

Queensland State School Reporting – 2011

Eton State School (0310)



Postal address	Prospect Street Eton 4741
Phone	(07) 4954 2111
Fax	(07) 4954 2100
Email	the.principal@etonss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Mr Peter Robinson Acting Principal Eton SS

Principal's foreword

Introduction

This Annual Report helps the school to share with parents and other members of the community information about the school, its strengths and its performance for 2011. The Annual Report includes contextual information such as the curriculum, opportunities for parental involvement and extra curricula activities, as well as student outcome data such as the National Literacy and Numeracy (NAPLAN) Tests.

Interested people can access this Annual Report via the Internet or from the school administration upon request.

Our *School Purpose* – At Eton SS, our purpose is to:

Empower
Today's students to seize
Opportunities to achieve success by
Nurturing the individual.

School progress towards its goals in 2011

English, Maths and Science were key components of curriculum implementation during 2011, while the school also prepared for the implementation of the Australian Curriculum to commence in 2012. The quadrennial school review was undertaken with the Teaching and Learning Audit a key component.

The goals identified in 2011 were achieved by:

- * Enacting the current school English and Maths Programs.
- * Preparing for the Australian Curriculum implementation in English, Maths and Science in 2012 with staff participating in timely and relevant Professional Development activities.
- * Enacting key elements of the Regional Small Schools Science Program.
- * Developing and enacting our school NAPLAN Action Plan as part of our school improvement agenda.
- * Implementing key recommendations identified through the Quadrennial School Review.
- * Involving parents and other volunteers in classrooms and a variety of school activities on a regular basis.

Future outlook

Key priorities for 2012

- * To implement the Australian Curriculum in English, Maths and Science.
- * Reading - Accuracy and Fluency & Comprehension strategies
- * Spelling
- * Numeracy (Higher Order Thinking)
- * To maintain current growth in enrolment trend.
- * To implement further sustainability practices.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
77	38	39	91%

Characteristics of the student body:

The majority of students from Eton SS are of European background and come from English speaking backgrounds. Our families are showing a shift from the more traditional sugar cane farming practices into areas such as the mining industry which is located to the west of Eton. For these reasons we are seeing some itinerancy amongst our families and this coupled with the shift away from primary production in the area has seen enrolment numbers sit at around 80 students.

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

Phase	Average Class Size
Prep – Year 3	18.9
Year 4 – Year 10	18.5
Year 11 – Year 12	
All Classes	18.7

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	2
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings include:

- * Early Phase of Learning (Prep to Yr 3) – Prep Orientation sessions where students that will attend Prep in the following school year are given opportunities to integrate with existing students at the school as an introduction to schooling at Eton SS.
- * Middle Phase of Learning (Yr 4 to Yr 7) – A Student Leadership program which involves campaigning and election of school leaders and involvement of students in activities such as designing and creating teams, banners etc for our annual school Sports Day.
- * Our Multi-age approach to school organisation, including class groupings that are organised to help cater for the individual learning needs of students at the school.

Extra curricula activities

- * School Choir – Mackay Eisteddfod Small Schools section
- * Public Speaking – Pioneer Valley Schools Public Speaking Competition.
- * Rugby League – John Paap Interschool Rugby League Competition participant as part of a combined Pioneer Valley cluster schools team.
- * School Activities such as Book Club and Book Fair.
- * Interschool activities such as the Pioneer Valley Schools Maths Competition, Arts Performances such as “Fitzgerald Spectacular” and a Transition Program to our feeder State High School for departing Yr 7 students.
- * Community activities such as the Eton Community ANZAC Dawn Service.

How Information and Communication Technologies are used to assist learning

The Eton SS Curriculum Plan acknowledges that ICTs are embedded and integrated through classroom unit plans and that ICTs are seen as an integral part of teaching and learning on a daily basis to foster, support and consolidate student learning.

Staff use ICT as a resource to communicate with others, to locate, create, record, store, organise and retrieve information as well as to plan classroom units of work. Students use ICT resources such as digital cameras, electronic whiteboards and computers to help achieve curriculum goals, to gather information and to communicate with others, i.e. email, and to locate, create, record, store, organise and retrieve information.

