

Eton State School (0310)
Queensland State School Reporting
2012 School Annual Report



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|----------------|---|
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Principal's foreword

Introduction

This Annual Report is designed to help the school share with parents and community information about this school, its strengths and its performance across 2012. The Annual Report includes contextual information such as the curriculum, opportunities for parental involvement and extra-curricular 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 State School, our purpose is to:

Empower

Today's students to seize

Opportunities to achieve success by

Nurturing the individual.

School progress towards its goals in 2012

Staff ensured that the previous strong commitment to teaching Maths and English was maintained as the core of all learning programs throughout the 2012 school year. This was evidenced by strong Naplan results. A focused Teaching and Learning direction was also put into place for High Order Thinking in Maths.

Student Learning is tracked by PM Benchmarking in Reading and using the Holdaway Sight Words in Reading as a platform to track improvement.

Students, Teachers and Parents work in unison in each classroom. The Reading Group focus is on skills not yet mastered and on increasing phonic knowledge and decoding skills. Students are taught a range of Reading skills including Read-on, Re-read, Finding smaller words in big words etc.

Queensland State School Reporting

2012 School Annual Report



This was achieved by:

Embedding the teaching of our School English and Maths Programs

Embedding our CQ 3 year Science Plan across all classrooms/ year levels

Involving parents as partners their children's education

Staff engagement in relevant Professional Development

Future outlook

Priorities for 2013:

Reading- With a specific focus on Comprehension

While our Students are fluent readers there are major floors in student understanding of the text. Explicit Instruction occurs in reading, decoding, phonic development and Teachers capitalise on the strategies of Guided, Shared, Modelled and Independent Reading. The Explicit Teaching of Comprehension skills via the 'Into the Book' Framework ie. Questioning, Visualizing, Synthesizing, Predicting, Determining a Purpose for Reading, Activating Prior Knowledge, Monitoring Comprehension, Evaluating, Finding Important Information and Summarizing will be the focus of Professional Development for staff.

Spelling

The problems that exist in Reading Comprehension have demonstrated the need for a consistent, Explicit decoding program that works at every year level across the school. A highly skilled Teacher-Aide will work one on one, one on two etc with students to ensure improvement.

Maths- High Order Thinking

Students will participate in the University of New South Wales Testing Regime in Maths, Science, English, Writing etc.

Our school at a glance

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 | 75 | 38 | 37 | 89% |
| 2011 | 77 | 38 | 39 | 91% |
| 2012 | 77 | 33 | 44 | 84% |

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

Characteristics of the student body:

The majority of students from Eton State School are of European background and come from English speaking families. Our families are showing a shift from the more traditional sugar cane farming practices into areas such as mining which is located west of Eton. This helps to explain why some families are itinerant.

In 2012 Eton had 4 classes comprising of P/I; 2/3; 4/5; 6/7. Students travel to school from neighbouring properties by bus or are dropped off by parents. Most families are two parent families with both parents working. Eton has a certain percentage of transient families who live here while waiting for their house to be built elsewhere due to the high cost of rental elsewhere in Mackay. Families also find they are only able to stay for a short period of time as there are limited jobs available in the area. Eton has a very low population of Indigenous students and no ESL students with a high percentage of male students at the school. The School exists around a family atmosphere with senior students looking after younger students. Behaviour is not an issue at the school however strong Behaviour Management process exist to support student learning. Students participate in Local and Regional events and some at State and higher levels in sport.

Year 7 students have the opportunity to hold leadership roles and participate in programs run at a local High School eg. Lighthouse which supports students in excelling in their education as well as getting life skills. A Student Council exists to support and generate ideas for school improvement. The students are supported by an active P and C that pay for or support the payment for excursions and facilitate the effectiveness of our Sports Days, Fun Runs etc.

