

Eton State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The report provides an overview of the achievements, developments and challenges for Eton State School during the 2014 school year. The report is written in three sections: Our School at a glance, Our staff profile and Our students' performance.

Our School at a glance details the school profile, curriculum offerings, school climate and parents, student and staff satisfaction with the school. This section also describes how our parents are involved with their child's education and how the school is reducing our environmental footprint.

Our Staff profile outlines the composition of the staff at Eton State School, teacher qualifications, expenditure on professional development, staff attendance and retention, and school income by funding source.

Our students' performance provide information on student attendance and student achievement on systemic measures in years 3, 5, 7.

As well as being published on the school website, this report will be presented to the P and C at a meeting during term 3, 2015 and will be available in a paper copy from the school office.

This Year has been filled with resilience, motivation, dedication and change. Resilience because so much has happened, Motivation because our staff never stop at anything less than the best for our students and our school and dedication and Excellence because I see our staff and our parent body work towards bigger, better and albeit more exciting ways to engage our students in their learning.

Change too, because that is central to life!! Our Teachers take leave, return from leave across the course of the year and students come and go with unusual regularity. Our student numbers decreased at the end of the year with the official commencement of Year 7 in High School. This year being even more unique because it took both our existing year 7's and our year 6's at the same time. As a consequence of this one Teacher was transferred to another school at the end of the school year.

Despite this our staff and our students remain as a strong, united and productive learning team.

We acknowledge student successes and efforts in all fields - academic, cultural, sports and citizenship, through weekly awards and newsletter reports.

Hayley Kaddatz once again joined with our Music Teacher, Linda Miller and we participated in the Eisteddfod taking out a silver award. In the sporting arena, active participation is encouraged through a strong P.E. program, complemented by class-based activities.

Thanks to everyone for their involvement in the extra-curricular activities throughout the year- Year 3-7 students went on their annual camp at Fairbairn Dam and P-2 students attended the Freckle Farm. We also had a successful Cross Country, Fun Run, Arts Show, Mothers' and Fathers' Day stall and several Sausage Sizzles at Bunnings.

I continue to be grateful to the school community for its support, across what now is two years together. Their support of the uniform policy sets us apart as an identity. Your support of our school creed still pays dividends and makes us stand out and stand together.

Thanks to everyone for their effective participation and support of this school, whether it be in listening to a child read (in reading groups), participating in extra-curricular activities, helping out on sports days, organizing book club or being part of our committed and energetic P and C meetings.

I am looking forward to a productive 2015 together as we continue to maximize the outcomes for our students and maximize their individual capabilities.

At Eton State School our purpose remains, we:

Empower

Today's students to embrace

Opportunities to reach their potential by

Nurturing the Individual

School progress towards its goals in 2014

<p><i>'Into the Book' Comprehension Program</i></p>	<ul style="list-style-type: none"> • <i>This program was introduced in 2013 and throughout 2014 became embedded across the school in all classrooms as a signature pedagogy.</i> • <i>Each of the 12 strategies were divided across the semesters from 2013-2014 and were covered using Explicit teaching and then revised and embedded throughout the second half of 2014</i>
<p><i>'PM Benchmarking' and 'Probe Benchmarking'</i></p>	<ul style="list-style-type: none"> • <i>Students across P-3 are tested using the PM Benchmarking system. Students in 4-7 are tested using the Probe benchmarking system.</i> • <i>All students across the whole school progressed in their PM and Probe benchmarks from term one to term two and then again in term four.</i>
<p><i>'Explicit Instruction' as a 'Signature Pedagogy'</i></p>	<ul style="list-style-type: none"> • <i>Teacher's lesson observations using the Explicit Instruction Framework.</i> • <i>Teachers are competent in the Explicit Instruction Lesson Plan structure.</i>
<p><i>'Numeracy'</i></p>	<ul style="list-style-type: none"> • <i>'Focused Intensive Teaching sessions occur three times a week where students are grouped according to ability. (F.I.T team equals the classroom teacher and two teacher-aides.)</i>
<p><i>'Words their Way'</i></p>	<ul style="list-style-type: none"> • <i>W.T.W used as core program to secure improvement in the areas of spelling, reading and writing quality.</i> • <i>Understanding:</i> <ul style="list-style-type: none"> - <i>spelling rules</i> - <i>generalisations</i> - <i>word origins</i> • <i>All students across the school improved from 2-50 points across the school year.</i>

Quality Curriculum: The School Curriculum Plan has been completed and is being implemented by teachers: a revised reporting program that invites parents, students and teachers to discuss student progress and achievement is in place; school based programs have a strong focus on Reading, Spelling, Writing, Phonic, Phonemic Awareness and Numeracy. Differentiated, authentic tasks are presented in all year levels across the school to cater to individual capacity and capability.

