

Eton State School Queensland State School Reporting 2015 School Annual Report



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Principal's foreword

Introduction

Established in 1883, Eton State School caters for students from Prep to Year 6 in multi-age classrooms. Eton is located 30km south-west of Mackay adjacent to the Pioneer Valley. Our staff, students and parents actively participate with other Pioneer Valley Cluster Schools in a range of activities. Eton State School regularly receives very positive School Opinion Survey results from parents, students and staff. Our students regularly achieve positive results in NAPLAN testing and other forms of assessment. This can be attributed to the great attitude of our students, our supportive parents and the professional and caring staff at the school. We have produced and implemented a School Improvement Agenda Action Plan to continually work towards improving our students learning outcomes. Our School Curriculum Plan covers the Essential Learnings as part of the QCAR Framework. Our School English, Maths and Science Programs are also linked to the National Curriculum. 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. 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. Staff conduct themselves with a high level of professionalism. At Eton SS we support students to reach their full potential. We regularly celebrate student successes, which include: Mackay Eisteddfod Small Schools Choir; a student who went to Regional and one to State level in Hockey; a student who went to Regional level in discus and a student who went to Mackay level in Cross Country. Prior to 2015 we have stood alone as a school in the Pioneer Valley Sports however in 2015 due to enrolment numbers declining we joined the Small school Sports circuit and won both the Team Events trophy and the Champion Schools trophy. These successes are a reflection of how we give opportunities to all students in a number of extra-curricular areas both cultural and sporting.

We have an annual school camp open for Year 3-6 students with a focus of fostering teamwork, independence and resilience. The camp program serves to develop self esteem and build confidence which again is reflected back at school in the way that students conduct themselves. (their behaviour). The camp program is highly supported by our parent body. Over the years several parents have attended camps as parent helpers.



School progress towards its goals in 2015

Snapshot report

Under the agreement for 2015

Eton State School received

\$12,413

Our full 2015 agreement can be found on our website.

Our school strategies are on track to meet or exceed our targets

During 2015, we have focused on maximising the benefits of this funding for our students. After reviewing our *Great Results Guarantee* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our strategies to ensure that every student succeeds.

Strategies implemented include

1. All classrooms embed the 7 Steps ethic in the explicit teaching of Writing
 - This has ensured we had a consistent school-wide language/ pedagogy
 - All staff are trained in the program
2. Online Programs and Extension scenarios have been employed to increase the percentage of students in U2B
3. Additional teacher-aide time has been used to support students in achieving their learning goals
 - All students, at all levels are successful and can have their improvement tracked through WTW (Words their Way) Program
 - All students have demonstrated improvement in the weekly Maths groups where a F.I.T. (Focused Intensive Teaching Team) Team comprising of two Teacher-Aides and the Class Teacher enter the classroom multiple times a week to teach groups of students according to what concepts they have yet to learn.
 - All students have demonstrated improvement in the weekly Grammar groups where a F.I.T. (Focused Intensive Teaching Team) Team comprising of two Teacher-Aides and the Class Teacher enter the classroom multiple times a week to teach groups of students according to what concepts they have yet to learn.
 - This has been extremely successful and ensured that all learning time was focussed and purposeful.
4. NAPLAN 2015 results have improved further by the employment of a skilled teacher to facilitate a NAPLAN Improvement Program
 - The Year 2 and Year 4 students have engaged in this program in both term one and term 4
 - When examining CQ3S data collected via formal resits it is clear that we have some students that are already achieving in the U2B (Upper 2 Bands of Achievement)

Future outlook**Under this agreement for 2016**

Eton State School will receive **\$14,645***

This funding will be used to

- Improve literacy outcomes for school students (P-6), working towards 100% of students being able to read at their chronological age level, 30% reading Above their level
Progress student results in Upper 2 Bands, 30% in year 3 and year 5.

Our initiatives include

- Continue quality teaching, with 100% of teaching staff engaging in PD based around initiatives in place.
- Improve NAPLAN results in 2016 and 2017 by continuing with the Seven Steps Writing Program and building staff capacity to explicitly teach literacy as outlined in the Annual Implementation Plan.
- Compliment the school reading program with data, feedback driven reading program (eg. PM and Probe Benchmarking, Holdaway Sightwords Program, Discher Program, embedded in school practice).
- Resource additional teacher aide time to provide one-on-one and/or small group support focused on meeting targets set in the 'Investing for Success' agreement and the schools 2016 Annual Implementation Plan.
- Engagement in Upper 2 Band Programs eg. Impact
- Better prepare and support teachers and teacher aides to consolidate student learning in literacy (including oral language and metalinguistic programs).

Our school will improve student outcomes by

- Providing focused literacy intervention differentiated for each student, utilising increased Teacher Aide time in the school (\$3645).
- Engagement in Impact Programs for year 4-6 students (\$8000).
- Providing professional development to all staff in the teaching explicitly of literacy to increase their capabilities (\$3000).