Average Class sizes

| Phase | Average Class Size | | |
|-----------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Prep – Year 3 | 15 | 19 | 17 |
| Year 4 – Year 7 | 26 | 19 | 16 |

School Disciplinary Absences

Due to the strong partnerships between parents/ community and the school few issues move towards suspension. There was one student at the school who had repeated suspensions across 2012.

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Short Suspensions - 1 to 5 days | | 2 | <5 |

Our school at a glance

| | | |
|---------------------------------|---|---|
| Long Suspensions - 6 to 20 days | 0 | 0 |
| Exclusions | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 |

Curriculum offerings

Our distinctive curriculum offerings

Early Phase of Learning P-2- Prep orientation sessions occur whereby students who will attend Prep the following year are given the opportunity to integrate with junior students and receive an introduction to 'Schooling at Eton'.

Year 4-7 students engage in a Student Leadership Program whereby Year 7 students campaign, develop election posters, create teams for Sports Day, design their banners for the day, their sports logo to go on their shirts and their shirt colour.

Students have the opportunity to participate in Sustainability Education where for example strong recycling practices were introduced in 2012. This included the recycling of paper, card, mobile phones etc.

Year 7 students have the opportunity to participate in a program to support their effective transition to High School engaging in the Lighthouse Program where they learn Life skills, build new friendship networks, enhance their opportunity for academic development and success.

Our Multi-age focus and approach to schooling supports all levels of students in their learning, catering for individual need and progress across year levels if their capability allows.

In School Opinion surveys parents reflect a high level of satisfaction and this is seen further through [parent support in classrooms and during special events eg. Fun Run Days etc.

Extra curricula activities

AFL Clinic

Participated in the Small Schools Eisteddfod

School Anzac Day ceremony and participation in local Dawn Service.

Cross Country

Sport excellence eg, State and Australian representation

Hosted Sport Expos at our schools

School Activities such as Book Club and Book Fair

Interschool; Activities such as The Pioneer Valley Maths Competition, the Lantern Parade, Pioneer Valley Cross Country, Fitzgerald Spectacular etc.

African Drumming Performance at our School

How Information and Communication Technologies are used to assist learning

Students engage in specific Programs on the computer which serve to reinforce and consolidate concepts taught in the classroom eg. Studyladder, Reading Eggs. Reading Bugs

Students type their final copies of their stories on the computer and include pictures etc in their presentations.

Students use the computer for research for their school projects and assignments.

Staff use ICT's as a means of communication and locate, create, store and organize information on One School.

Staff use Interactive Whiteboards in classrooms, access the Computer Lab with their students.

Our school at a glance

Social climate

The School has a welcoming environment where school and community work together. A P and C Committee exists that is well supported at meetings and fundraising events eg. Bunnings Sausage Sizzle.

The School has a Family atmosphere where older students look after younger students.

Debriefing occurs when students have any issues and students are supported in rebuilding and strengthening their relationships with other students through their play and interactions.

Students understand that they always will get a 'fair go' and will be listened to.

The School Opinion Survey shows high levels of satisfaction from all three Stakeholder Groups - Staff, Students and Parents.

Students who behave appropriately throughout the term participate in a 'Level 1 Activity Day' at the end of each term.

Parent, student and staff satisfaction with the school

There exists high levels of satisfaction across the board in all areas with parents, students and staff.

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 [#] |
|--|-------------------|
| their child is getting a good education at school | 89.5% |
| this is a good school | 89.5% |
| their child likes being at this school* | 100.0% |
| their child feels safe at this school* | 97.4% |
| their child's learning needs are being met at this school* | 97.3% |
| their child is making good progress at this school* | 94.7% |
| teachers at this school expect their child to do his or her best* | 97.4% |
| teachers at this school provide their child with useful feedback about his or her school work* | 92.1% |
| teachers at this school motivate their child to learn* | 94.7% |
| teachers at this school treat students fairly* | 91.9% |
| they can talk to their child's teachers about their concerns* | 97.3% |
| this school works with them to support their child's learning* | 94.7% |
| this school takes parents' opinions seriously* | 86.8% |
| student behaviour is well managed at this school* | 89.5% |
| this school looks for ways to improve* | 94.7% |
| this school is well maintained* | 94.7% |

