



Eton State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

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 on a regular basis. 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 - 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 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?' We regularly celebrate student successes, weekly on parade through Student of the Week and Reading Goals, 1st Place Mackay Eisteddfod Small Schools Choir 2009; 1st Place Pioneer Valley Schools Public Speaking Competition 2009 and Finalist in 2010 and 2008; we combine with larger schools, when necessary, to participate in team events and other activities, e.g. Eton/Marian SS combined Rugby League team participated in Mackay Interschool Rugby League Competition for the last three years and won the 'King of the Valley' Rugby League Challenge in 2009; representation in District and Regional Sporting Teams and Events; students achieving in the top Band for their year level, i.e. Band 9 for Year 6. These successes display how we give opportunities to all students in a number of areas including academic, cultural and sporting.

We have an annual school camp which is open for year 3 to 6 students with a focus on fostering teamwork, independence and resilience. The camp program serves to develop self-esteem and build confidence which is reflected back at school in the classroom and in the playground- creating a positive learning environment. Students gain valuable skills to enable them to independently solve problems.

Introduction

School Progress towards its goals in 2016

- Our focus on the Improvement of Writing saw students improving at a rate equal to or greater than the national average in NAPLAN:
 - Beginning to edit their stories, making sure the sentences began with capitals and ended in full stops
 - The school developed a Punctuation pyramid which graduated in difficulty going from Prep through to year 6
- Continue embedding 'Seven Steps to Writing Success through explicit instruction lesson delivery including rapid recalls.
- Teacher peer mentoring process where all staff conduct explicit instruction lesson observations providing constructive feedback with the opportunity to observe best practice.
- Using the CQ3S application for Naplan results to inform the teaching focus- Year 1-6 develop the intervention process.
- Internal Monitoring tools (Naplan Writing tracker- Pat R- Spelling) to be used to track progress analyse student data and plan for future student learning.
- Weekly mandated demand writing tasks.
- Continued professional development and coaching/mentoring of whole class explicit instruction teaching strategies linked to our Whole School Pedagogical Framework.
- As all of our students are achieving at or above the National Minimum Standards we saw it as a time to focus on increasing the number of students that sit within the Upper Two Bands of Achievement.
- Data analysis of NAPLAN and the whole school summary- looking at student responses and patterns. Incorporating NAPLAN resit data. Utilising CQ3S program for data analysis and differentiation.
- Analysing and identifying trends using PM Benchmark, Probe, S.A. Spelling test, NAPLAN. WTW.
- Weekly awards
- Acknowledging 100% attendance.

Measures of Success:

- There is a student data board in the staffroom that allows staff to quickly track where all students are according to various benchmark tests, specifically:
 - South Australian Spelling Test
 - PM Reading Benchmark test
 - Probe Benchmark test
 - Number Facts test
 - Words their Way Tests
 - Scheduled monitoring of student progress occurs throughout the term

- Formalised Performance Framework to support staff development
- Standards (A-E criteria sheets for History, Geography, Science, Technology) of what constitutes high achievement for the key areas of Writing, Reading and Maths are made clear and public

Future Outlook: In 2017

- We embed our focus on Writing
- We embed our focus on increasing the number of students in the Upper two Bands
 - Impact Programs will be scheduled for Year 2,3 students as well as Year 4,5
eg. Just Write- students have the opportunity to develop a deeper understanding of the way texts are designed and crafted to make meaning; they improve their ability to apply focussed writing concepts to effectively target chosen audiences and achieve a range of purposes; they practice numerous writing challenges in a variety of genre receiving both student and teacher feedback; students learn through web conferencing and connect with an online teacher using an elearn virtual classroom. Their tasks are published digitally at home or at school.
- Create and Display the non-negotiable components of Learning Displays in each classroom GTMJ's, exemplars, student work examples, know and do charts.
- Create a community of practice to gathering appropriate research around effective goal setting/ feedback (i.e. Hattie, Marzano and Archer)
- Provide appropriate professional development opportunities for teachers around writing, goal setting and feedback.
- Provide teachers with observation/feedback/protocols around giving effective feedback to students.
- Gather data and implement individual programs for targeted students based on researched best practice.
- Intensive Reading Program for identified students including goal setting and reviews.
- Interrogate data gained from diagnostic testing including school based and CQ3S to inform the teaching and learning process.
- Continue to develop staff capacity and capability in effective pedagogies for reading.
- Publicize and advertise school events in multimodal manner to attract increased participation.
- Engage parents in the formation of ICP's, learning goals and targets.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	44

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	55	24	31	2	93%
2015*	47	18	29		100%
2016	50	15	35		96%

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.