Our school has a Computer Lab with 14 laptops that are available for use by all students, staff and community members. Each of our classrooms also has laptops that supplement those in the computer lab. To further supplement this, each classroom has an Electronic Whiteboard that along with all other laptops is linked to a server via fibre optic cable and/or wireless technology that allows for a secure whole of school ICT network.

Social climate

A positive and productive social climate exists at Eton SS with older students often 'looking out for' younger students in a caring 'family like' environment. This can be evidenced by:

- * Students, in School Opinion Surveys, reported a high level of satisfaction related to School Climate.
- * Parents, in School Opinion Surveys, reported a high level of satisfaction related to School Climate.

Bullying – As per the schools Responsible Behaviour Plan, we acknowledge students, staff and parents have responsibilities in regards to being part of the school community. At Eton SS there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. We also believe that if disruptive behaviour is minimised that secondary behaviours such as bullying will be less common. At Eton SS we use the SAFE procedures for students to follow if they feel they are being bullied – Solve it by yourself, Ask a friend for assistance, Find a teacher & Explore your options. In 2011 the Pioneer Valley cluster of schools incorporating Eton SS, also investigated options for a cluster chaplain employed through the Scripture Union.

Parent, student and teacher satisfaction with the school

The overall satisfaction of parents, students and staff at Eton SS continues to be high as has been the trend for several years as evident in school opinion survey results.

Parent satisfaction with Eton SS is higher than State in 6 of the 9 areas in 2011 which continues similar previous positive satisfaction ratings over recent years.

Student satisfaction with Eton SS is higher than State in all areas in 2011 which has been consistently maintained for 5 years.

Staff satisfaction with Eton SS is higher than State in areas including staff and community relations, an organised place to work, team spirit and the energy levels put into their work in 2011.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	80%
Percentage of students satisfied that they are getting a good education at school	84%
Percentage of parents/caregivers satisfied with their child's school	88%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	92%

Involving parents in their child's education

Typical of many small schools, Eton prides itself on the creation of an environment that parents feel welcome to be part of. Parents are a familiar face in classrooms on a daily basis. In addition, parents often attend weekly parades and are invited to attend many special days on the school calendar. The P&C is a very active group that meet monthly along with providing on-going support to the school throughout the year. Each semester parents are provided with a Report Card for each of their children and they are also given the opportunity to discuss the progress of their child at Parent – Teacher Interviews. Parents are also welcome to discuss their child's progress at any time with the class teacher and/or the Principal in both formal and informal situations as needed.

Reducing the school's environmental footprint

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

Through the development of our School Environment Management Plan (SEMP), we have begun to establish links with appropriate external providers (Mackay Regional Council, Pioneer Catchment and Landcare, Mackay Community Gardens etc) to help establish our sustainable practices.

Our current sustainable practices include:

- * Waste streaming – after successfully applying to the 'Do the right thing, use the right bin' project, the school has begun practices help increase waste streaming and therefore limit the amount of waste going in to land-fill. This has also included the installation of a worm farm.
- * Solar Schools Program – following the installation of solar panels and connection of these to supplement our electrical usage we look forward to reducing the schools electricity usage in future years.
- * Successful grant application has provided an additional \$25 000 to install additional solar panels connected to the electricity grid.

Future practices have been identified in our SEMF that will be implemented in future years to help supplement those practices already in place and thus help to reduce Eton SS's environmental footprint.