Our school at a glance

| Performance measure (Nationally agreed items shown*) | |
|---|-------------------|
| Percentage of students who agree that: | 2012 [#] |
| they are getting a good education at school | 96.6% |
| they like being at their school* | 93.1% |
| they feel safe at their school* | 96.4% |
| their teachers motivate them to learn* | 100.0% |
| their teachers expect them to do their best* | 100.0% |
| their teachers provide them with useful feedback about their school work* | 100.0% |
| teachers treat students fairly at their school* | 100.0% |
| they can talk to their teachers about their concerns* | 93.1% |
| their school takes students' opinions seriously* | 100.0% |
| student behaviour is well managed at their school* | 100.0% |
| their school looks for ways to improve* | 100.0% |
| their school is well maintained* | 100.0% |
| their school gives them opportunities to do interesting things* | 100.0% |

| Performance measure (Nationally agreed items shown*) | |
|--|-------------------|
| Percentage of school staff who agree: | 2012 [#] |
| that they have good access to quality professional development | 100.0% |
| with the individual staff morale items | 100.0% |

* 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.

Our school at a glance

Involving parents in their child's education

There are good levels of parent involvement within the school with all classrooms having parent support for reading groups, art activities, camp supervision, excursion attendances etc.

The P and C supports the facilitation of School Events such as:

Annual Fun Run

Annual Sports Day

Mothers Day Stall

Fathers Day Stall

Reducing the school's environmental footprint

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

The school has made a conscience effort to improve results in 2012.

A strong recycling program exists across the school with paper and cardboard.

The School also recycles mobile phones.

The School has solar panels.

The School sets their air conditioners at 24 degrees.

Worm Farming.

Gardening- growing veggies P/1/2.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2009-2010 | 60,725 | 683 |
| 2010-2011 | 50,012 | 294 |
| 2011-2012 | 52,255 | 392 |

Our staff profile

Staff composition, including Indigenous staff

Teachers are long serving at the school with our senior class teacher (Years 5/6/7) having been at the school for some 17 years.

The 2/3 Teacher has been at the school for 5 and a half years.

The P/1 teacher has been at the school for 3 years.

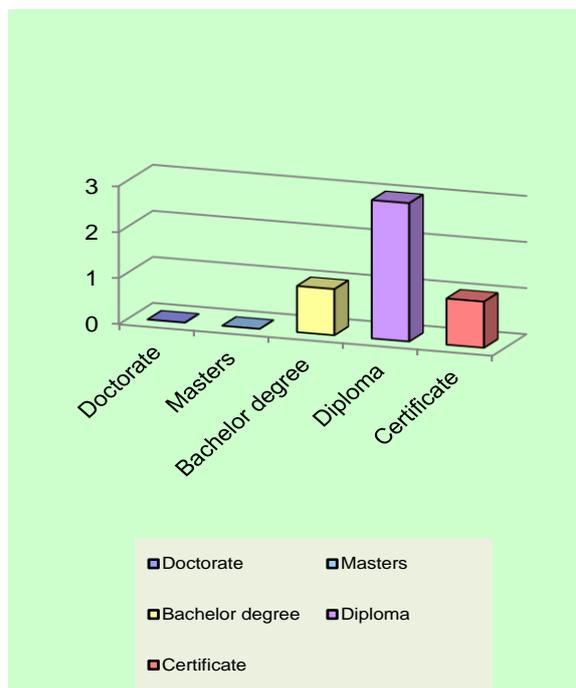
The fourth teacher at the school was transferred out to a neighbouring school due to falling enrolments.

The school community had been doing Grounds Working Bees for some 17 years and in 2012 employed a Groundsperson for the first time.