Effective and Responsive Teaching: The use of Explicit Instruction as a key pedagogy to improve student achievement is embedded and teachers regularly engage in collegial coaching and observation lessons to receive feedback about the effectiveness of student learning from their teaching. Emphasis continued to be on improving student reading comprehension achievement and evidence of improvement is seen in external and internal assessments. The design of individual learning goals for all students has begun and teachers provide targeted teaching in the areas identified for individual student improvement.

Differentiation: Intervention Programs were extended to include highly-able, gifted and talented students. The Pedagogy Framework included a design of teaching approaches that recognise varying student learning styles. Individual learning goals were designed and monitored by Teachers, including Teacher-Aides, Speech Programs for Early Years students presented by the S.L.P (eg. O.L.E.Y), online programs like Reading 600 and Study Ladder. These programs allow targeted teaching at each student's required level.

Highlights: The Eton staff are a unique combination of men and women who are extremely passionate and capable practitioners who progress students along a learning continuum ensuring each student has multiple opportunities to reach their potential. Staff strengths are capitalised upon via team teaching approach in ICT, The Arts etc. The well-being of our staff is an intrinsic element to our success. When needed, staff fill in for each other, take extra duties etc. The willingness to consistently share knowledge, skills and resources is a key feature towards achieving our aim of working smarter, not harder to enhance, improve and enrich student outcomes.

All staff value the interactions with parents and the wider community as stakeholders who are instrumental in the success of our work. Time and energy is put into ensuring these relationships remain positive and thrive within our learning environment.

These advancements are an explicit reflection of the positive and productive partnerships that exist internally within our school team and the broader community.

Student Behaviour: The school has a unified approach to students' behaviour within the school. Daily, at this school we remind students that their attendance insists; that they are consistently respectful of and responsible and safe for themselves and others. This has paid untold dividends. School staff are aware and committed to assisting with the development of respectful, responsible and safe future citizens. Communication between all staff is ongoing regarding behaviour issues where they meet to discuss and debrief incidences.

All staff are skilled in the process of behaviour levels.

Excellence in Music: Talents are shared at the Eisteddfod through the school choir that has been developed through our Music Specialist and a Classroom Teacher.

Our students engage in Instrumental Music. (guitar/ keyboard)

Through Music other learning areas have been enhanced and enriched.

Key Outcomes and Goals achieved: The Learning Support Section of our School is enhanced through dedicated and proficient Teacher-Aides who have committed partnerships with our students and our school. This coupled with individualized programs ensures success is accelerated.

School Profile: A family atmosphere is fostered where parents feel welcome and valued and as from 2013 parents have expressed increased confidence in and respect for the staff and the learning opportunities provided.

Our greatest asset is our exceptional Staff, all capable and functioning at a high level. We also have visiting support personnel who regularly go above and beyond the call of duty in their daily interactions with our students.

Behaviour Management sees bullying minimized.

Professional development has been made available to all staff, with most taking up the opportunity.

Parent involvement exists across the school in each classroom and support for, and at, all functions.

We had a P and C that functioned well across the whole year.

Our children come from a range of different backgrounds and a small number of ATSI students.

In 2014 we had three classes:

P - 2 : enrolment of 14 students

3 - 4 : enrolment of 20 students

5 - 7 : enrolment of 18 students

Social Climate: *In 2014 the school climate and school-community relationships were at an all time high with parents expressing satisfaction. They acknowledged that school staff are readily available to discuss their children's academic and social well-being, that they have multiple and consistent opportunities to participate in school life, that they have a voice in school operations, and are always welcome and receive ample communication about their school and all that goes on within its walls.*

Parents expressed satisfaction with behaviour management processes, the safety of their children while at school and the discipline strategies that are used when behaviour incidences do occur. They also express satisfaction with the fairness with which their children are treated. Our partnership is productive and serving, to enhance the outcomes of all of our students.

Parents and Community: *Open communication stands out as a key operational factor- while parents are invited to make an appointment to see the Principal or staff, more often than not we are able to accommodate them immediately or within a short period of time after their arrival. This builds relationships and trust automatically.*

A weekly newsletter is published each Friday. It paints a clear picture of what is happening at the school and consistently provides invitations to presentations and events.

The warmth and diligence of our P and C also ensures that support in classrooms and at events is maximized.