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	69	29	40	3	89%
2014	55	24	31	2	93%
2015	47	18	29		100%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were 7 students enrolled in a Pre-Prep program. The program occurred in term 4 across October and November for approximately 9 weeks. Students participated in Pre-Numeracy and Pre-Literacy activities, interacted with existing Prep students and sat and ate with the rest of the school before sharing playtime and then going home.

Characteristics of the student body:



Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	13	19
Year 4 – Year 7 Primary	23	19	31
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	4	2	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

1. Whole class focus
2. Small groups to meet needs
3. Strand- some Literacy and Maths in P-3

Students are taught skills in groups at level.

This occurs in Grammar, Maths, Reading and Words their Way (Spelling)

P-3 students engage in individualized sightword development program to support decoding and fluency (reading development)

Instrumental Music lessons offered at this school. (guitar)

Specialist teachers teach Physical Education, Music and LOTE (Languages Other than English).

Excursions occur across the year.

Whole school undertakes swimming lessons each year in term 4.

Year 3-6 students attend a yearly camp to Fairbourne Dam or Keppel Island.

Students who excel in any sporting area have the opportunity to compete at regional, district and state levels.

Extra curricula activities:-

Instrumental Music lessons

Pioneer Valley Small School Sports Day

Yeppoon Year 3-6 camp

After School tennis lessons

Annual Cross Country

Eisteddfod

How Information and Communication Technologies are used to improve learning

- *Students in the senior class engage in The Impact Program.*

Social Climate

- *The school operates with a family/supportive atmosphere.*
- *The High 5 Hand is used as a coping strategy for all students regardless of year level.*
- *Students on ICP's receive additional support.*
- *Students requiring Learning support get additional support.*
- *Parents, staff and students are in 100% agreement across the board for all areas in the School Opinion Survey.*
- *Students have the opportunity to participate in Local, District, Regional and State sporting fixtures*
- *Cup cake Day*
- *Eton State School Sports Day*
- *Small School Sports Day*
- *Book Fair*
- *Fire Education for Prep/Year 1*
- *A Level Day each term*
- *Break up day, term 4*
- *Tennis lessons after school*
- *Instrumental Music lessons each week*
- *Eisteddfodd*
- *Religious Education classes each week*
- *Senior Class restaurant*
- *Student Induction*
- *Anzac Day Commemorative Service*
- *Remembrance Day Memorial Plaque and Service*
- *Pre Prep Program run each year in term 4*
- *Student Council*
- *Icy Cups*
- *Hot Dog Days*
- *Annual Camp Year 3-6*
- *AFL Coaching Clinics*
- *Swimming in term 4*
- *Student Leadership and Induction ceremony*
- *Peer Reading*
- *High School Transition Program*



Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	92%	100%
this is a good school (S2035)	92%	92%	100%
their child likes being at this school (S2001)	97%	92%	100%
their child feels safe at this school (S2002)	100%	85%	100%
their child's learning needs are being met at this school (S2003)	95%	92%	100%
their child is making good progress at this school (S2004)	95%	92%	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)	97%	100%	100%
teachers at this school motivate their child to learn (S2007)	95%	85%	100%
teachers at this school treat students fairly (S2008)	97%	92%	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)	95%	100%	100%
this school takes parents' opinions seriously (S2011)	92%	92%	100%
student behaviour is well managed at this school (S2012)	97%	92%	100%
this school looks for ways to improve (S2013)	95%	92%	100%
this school is well maintained (S2014)	97%	92%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
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%	85%	100%
they can talk to their teachers about their concerns (S2042)	100%	100%	100%
their school takes students' opinions seriously (S2043)	100%	93%	96%
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:	2013	2014	2015
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)	93%	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)	92%	100%	100%
their school takes staff opinions seriously (S2076)	92%	90%	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)	92%	90%	100%

'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 each year go along to the annual camp as parent volunteers; at our sports day parents come 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 activities, served food at the BBQ and sold home made treats at the morning tea stall.

Each year around Christmas time parents bring their creativity to school and support students with arts and crafts to make gifts or masterpieces.

Last Year, the biggest P and C fundraiser was 'Trivia Night'. The P and C ran a bar, got prizes and organized some food for the night.

We work along the ethic that 'Together Everyone Achieves More'.