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts | 5 | 8 | 0 |
| Full-time equivalents | 4.7 | 3.3 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 0 |
| Bachelor degree | 1 |
| Diploma | 3 |
| Certificate | 1 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$ 8,500

The major professional development initiatives are as follows:

Code of Conduct, Student Protection, First Steps in Reading and Number, Science Sparks.

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

Our staff profile

| Average staff attendance | 2010 | 2011 | 2012 |
|--|-------|-------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 97.3% | 97.6% | 98.8% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 80.9% 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). | 91% | 89% | 89% |
| The overall attendance rate in 2012 for all Queensland state Primary schools was 93%. | | | |

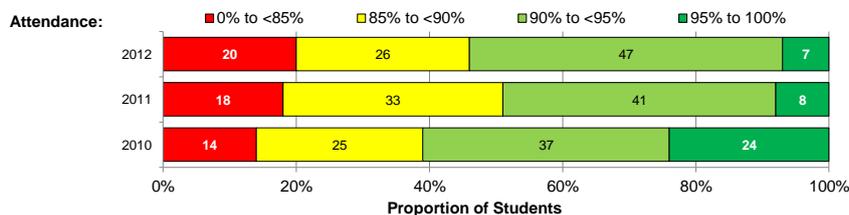
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------|--------|--------|--------|--------|--------|--------|--------|
| 2010 | 89% | 89% | 93% | 90% | 94% | 91% | 91% |
| 2011 | 89% | 90% | 91% | 90% | 89% | 85% | 89% |
| 2012 | 88% | 88% | 90% | 89% | 81% | 89% | 92% |

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.

Rolls are marked twice a day to track student attendance.

Students are requested to complete a Late slip if they arrive late at school, parents have to sign their student in if they arrive Late at School and out when they leave school early. Parents are requested to inform the school of every absence reason so that appropriate reasons can be listed on the One School absence data system. Calls are made home to check on why students are absent after every three days of absence.

On a term by term basis parents received letters in relation to every absence that was not explained.

Due to the occupations of a large number of parents, parents choose to take family holidays during the school term.

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

2012 NAPLAN Achievement Bands by Strand for Year 3 Test

For Eton State School (0310) Students

Proportions of Year 3 Students in each Achievement Scale Band

| Year | | Achievement Band % | | | | | | Count | | | NMS % |
|--------------------------------|---------------|--------------------|------|------|------|------|------|-------|--------|----------------------|-------|
| | | <1 | 2 | 3 | 4 | 5 | 6> | n | Exempt | Absent/ Withdrawn | |
| Reading | | | | | | | | | | | |
| 2012 | School | 36.4 | 0.0 | 0.0 | 27.3 | 9.1 | 27.3 | 11 | 0 | 0 | 63.6 |
| | State Schools | 8.4 | 15.1 | 17.5 | 19.5 | 20.2 | 19.3 | | | | 91.6 |
| | National | 6.4 | 9.4 | 15.7 | 21.5 | 21.5 | 25.5 | | | | 93.6 |
| Writing | | | | | | | | | | | |
| 2012 | School | 0.0 | 9.1 | 18.2 | 18.2 | 54.5 | 0.0 | 11 | 0 | 0 | 100.0 |
| | State Schools | 6.2 | 9.0 | 19.6 | 24.1 | 32.8 | 8.2 | | | | 93.8 |
| | National | 4.7 | 5.0 | 13.7 | 30.1 | 31.9 | 14.7 | | | | 95.3 |
| Spelling | | | | | | | | | | | |
| 2012 | School | 0.0 | 27.3 | 9.1 | 18.2 | 27.3 | 18.2 | 11 | 0 | 0 | 100.0 |
| | State Schools | 9.6 | 12.8 | 16.9 | 27.0 | 17.2 | 16.5 | | | | 90.4 |
| | National | 6.0 | 8.9 | 17.4 | 23.9 | 22.3 | 21.5 | | | | 94.0 |
| Grammar and Punctuation | | | | | | | | | | | |
| 2012 | School | 9.1 | 0.0 | 63.6 | 9.1 | 9.1 | 9.1 | 11 | 0 | 0 | 90.9 |
| | State Schools | 11.7 | 11.5 | 15.4 | 19.0 | 18.8 | 23.6 | | | | 88.3 |
| | National | 7.1 | 8.0 | 14.1 | 21.1 | 22.2 | 27.5 | | | | 92.9 |
| Numeracy | | | | | | | | | | | |
| 2012 | School | 0.0 | 36.4 | 9.1 | 9.1 | 27.3 | 18.2 | 11 | 0 | 0 | 100.0 |
| | State Schools | 9.5 | 14.4 | 25.0 | 26.6 | 15.4 | 9.0 | | | | 90.5 |
| | National | 6.1 | 11.3 | 21.7 | 27.5 | 21.0 | 12.4 | | | | 93.9 |