Professional engagement during 2014

- *Explicit Instruction*
- *Collegial visits to other schools*
- *First Aid Training for the whole staff*
- *Naplan*
- *Comprehension*
- *Workplace, Health and Safety*
- *Classroom Observations*

Future outlook

2015 Improvement Focus:

- The Seven Steps to Writing Success
- Embedding WTW as a signature Program
- Grammar and Punctuation
- Continuing with the embedded 'Into the Book' Program
- Continuing with the embedded 'Explicit Instruction' signature pedagogy

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	77	33	44	84%
2013	69	29	40	89%
2014	55	24	31	93%

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

Characteristics of the student body:

- All students that attend Eton come from the town or the neighbouring properties.
- Parents work in the mines, on sugar cane farms, have earth moving businesses.
- One parent or both parents work.
- All events of the school are supported by parents.
- All students in their final year of schooling undertake a leadership role.
- Parents are very supportive of the school and the P and C AGM sees approximately 10 adults attending the meeting.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	17	18	13
Year 4 – Year 7 Primary	16	23	19

School Disciplinary Absences

2 suspensions

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	4	4	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Year 3-5 Annual School Camp at Yeppoon, Fairbairn Dam or Keppel Island.
- Study Ladder Program.
- Ipad tutoring.
- Explicit Teaching.
- Words Their Way securing student improvement in spelling, reading and writing.
- Students choose their own sporting teams, their team names, war cry, colour and logo for their team shirt and design their own sporting banner.

Extra curricula activities

- Approximately 20 women attend an afterschool fitness program.
- AFL program during lunchtime saw approximately 30 students attending.
- School Anzac day Service
- Cross Country
- Fun Run
- Bandana Day
- Remembrance Day
- Deadly Australians
- Freckle Farm
- Melbourne Cup Hat Party

How Information and Communication Technologies are used to assist learning

Students across the Year levels:

- Engage in Study Ladder
- Engage in Ipad lessons
- Use the computer to type up Stories , Research Information and Projects.
- Year 5's participated in Reading 600.
- Reading Eggs
- Starfall
- PowerPoint
- Staff use Interactive Whiteboards in their classrooms
- Staff access the computer lab with their students
- Students use ICT's as a means to communicate, locate, create. store, and organize information on One School

Social Climate

The community is traditional and values the school and education it provides for their students.

The school has a welcoming environmental space where school and community work together.

A P and C Committee exists that is well supported at monthly meetings and fundraising such as:

- Fun Run
- Patty Cake Day
- Mothers and Fathers Day Stalls
- Bunnings sausage sizzles

Communication

All students look after each other in this school which is based on a family atmosphere where everyone supports each other.

All senior students occupy leadership positions.

- Debriefing occurs when any students have behaviour issues.
- Mutual respect between students, staff and parents exists.
- There is communication between all staff regarding any issues.
- Students are consistently supported in building effective relationships with their peers through play and other interactions.
- Students understand that they will always get a fair go and be listened to.
- The School Opinion Survey shows a high level of satisfaction across all three stakeholder groups.
- Students who behave appropriately throughout each term participate in level A day at the end of each term as a reward. The P and C supports this days paying for the transport or venue or activity etc.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	89%	95%	92%
this is a good school (S2035)	89%	92%	92%
their child likes being at this school* (S2001)	100%	97%	92%
their child feels safe at this school* (S2002)	97%	100%	85%
their child's learning needs are being met at this school* (S2003)	97%	95%	92%
their child is making good progress at this school* (S2004)	95%	95%	92%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	97%	100%
teachers at this school motivate their child to learn* (S2007)	95%	95%	85%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
teachers at this school treat students fairly* (S2008)	92%	97%	92%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	100%
this school works with them to support their child's learning* (S2010)	95%	95%	100%
this school takes parents' opinions seriously* (S2011)	87%	92%	92%
student behaviour is well managed at this school* (S2012)	89%	97%	92%
this school looks for ways to improve* (S2013)	95%	95%	92%
this school is well maintained* (S2014)	95%	97%	92%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	100%	100%
they like being at their school* (S2036)	93%	100%	100%
they feel safe at their school* (S2037)	96%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	85%
they can talk to their teachers about their concerns* (S2042)	93%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	93%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		93%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		92%	100%
their school takes staff opinions seriously (S2076)		92%	90%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%

Performance measure

Percentage of school staff who agree [#] that:	2012	2013	2014
their school gives them opportunities to do interesting things (S2079)		92%	90%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

There are great levels of parental involvement within all classrooms at the school. Parent support occurs on the following occasions:

- Parent Information sessions term one.
- Parent support in classrooms with reading groups, art groups, setting up sports day, fun runs,
- P and C meetings.
- Open Door Policy- parents welcome to come and talk to staff whenever they like about their child's progress.
- Attendance to support the students at every function: Fun Run, Cross Country, Sports Day.
- Groups of parents continue to maintain the trees they planted across the bank of the school for re-vegetation.
- Words their Way Groups.
- Veggie Gardens.
- School Banking.
- Patty Cake Day.
- Spellathon.

Reducing the school's environmental footprint

- Lights, fans and air conditioning turned off when the class leaves the room.
- Recycling bins around the school.
- Waste bin separate for the worm farm.
- Veggie gardens up the back of the school near the Prep-2 building.
- The school has solar panels.
- The school sets the air conditioners at 24 degrees

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	52,255	392
2012-2013	34,387	586
2013-2014	33,831	793

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.