Characteristics of the Student Body

Overview

In 2016, there were 3 children enrolled in the Pre-prep program which occurs in term 4 across October and November for approximately 9 weeks. Students participated in Pre-Numeracy and Pre-Literacy activities, interacted with the existing Prep students eating at recess with the rest of the school before sharing playtime and then going home.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	13	18	22
Year 4 – Year 6	19	29	32

Curriculum Delivery

Our Approach to Curriculum Delivery

1. Whole class focus
2. Small groups to meet student need
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 individual sight word development program to support decoding and fluency (Reading Development)
- Instrumental Music Lessons offered at this school (guitar)
- Specialist Teachers teach Music, Physical Education and LOTE (Languages other than English)
- Excursions occur across the course of the year to enhance units taught.
- Whole school undertakes learn to swim/lifesaving in term 4
- Year 3-6 students attend a yearly camp to Fairbairn Dam or Keppel Island/ Yeppoon.
- Students who excel in any sporting area have the opportunity to compete at regional, district or state levels
- A vision for 2017 is to find a project that not only accelerates computer knowledge and understanding but capitalises on advancing the upper two band students / we believe that we have found that in:
- Impact Year 2/3 Round 1 Just Write
Booster Reading

Co-curricular Activities

- **Instrumental Music:** a teacher visits each week to instruct the students in guitar
- **Pioneer Valley Small School Sports Day:** we look outside of our school to enhance the opportunity for competition for our students/this decision was prompted by a cohort of students which is reducing in number
- **Year 3-6 Camp:** All students in those year levels have the opportunity to attend camp which last year was held at Camp Fairbairn in Emerald
- **After school tennis lessons:** All students across have the opportunity to participate in tennis/ the teacher comes from Mackay
- **Annual School Cross Country:** All students do cross country during PE lessons/ the older students may go further through various levels of competition (Local/District and State)
- **Eisteddfod:** Students in year 4-6 participate in the choir/ the school has won silver awards many years in a row and always been highly commended for the quality of our students and their participation
- **Safety Circus:** Students in the Year P-3 classroom participate in this program which focuses on home and property safety
- **PEP Pet Program :** Students in the Prep-Year 3 classroom welcome a vet and veterinary nurse and an animal in to talk about how to care appropriately for animals that live in their home
- **Whitsunday Voices:** Students in Year 3-6 attend this program
- **Life Education:** Students in Year 4-6
- **Under Eights Day:** Attended by students in Prep-Year 3/ Eton SS is a hub for this activity and therefore has multiple schools attend to share in the day
- **Book Fair / Book Fair Parade:** Staff and Students get dressed in their favourite book character
- **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

The school operates with a family/ supportive atmosphere

The high 5 hand is used as a coping strategy for all students regardless of their year level

Students on ICP's receive additional support

Students on Learning Support receive 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 (supporting cancer research)

Eton State School Sports Day

Small School Sports Day- Pioneer Valley Trials- Mackay District

Book Fair

Fire/Education for Prep and Year 1

A Level Day at the end of each term to acknowledge excellent behavior in the classroom/playground

Break up Day term 4

Tennis Lessons after school

Instrumental Music lessons each week (guitar)

Eisteddfod

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 Cup

Hot Dog Day

Annual Camp Year 3-6

AFL Coaching clinics
Swimming in term 4
Student Leadership and Induction ceremony
Peer Reading
High School transition program
Biennial Art Show
Cricket Coaching clinics