| Colour Key Legend | | | |
|-------------------|----------------|--|---------------------------|
| | Band At NMS | | NMS % Above National |
| | Band Below NMS | | NMS % Similar to National |
| | | | NMS % Below National |

2012 NAPLAN Achievement Bands by Strand for Year 5 Test

For Eton State School (0310) Students

Proportions of Year 5 Students in each Achievement Scale Band

| Year | | Achievement Band % | | | | | | Count | | | NMS % |
|--------------------------------|---------------|--------------------|------|------|------|------|------|-------|--------|----------------------|-------|
| | | <3 | 4 | 5 | 6 | 7 | 8> | n | Exempt | Absent/ Withdrawn | |
| Reading | | | | | | | | | | | |
| 2012 | School | 16.7 | 33.3 | 16.7 | 16.7 | 16.7 | 0.0 | 5 | 1 | 0 | 83.3 |
| | State Schools | 16.8 | 13.0 | 25.7 | 22.5 | 15.4 | 6.6 | | | | 83.2 |
| | National | 8.4 | 11.4 | 22.3 | 26.7 | 19.3 | 12.0 | | | | 91.6 |
| Writing | | | | | | | | | | | |
| 2012 | School | 20.0 | 20.0 | 40.0 | 20.0 | 0.0 | 0.0 | 4 | 1 | 1 | 80.0 |
| | State Schools | 16.7 | 15.0 | 38.5 | 19.4 | 7.6 | 2.8 | | | | 83.3 |
| | National | 7.9 | 12.6 | 30.0 | 30.2 | 14.0 | 5.3 | | | | 92.1 |
| Spelling | | | | | | | | | | | |
| 2012 | School | 33.3 | 33.3 | 16.7 | 0.0 | 0.0 | 16.7 | 5 | 1 | 0 | 66.7 |
| | State Schools | 11.5 | 18.1 | 22.8 | 25.3 | 15.9 | 6.4 | | | | 88.5 |
| | National | 7.2 | 11.7 | 22.5 | 27.2 | 19.9 | 11.5 | | | | 92.8 |
| Grammar and Punctuation | | | | | | | | | | | |
| 2012 | School | 33.3 | 33.3 | 0.0 | 33.3 | 0.0 | 0.0 | 5 | 1 | 0 | 66.7 |
| | State Schools | 18.1 | 17.5 | 21.9 | 20.9 | 10.3 | 11.2 | | | | 81.9 |
| | National | 9.4 | 12.4 | 22.2 | 25.3 | 17.8 | 12.8 | | | | 90.5 |
| Numeracy | | | | | | | | | | | |
| 2012 | School | 16.7 | 33.3 | 16.7 | 33.3 | 0.0 | 0.0 | 5 | 1 | 0 | 83.3 |
| | State Schools | 12.7 | 16.5 | 27.9 | 25.5 | 10.5 | 6.9 | | | | 87.3 |
| | National | 6.8 | 13.4 | 25.6 | 27.5 | 17.2 | 9.5 | | | | 93.3 |

| Colour Key Legend | | | |
|-------------------|----------------|--|---------------------------|
| | Band At NMS | | NMS % Above National |
| | Band Below NMS | | NMS % Similar to National |
| | | | NMS % Below National |

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/>.

