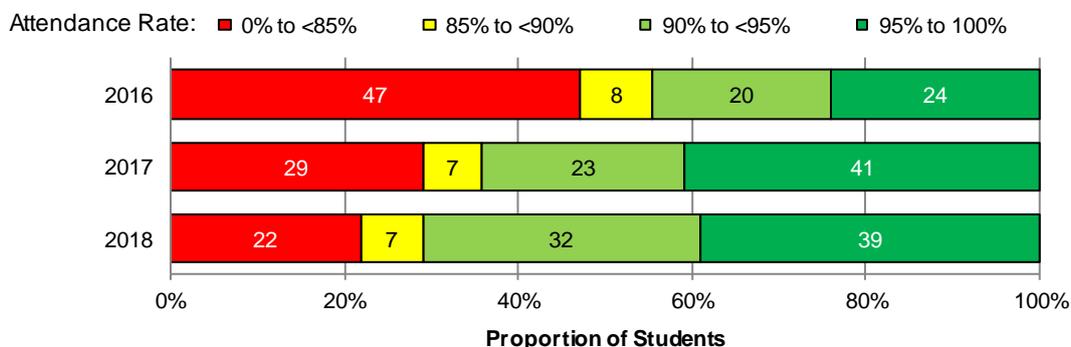
Year level	2016	2017	2018
Year 7	78%	87%	92%
Year 8	92%	88%	98%
Year 9	71%	92%	93%
Year 10	76%	77%	91%
Year 11	79%	74%	90%
Year 12	76%	90%	89%

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.

Rolls are marked at the start of every day and every lesson in secondary school. Absences are then followed-up with a phone call from an administration officer to determine the reason for any unexplained absence. When attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, for a part of a day or for longer periods, parents will expect to be asked firstly to reply to a letter outlining the dates of absences and secondly by an official warning letter sent by registered mail.

Key strategies that are being used to increase attendance include participation in rewards days, Yumbin tokens for the Yumbin Group with highest attendance over the month. A large notice board in the administration office displays student attendance over 95% each term and students with exemplary attendance are acknowledged at Awards night each year.

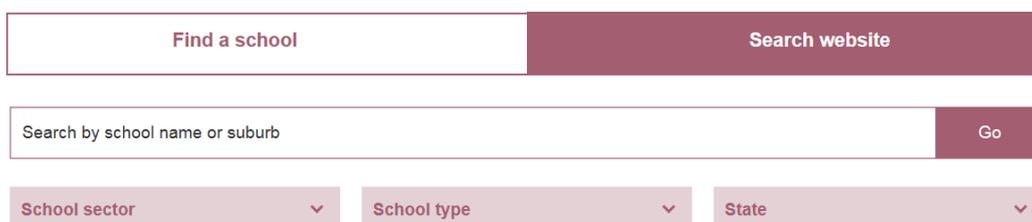


## NAPLAN

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.



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



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



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.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement		6	8
Number of students awarded a QCIA		0	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12		6	6
Percentage of Indigenous students awarded a QCE at the end of Year 12		100%	83%
Number of students who received an OP		1	0
Percentage of Indigenous students who received an OP		0%	0%



Description	2016	2017	2018
Number of students awarded one or more VET qualifications (including SAT)		3	5
Number of students awarded a VET Certificate II or above		3	5
Number of students who were completing/continuing a SAT		1	4
Number of students awarded an IBD		0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD		100%	
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification		100%	88%
Percentage of QTAC applicants who received a tertiary offer.		100%	

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5		0	0
6-10		1	0
11-15		0	0
16-20		0	0
21-25		0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I		0	0
Certificate II		2	4
Certificate III or above		1	1

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Some of our students participate in school-based traineeships in agriculture, hospitality or butchery. These pathways provide an opportunity for our students to build skills in practical areas which provide a link to the types of employment available in the local area.



## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	67%	42%	100%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	200%	50%	83%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

Most school leavers remain in the town or move to other areas in the Central Queensland Region to reside with family.

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.eidsvoldss.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