Environmental footprint indicators, 2010-2011

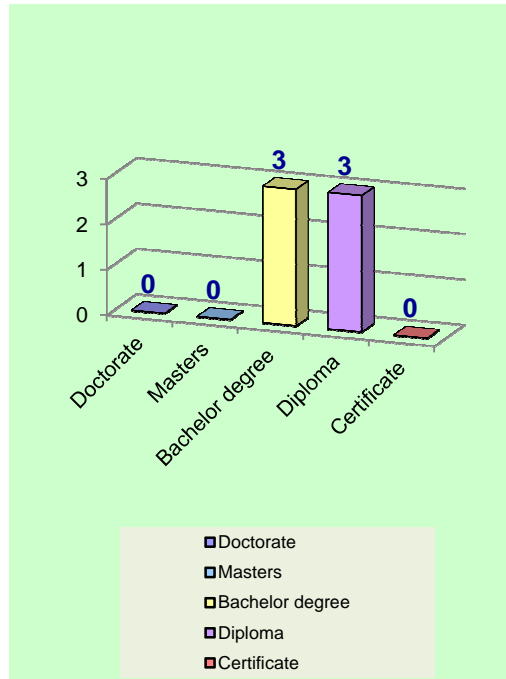
	Electricity KwH	Water KL
2011	50,012	294
2010	60,725	683
% change 10 - 11	-18%	-57%

Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	6	8	0
Full-time equivalents	5	3	0

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	3
Diploma	3
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$12 500.

The major professional development initiatives are as follows:

- * Preparation for Australian Curriculum – English, Maths, Science
- * First Steps Reading
- * Spelling – Words Their Way
- * NAPLAN writing workshops
- * Sustainability workshops

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 98% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 school year.

Our staff profile

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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.

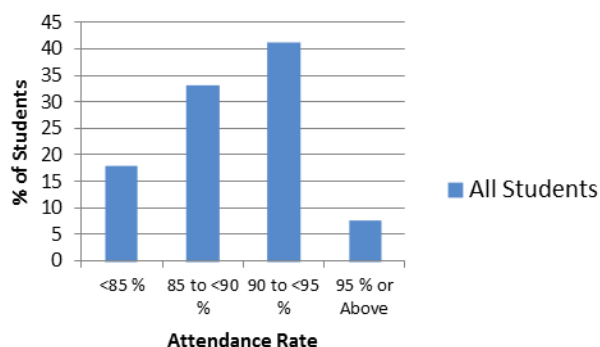
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89%	90%	91%	90%	89%	85%	89%					

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.

Class teachers mark the Class Roll at the beginning of each school day and again immediately after the lunch break as part of our management and recording of attendance and absenteeism.

Overall school management practices that support classroom teachers as part of our management and recording of attendance and absenteeism include:

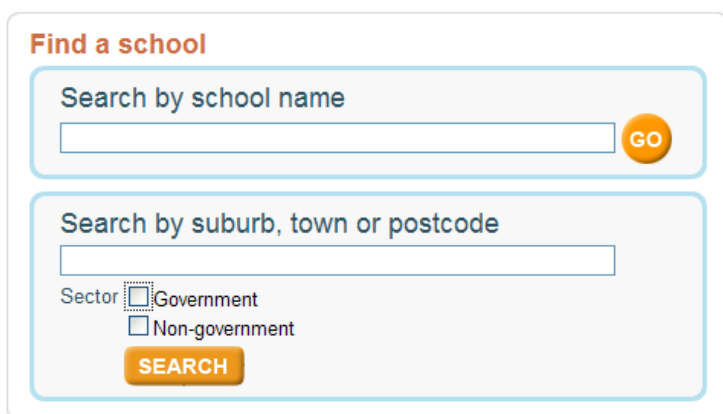
- * Students who arrive late to school are to be accompanied to the school administration by their parents or care givers where a Late Slip is filled out by parents to explain the students' late arrival.
- * Students who need to leave the school grounds during the school day are requested to bring a note from home and/or have parents make a phone call to the school to explain the reason for the student needing to leave the school grounds and what time this is planned to take place. When students are picked up parents are requested to meet the student at the administration area where the parent signs the student out in the Student Sign In / Sign Out Book.
- * An Absence Slip system is used for parents to report the reasons for their child's absence on any school day. This slip is simply returned to school with the student following any absences.
- * School administration staff follow up on any outstanding unexplained absences by writing and/or phoning parents to minimise the number of unexplained absences for students who attend 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Yr 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Yr 12 retention by 2013.

Eton SS did not have any Indigenous Yr 3 students in 2011 and therefore we cannot report on the gap in Yr 3 reading, writing and numeracy. Similarly we cannot report on the attendance gap either due to the small cohort.