2012 NAPLAN Achievement Bands by Strand for Year 7 Test

For Eton State School (0310) Students

Proportions of Year 7 Students in each Achievement Scale Band

| Year | | Achievement Band % | | | | | | Count | | | NMS % |
|--------------------------------|---------------|--------------------|------|------|------|------|------|-------|--------|----------------------|-------|
| | | <4 | 5 | 6 | 7 | 8 | 9> | n | Exempt | Absent/ Withdrawn | |
| Reading | | | | | | | | | | | |
| 2012 | School | 0.0 | 0.0 | 25.0 | 12.5 | 37.5 | 25.0 | 8 | 0 | 0 | 100.0 |
| | State Schools | 10.0 | 17.5 | 25.4 | 25.9 | 16.2 | 5.0 | | | | 90.0 |
| | National | 5.9 | 13.4 | 24.8 | 28.3 | 19.1 | 8.5 | | | | 94.1 |
| Writing | | | | | | | | | | | |
| 2012 | School | 0.0 | 25.0 | 37.5 | 12.5 | 12.5 | 12.5 | 8 | 0 | 0 | 100.0 |
| | State Schools | 13.0 | 26.1 | 25.5 | 19.6 | 12.0 | 3.8 | | | | 87.0 |
| | National | 10.1 | 18.5 | 29.4 | 23.7 | 12.6 | 5.7 | | | | 89.9 |
| Spelling | | | | | | | | | | | |
| 2012 | School | 0.0 | 0.0 | 25.0 | 37.5 | 37.5 | 0.0 | 8 | 0 | 0 | 100.0 |
| | State Schools | 12.4 | 12.9 | 24.2 | 28.3 | 17.0 | 5.2 | | | | 87.6 |
| | National | 6.9 | 11.4 | 23.7 | 29.5 | 19.4 | 9.2 | | | | 93.2 |
| Grammar and Punctuation | | | | | | | | | | | |
| 2012 | School | 0.0 | 12.5 | 37.5 | 12.5 | 37.5 | 0.0 | 8 | 0 | 0 | 100.0 |
| | State Schools | 8.0 | 15.6 | 28.7 | 24.4 | 14.5 | 8.9 | | | | 92.0 |
| | National | 4.9 | 12.1 | 24.8 | 29.2 | 19.4 | 9.6 | | | | 95.1 |
| Numeracy | | | | | | | | | | | |
| 2012 | School | 0.0 | 0.0 | 25.0 | 50.0 | 25.0 | 0.0 | 8 | 0 | 0 | 100.0 |
| | State Schools | 7.7 | 20.8 | 28.8 | 23.0 | 12.5 | 7.2 | | | | 92.3 |
| | National | 6.2 | 16.2 | 27.0 | 25.3 | 15.1 | 10.2 | | | | 93.8 |

| Colour Key Legend | | | |
|---|----------------|---|---------------------------|
|  | Band At NMS |  | NMS % Above National |
|  | Band Below NMS |  | NMS % Similar to National |
| | |  | NMS % Below National |

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Performance of our students

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.

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Achievement – Closing the Gap

The 'Closing the Gap' strategy is the Department's overarching strategy for the education of Aboriginal and Torres Strait Island students in State Schools. The strategy sets three State-wide targets for Queensland State Schools- halve the gap in Year 3 Reading, Writing and Numeracy by 2012, close the gap in Student Attendance in 2013, and close the gap in Year 12 retention in 2013.

Eton State School did not have any Indigenous students in 2012 and therefore we cannot report on that strategy.