Eton State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.
Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Contact Information

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School Overview

Established in 1883, Eton State School caters for students from Prep to Year 6 in a multi-age setting. Eton is located 30km south-west of Mackay adjacent to the Pioneer Valley. The curriculum offers children opportunities in all eight key learning areas, with a strong focus on literacy and numeracy. The staff is led by a teaching principal who is supported by two classroom teachers and a team of support staff, including teacher aides and administrative staff. Specialist staff visit the school to assist in the delivery of Japanese and music. Parents work collaboratively through a supportive Parents and Citizens Association which endeavours to assist with the educational program as well as the development of the facilities and services for the students in this community. We are committed to achieving very high outcomes for all students through productive partnerships with our school community.
Our School Purpose - At Eton SS, our purpose is to: Empower today's students to seize opportunities to achieve success by nurturing the individual.

Our School Values - to achieve our purpose, we have a commitment to: Respect and Dignity - every stakeholder is treated with the respect they deserve; Partnerships - we promote working in partnerships with all stakeholders; Diversity and Inclusiveness - we include the full range of opportunities for all; Leadership and Accountability - we are prepared to accept personal responsibility; Professional and Personal Ethics - we are doing the very best we can.

Our School Motto is 'Learn to Live'. Our School Vision - Through an engaging and purposeful curriculum, we at Eton SS will foster active citizens who aspire to lifelong learning and making positive contributions to society. At Eton SS we assist students to reach their full potential by asking ourselves and our students, 'Is this the very best we can do?'

Principal's Foreword

Introduction

Queensland schools annually publish meaningful information to parents about student and school performance. This document contains important information about Eton's State School's journey in 2017 and can be obtained via the school's website, email or in hard copy from the office. Our progress towards are goals can be seen below with green indicating it was completed, yellow-significant progress and red indicating it was not completed.

School Progress towards its goals in 2017

Priority 1: Productive Partnerships

Strategy: Actively engaging local and school communities to create and/or enhance productive partnerships to benefit students and the school community

Actions
• Students to attend orientation days at local high schools. • Continue to encourage local community to be involved in school pre-prep programs. • Encourage parents to become Co-Learners in their child's educational journey.

Priority 2: Reading

Strategy: All Students in Prep through to Year 6 engage in daily take home reading program supported and monitored by Parents, Teachers and Teacher-Aides.
Actions • Embed the 'Words their Way Program' that underpins the improvement of spelling and therefore writing through spelling error diagnosis ensuring explicit skill teaching occurs. • All students at risk of being below a C standard will have a classroom plan that will direct the focus of the learning. (This plan will be monitored at week 5 and week 10 of each term.) • Continue the use of PM and Probe Benchmarking to track the level of students in their reading ability in T1 and in T4 for the purpose of building a data profile specific to student individual growth. • Direct teaching occurs three times a week to ensure that the 'Into the Book' comprehension strategies are embedded. • 'Stars and Cars' Program actively utilised to monitor student comprehension success to identify strengths and patterns to inform future teaching. • All students borrow from the school library once a week. (ensuring they access both fiction and non-fiction) • Utilising the I4S funds to engage additional support for reading strategies including 'Into the Book'.
Strategy: All students who are below a C standard have an I.C.P to track evidence of improvement in their learning. Action • Support programs and ICP's to be written with the assistance of the Classroom Teacher, Teacher-Aide, Special Needs teacher as needed.

Priority 3: Writing

Strategy: All students improve their understanding, knowledge and skills of Grammar and Punctuation skills during Explicit Instruction lessons dedicated to a specific area or skill.
Action • Students in years 2-3 will engage in The Impact Program called "Just Write" (part of the Booster series.) Program is designed to build the capability of staff and students simultaneously. • F.I.T (Focussed Intensive Teaching teams) enter the classroom twice a week for direct teaching of Grammar and Punctuation skills to support the improvement in writing. • F.I.T (Focussed Intensive Teaching teams) enter the classroom three a week for direct teaching of Reading skills to support the improvement in Writing. • Students in years 5-6 in U2B engage in Impact Program: Code Breaker- exposing, engaging and challenging students to embrace innovation in the digital age. • Consolidate students spelling and phonetic awareness. Lessons are structured to meet the needs of the students according to Australian Curriculum / C2C indicators. • WTW levelled groups three times a week structured to enhance spelling rules, phonetic awareness and as a consequence improve writing capacity and capability. • Teacher-Aides to attend the 'Seven Steps to Writing' PD to embed the consistency of language and writing strategies across the school. • Students engage in Grammar and Punctuation once a week to embed skills in order to enhance writing capacity, capability and correctness.

Future Outlook

In 2018 we are aiming to continue to work on areas identified in 2017 and refine these processes further.