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree[#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	100%	100%
this is a good school (S2035)	92%	100%	100%
their child likes being at this school* (S2001)	92%	100%	100%
their child feels safe at this school* (S2002)	85%	100%	100%
their child's learning needs are being met at this school* (S2003)	92%	100%	100%
their child is making good progress at this school* (S2004)	92%	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)	85%	100%	100%
teachers at this school treat students fairly* (S2008)	92%	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)	92%	100%	100%
student behaviour is well managed at this school* (S2012)	92%	100%	100%
this school looks for ways to improve* (S2013)	92%	100%	100%
this school is well maintained* (S2014)	92%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree[#] that:	2014	2015	2016
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)	85%	100%	97%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	93%	96%	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:	2014	2015	2016
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)	90%	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)	90%	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 program

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.

The use of meditation also takes students through a process whereby they accept that their issues are not worth worrying about e.g. If they get hit during soccer it's because it is just a game and not because someone is trying to be mean to them.

School Disciplinary Absences

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	2	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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
2013-2014	33,831	793
2014-2015	29,315	156
2015-2016	44,933	321

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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

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

Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	7	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	0
Masters	0
Graduate Diploma etc.**	1
Bachelor degree	2
Diploma	2
Certificate	1

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$5,300.

The major professional development initiatives are as follows:

- First Aide
- Code of Conduct and Ethical Decision making
- Curriculum Risk
- Student Protection
- Seven Steps to Writing
- Keys to Managing Information
- Right to Information / Information Security / Information Privacy
- Internal Controls
- Record Keeping
- Health, Safety and Well-being
- CPR
- Certificate of Digital Practice
- Oral Language in the Early Years
- One School: Literacy Continuum
- Numeracy: Enhancing additive thinking in Prep – Year 2
- Site specific orientation for North Keppel Island
- Primary Timetable Rollover
- One School Finance
- Internal Purchase Training
- Asset Stocktake Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	94%

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 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

- Attendance goals and targets to be published in the school newsletter
- Letters requesting explanations for absenteeism sent to parents to confirm attendance issues on a term by term basis
- Every Day Counts information to be communicated through the newsletter at the start of each semester
- Parents providing medical certificates for extended absences of a medical nature

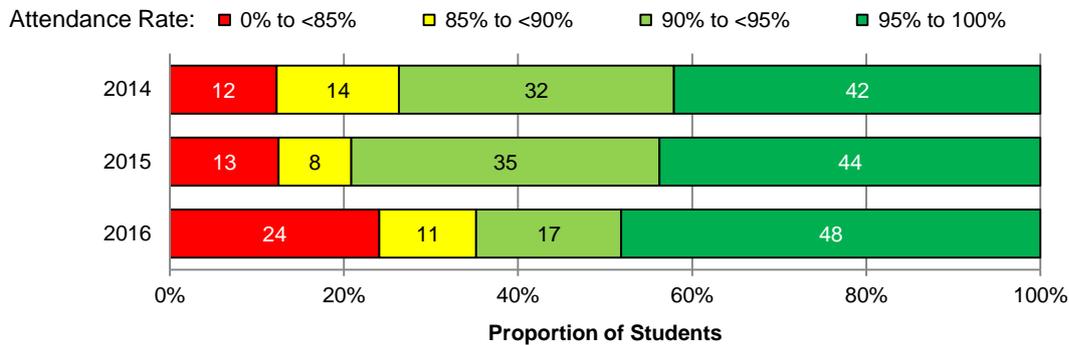
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL									
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
2014	96%	95%	90%	91%	92%	93%	95%	88%	
2015	94%	94%	96%	96%	93%	93%	89%		
2016	86%	89%	97%	90%	85%	94%	92%		

*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 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.

At Eton State School in 2016:

- We used paper rolls
- Parents were informed of student absences
- Letters were sent out each five weeks to parents about absences for which the school has had no response
- 100% attendance reward afternoons were held to congratulate those students that were able to attend every day of the term
- Certificates were also present to congratulate 100% attendance

- In newsletters graphs and articles were sent home that explained how many years of schooling were equated to regular days off
- In newsletters, articles were sent home about the importance of being on time and not leaving early because students needed to be part of everything that was happening in the room

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

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 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.