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 off lights, fans and airconditioners. Recycling bins exist throughout the school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	34,387	586
2013-2014	33,831	793
2014-2015	29,315	156

*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

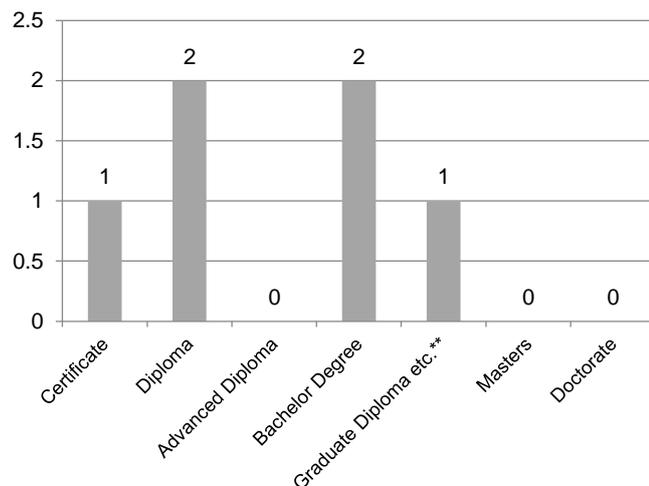
Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
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Headcounts	3	7	0
Full-time equivalents	3	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	2
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	6



*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 2015 were \$ 14 956.39

The major professional development initiatives are as follows:

- Principal chosen to participate in the 'Take the Lead' Program for Aspirational Band 7-10 Principals
-

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 64% of staff was retained by the school for the entire 2015 school year.

School income broken 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

Where it says '**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.

Performance of our students

Key student outcomes

- Improvement in the level of understanding, skills and knowledge of Spelling Strategies
- Increase bank of sight words
- Develop Reading Fluency and Comprehension
- Enhanced confidence in Reading
- Inspired 'Love of Reading to Learn'
- Frequency of access to I.T
- Improved Tolerance and Understanding of others
- Leadership skills
- Teamwork
- Promote an Awareness of being a 'Global Citizen'
- Improve Literacy and the Language of Maths
- Embed Number facts and Mathematical Strategies

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	94%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

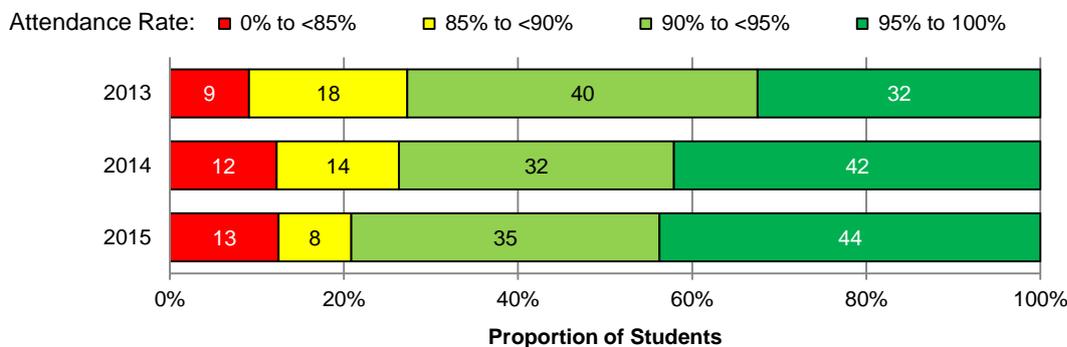
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	94%	93%	93%	93%	91%	93%	80%	90%
2014	96%	95%	90%	91%	92%	93%	95%	88%
2015	94%	94%	96%	96%	93%	93%	89%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

Student Absenteeism:-

- Parents asked to inform the school on the day or asap after day of absence
- After three days absence school rings the parent
- Parents are encouraged to sms in absences on the school mobile
- End of term 100% attendance reward afternoons

Student attendance roll marking procedures:

- Current still use a paper roll marking system as we have two classes
- Rolls are marked twice a day (morning and afternoon)
- Rolls are sent to the AO2 each afternoon to have absences entered on the school system

Procedures used to increase attendance:

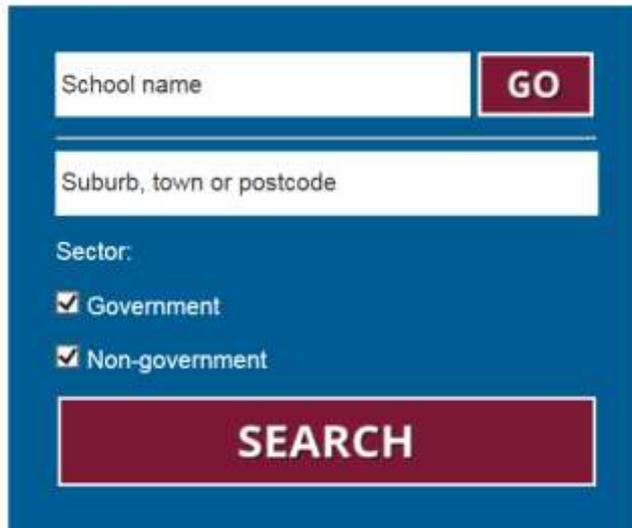
- Excellent results through My School website
- Excellent School Opinion Survey results
- Excellent Naplan Results- ensuring all students move forward in their learning
- Open Door Policy
- Excellent Reputation both locally and within the District

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**.

Find a school



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a search box with the placeholder text "School name" and a red "GO" button. Underneath the search box is another input field for "Suburb, town or postcode". Below that, the word "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

Where it says **'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 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.