Priority 1: **Australian Curriculum: English**

Targets
• 100% of teaching staff to implement the Australian English Achievement Standards & Content Descriptors for their teaching context, either P-2 or 3-6 classroom. • 100% of teaching staff to create and modify GTMJs for multi-age contexts, utilising the Australian English Standards & Content Descriptors. • 100% of staff implementing the whole school/cluster approach to reading and writing. • Ensure 100% students in Years 3 and 5 meet the National Minimum Standard (NMS) in NAPLAN testing for Literacy and Numeracy in 2018 and 2019.

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- Ensure students achieve a 'C' or higher in the curriculum for their age cohort year level or the year level identified in their Individual Curriculum Plan (ICP): English (>83% Students attain a C).
- 100% of students tracked and progress monitored on the Literacy Continuum. Student learning goals are derived from the literacy continuum and set each term by the classroom teacher.

Strategy: Building a deeper understanding of the Australian Curriculum: English

Actions:
- Create and display non-negotiable components of Learning Walls in classrooms linking to Aus Standards for year levels; GTMJs, exemplars, metalanguage, student samples and Know & Do charts - English.
- Adapt GTMJs for multi-age contexts and build teacher capacity around unit metalanguage.
- Formalised cluster moderation on a writing assessment piece from C2C units, implemented twice a year to develop staff capability/consistent practice when moderating A-E data across the cluster.
- Collaborative planning - utilising HOC from cluster school to assist in implementing a consistent whole school/cluster approach to planning. (I4S funding)

Strategy: Implementing consistent pedagogical practices

Actions
- Utilise Early Start Resources to identify student needs and allocate resources to identified students.
- Age Appropriate Pedagogy Coach to visit staff and provide guidance in Early Start implementation.
- Investigate reading strategies that are being implemented in the cluster.
- Investigate P-2 classrooms in district that show cases exemplary reading pedagogy.
- Staff visit P-2 classroom (cluster/district) to reflect on good practice. Staff reflect with principal on return of visit.
- Tracking and progress monitoring of all students from P-6 on Literacy Continuum.
- Set Learning Goals for students each term and provide feedback on their reading and writing.
- Review & implement internal monitoring of student abilities in Literacy (Reading & Writing) and Numeracy. Consistent use of diagnostic tools by all staff.

Priority 2: Productive Partnerships

Targets

5-10 families attending Playgroup Transition Sessions each fortnight (Attending 3 sessions per term).

50% Improvement in participation of school community in attending school related activities.

Strategy: Actively engaging local and school communities to create and/or enhance productive partnerships to benefit students and the school community

Actions
- Introduce fortnightly playgroup to assist in transition from Kindy to Prep (Term 2 Start).
- Organise school related activities that involve school community involvement, eg Meet & Greet BBQ/Dance, Kinchant Dam parent day, inter- school gala days, Bunnings Vegetable garden reinvigoration.
- Involvement in cluster/district school initiatives, eg Safety circus, MECC Pathways.
- Promote school events and news related items via social media and parent email addresses.
- Support new wireless infrastructure for classrooms to deliver efficient online learning programs for literacy and numeracy.

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	47	18	29		100%
2016	50	15	35		96%
2017	42	8	34		91%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
Eton offers multi-age classes from Prep to Year Six. Many of the students have a parent working in the mines, cattle or cane industry or work in a local business in Mackay. Most children either live in the small township of Eton itself or live on small rural properties within driving distance or use the availability of our local bus service.

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	18	22	18
Year 4 – Year 6	29	30	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery
The curriculum offered at Eton State School aligns with the Australian Curriculum and is based on the eight key learning areas that have been developed and implemented in Queensland and Australian schools. C2C units of work are adopted and adapted as a resource to enhance the delivery of the core curriculum. Curriculum offerings at Eton State School include:
- LOTE - Japanese
- Swimming lessons
- Multi-age classroom environment
- Information Technologies – Digital and Design Technologies
- Camps and Excursions providing real life learning experiences
- A caring and supportive learning environment focused on catering for individuals
- Individual learning support programs

Co-curricular Activities
- Instrumental Music
- Pioneer Valley Small School Sports Day
- Year 3-6 Camp
- After school tennis lessons
- Annual School Cross Country:
- Eisteddfod:
- Safety Circus:
- PEP Pet Program
- Whitsunday Voices
- Life Education

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- Under Eights Day Book Fair / Book Fair Parade / Under Eights Day
- Fun Run
- Whitsunday Voices
- GRIP Leadership Day
- Life Education

How Information and Communication Technologies are used to Assist Learning
- Students in the school participate in the Impact Program
- Students use iPads to complete Math and English games to reinforce concepts taught at school
- Students complete the Studyladder Program: Teachers or Teacher-Aides upload a range of programs that reinforce concepts taught in the classroom.