Our staff profile

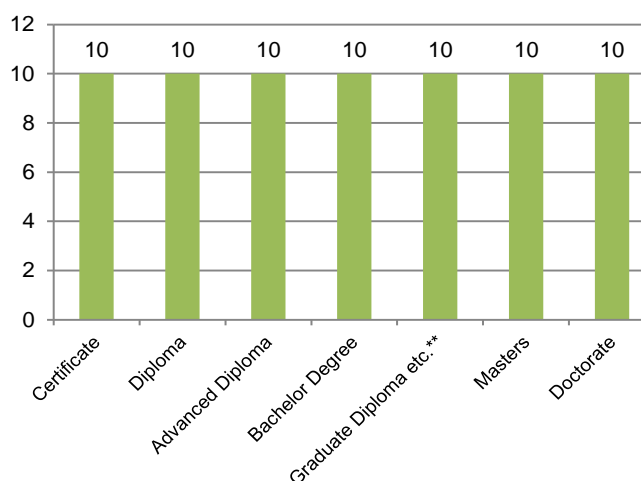
Staff composition, including Indigenous staff

- Teachers all long serving at the school.
- The year 5/6/7 teacher has been at the school for 19 years.
- The year 2/3/4 teacher has been at the school for 7 and a half years.
- The Prep to Year 2 teacher has been at the school for 5 years.
- The Principal has been at the school for 2 years.
- The school contracts in a grounds care company.
- We have a visiting Music teacher who visits the school once a week.
- The Main teacher of the 2/3/4 class is also the P.E. teacher.
- We have a LOTE teacher who visits the school twice a week.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time equivalents	4	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
Total	70



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 8451.18

The major professional development initiatives are as follows:

- Jo Mian from District Office attended for Comprehension PD.
- 90% of staff trained in First Aid.

- All teachers attended Explicit Instruction Program with the Pedagogy Coach.
- 25% of teachers trained in 'The Seven Steps to Writing Success'.
- 25% of Teachers trained in 'Beating the NMS program'.
- 25% of staff underwent one on one mentoring with the pedagogy coach working at the school and on external school visits.
- 100% of staff underwent formal observations by the Principal in demonstrating the use of the 'Explicit Instruction' pedagogy.
- 50% of teachers trained in Naplan.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	92%	92%

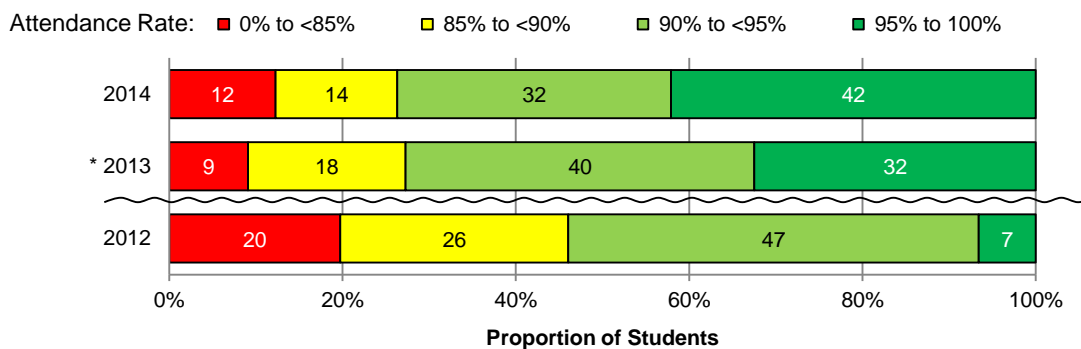
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	88%	88%	90%	89%	81%	89%	92%
2013	93%	93%	93%	91%	93%	80%	90%
2014	95%	90%	91%	92%	93%	95%	88%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

- 100% attendance reward afternoons occur for those students who have attended 100% of the time across a semester.
- Students' absences of three days are followed up by the office staff.
- Students who have continued absences of more than three days are sent a letter home.
- Parents complete late slips or early departure slips as needed.
- Rolls are marked twice a day (morning and afternoon)
- Articles are sent home to parents/ community informing them that 'everyday counts' and what the equivalent loss of teaching and learning is for long term absences.

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.

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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 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

An important priority for Education Queensland has been to close the gap between Indigenous students and Non-Indigenous students for the areas of school attendance and student attainment. Our results, based on data collected at the end of 2014 shows very good progress. For attendance this gap was measured from 2006 to 2014 and showed very little difference between these two groups.

Students requiring extra academic support that were identified as Indigenous or Torres Strait Islander received one on one teacher-aid time in 2014 to support their learning. These students have noticed improvements in their academic work and the extra support will continue into 2015.