Social Climate

Overview
At Eton State School we have a diverse range of students, from high academic to special needs. As a result, we use differentiation and inclusive practices on a day to day basis or as needed.

Bullying Strategies
- Whole school consistency, communication and transparency of behaviour around the school rules 'Be Safe, Be
- Respectful, and Be Responsible'.
- Positive behaviour reinforcement – A Level Day at the end of each term to acknowledge excellent behaviour in the classroom/playground
- Student of the Week Certificates and a Principals Award around the school behaviour focus for the week.
- Careful management by the classroom teachers
- Good classroom practices where children work every day on tolerance, patience and respect, considering different
- points of view and working co-operatively with others from different genders, behavioural skills, socioeconomic and
- varied ethnic backgrounds.
- Good practice of providing information to pupils, through lessons in personal, health and social education.
- Consistent communication to all stakeholders through Parade and School Newsletters.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
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)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	75%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	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%	97%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	96%	100%	100%
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%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	100%	100%	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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	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.

Parent and community engagement

Eton State School has an open door policy that encourages parents to work in classrooms supporting teachers and their students.

Several parents go along each year to the annual camp as parent volunteers; at our school sports days parents come along, not only to cheer along their children but also to sell cakes in the shed for 'Cup Cake Day'; at 'Under Eights Day' parents helped run the activities, served food at the barbecue and sold homemade treats at the morning tea stall. Parents bring their creativity to school and support students with art and crafts to make gifts and masterpieces.

The P and C has a productive partnership with the school and believe the ethic 'Together Everyone Achieves More'.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships - as a staff we develop emotional and social resilience through talking things through with the students and encouraging them to do just that with each other.

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.

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

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Environmental Footprint

Reducing the school's environmental footprint
- The school has a bank of solar panels that help to reduce the electricity expense.
- We have signs in the toilets, classrooms and offices etc. asking users to turn lights, fans and air conditioners off.
- Recycling bins exist throughout the school to support the recycling ethic.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	29,315	156
2015-2016	44,933	321
2016-2017	33,797	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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

Find a school

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time Equivalents	3	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	2
Diploma	2
Certificate	1

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $3224.23.

The major professional development initiatives are as follows:

- Leadership development
- Data literacy
- Seven Steps of Writing – Aides
- First aid
- Ban Camp – Instrumental
- QASSP conference
- QCAA Numeracy & Literacy PD sessions
- SBMAQ cleaner's training

The proportion of the teaching staff involved in professional development activities during 2017 was 88%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	94%	92%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 63% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

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AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	94%	96%	96%	93%	93%	89%						
2016	86%	89%	97%	90%	85%	94%	92%						
2017	90%	93%	92%	98%	89%	91%	95%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:
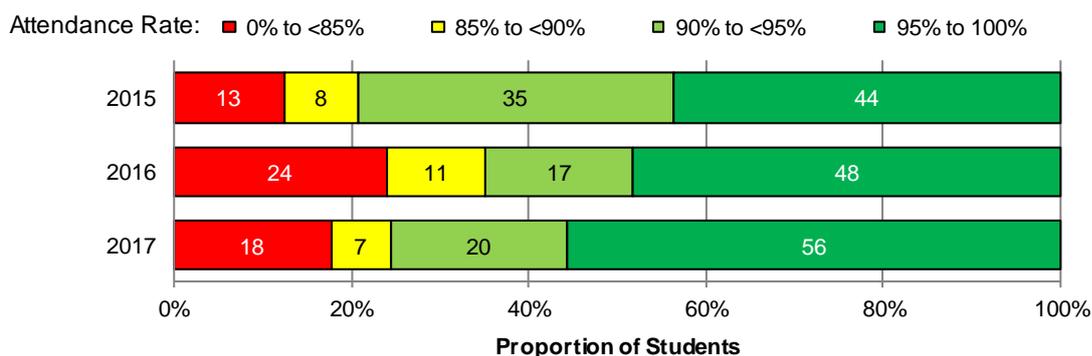
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked every morning at 8.30 and at 1.15pm. Students arriving after this time are marked as late. The parents of students who are absent (without a notice or explanation) are contacted via SMS4schools on the morning of the absence and a record is noted in OneSchool. If the explanation given is not deemed appropriate or sufficient by the Principal, an unauthorised absence is recorded. Parents collecting students early are expected to proceed through the office and sign the early leaving record book. The 'every state school succeeding strategy' and the 'every day counts' strategy is regularly communicated to key stakeholders. Parents who student's attendance is below 85% are contacted by the Principal to discuss attendance rates.

NAPLAN

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.**

Find a school

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

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