



Eton State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Eton State School offers quality education to students from Prep to Year 6 in multi-age classrooms. Through supportive, yet challenging educational opportunities, here at Eton State School, our vision is to build life long, confident, happy, self-directed learners in a caring, family environment. At Eton State School we believe that our students are learning today so that they can lead tomorrow.

Eton is located 30km south-west of Mackay and is part of 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. At Eton State School we value these special days with our small school partners to allow our students to form new friendships which develop over the years and help with the transition into high school.

To ensure all students at Eton State School reach their full potential and be given opportunity to extend their abilities, personalised intervention and extension programs are part of our regular every day classroom practices.

Students participate in daily activities with a range of the latest technologies to enhance their learning journeys. Through the successful implementation of the National Curriculum, Eton State School is focused on ensuring our whole school is at or above National Benchmarks for reading and writing.

School progress towards its goals in 2018

Queensland schools annually publish meaningful information to parents about student and school performance. This document contains important information about Eton State School's journey in 2018 and can be obtained via the school's website, email or in hard copy from the office. Our progress towards our goals can be seen below with green indicating it was completed, yellow-significant progress and red indicating it is not completed at this stage.

School Progress towards its goals in 2018

Priority 1: Australian Curriculum: English

Targets <ul style="list-style-type: none">• 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 GTMJ's 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.• 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: <ul style="list-style-type: none">• Create and display non-negotiable components of Learning Walls in classrooms linking to Aus Standards for year levels; GTMJ's, exemplars, metalanguage, student samples and Know & Do charts - English.• Adapt GTMJ's 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

<p>Actions</p> <ul style="list-style-type: none"> • 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.
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Priority 2: Productive Partnerships

<p>Targets</p> <p>5-10 families attending Playgroup Transition Sessions each fortnight (Attending 3 sessions per term).</p> <p>50% Improvement in participation of school community in attending school related activities.</p>
<p>Strategy: Actively engaging local and school communities to create and/or enhance productive partnerships to benefit students and the school community</p>
<p>Actions</p> <ul style="list-style-type: none"> • 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.

Future outlook

In 2019 we are aiming to continue to work on areas identified in 2018 and refine these processes further.

Improvement Priority 1. Australian Curriculum: English – Writing

<p>Targets:</p> <ul style="list-style-type: none"> • 100% of students achieving C or higher in all writing assessment tasks (English). • 100% of Year 3 and 5 students reach NMS in NAPLAN (Writing and Spelling). • 100% of students can articulate current achievements and next steps in writing and spelling.
<p>Strategy: Continuing to implement whole-school pedagogical practices in Writing.</p>
<p>Actions:</p> <ul style="list-style-type: none"> • Develop and utilise Learning Walls in English & Science. • Dedicated Learning Support Teachers to run targeted intervention with students identified as being at risk. • Use of Literacy Continuum and internal monitoring to track student progress and inform and adapt teaching practice. Set learning goals and develop a culture of feedback. • Plan and enact a whole school approach to the teaching of spelling informed by internal monitoring and driven by student goals. • Purchase HOC from NHWY Cluster to assist in literacy development and planning.

Improvement Priority 2. Productive Community Partnerships

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

Actions: <ul style="list-style-type: none"> • Create strong and substantial partnerships with families through community events. • Liaise with regional office Early Childhood Early Education services to provide successful transitions to school. • Employ a teacher aide to be Playgroup Organiser. • Implement transition programs for pre-prep and year 6 students.
Strategy: Parent satisfaction rating on School Opinion Survey and student attendance is >95%
Actions: <ul style="list-style-type: none"> • Use social and conventional media to promote school and community.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	50	42	30
Girls	15	8	5
Boys	35	34	25
Indigenous			<5
Enrolment continuity (Feb. – Nov.)	96%	91%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Eton is a small rural community with many families living on small rural properties west of the township.

Several of Eton State School's current students, are second or third generation in their family to attend Eton State School. Most students were transported to school by parents or bus, with only a few students within walking distance to school.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	22	18	15	
Year 4 – Year 6	30	27	15	

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Eton State School we aligned our curriculum with the Australian Curriculum which is based on the eight key learning areas. C2C units of work, where teachers were able to access lesson plans for Mathematics, English, Science, HASS, Health and Physical Education, were adopted and adapted as a resource to enhance the delivery of the core curriculum. Curriculum offerings at Eton State School included:

- English
- Maths
- Science
- HASS
- The Arts
- Physical Education
- Language - Japanese Specialist Staff
- Music – Specialist Staff
- Information Technologies – Digital and Design Technologies
Individual learning support programs

Co-curricular Activities

- Swimming lessons – trained and qualified swim instructors
- Camps and Excursions providing real life learning experiences
- Year 5/6 Leadership Programs
- Whitsunday Voices Youth Literature Festival
- ANZAC Day Commemorative ceremony and parade
- Safety Circus
- Pizza Day – using vegetables from our garden
- Children's Safety Field Day
- Interschool Athletics Carnival
- Vegetable Garden Program
- Whole School Science Fair
- Small Schools Colour Fun Run
- Life Education
- Interschool Sporting Afternoons
- Christmas Concert

Our school also participated in regular community based programs, for example Day for Daniel, Harmony Day, National Day of Action Against Bullying and Violence.

Eton State School also offered Playgroup and a Pre –Prep program.

Playgroup was offered to families in the wider community with children aged from birth to 5 years old every second Friday for an hour and a half per session.

Our Pre-Prep program focused on children who were eligible for Prep in 2019. This program operated for 4 weeks on a Monday morning during Term 4, from 9-11am. The program aimed to prepare families and future students for the transition to formal schooling.

How information and communication technologies are used to assist learning

Eton State School is fitted with NBN and wireless access. All our teaching areas from P-6 are digitally rich with interactive flat screen T.V's which are utilised daily to support teaching and learning practices. In 2018, Year 3-6 students had access to one to one laptops that were used on a daily bases for follow up activities after explicit lessons. P- 2 class had access to a bank of iPads preloaded with educational Maths and English apps to reinforce concepts taught in class.

Additionally, Eton State School students had the use of other technologies to be used before the school day started, such as electronic Lego sets that students needed to build and code on to a program. Students were also exposed to smart robots that helped to build knowledge of coding concepts through design challenges and puzzles for curious minds.

Social climate

Overview

At Eton State School we have a strong focus on our Responsible Behaviour Plan which supports our 4 school rules:

- Be Respectful
- Be Safe
- Be Responsible
- Be a Learner

In 2018 Eton State School had regular discussions on parade to reinforce and remind all students of Eton State School's zero tolerance policy for bullying and what strategies they can use if needed. All students and staff have added their "NO WAY hand" to say no to bullying to our "Bullying No Way" wall which is updated annually with new enrolments.

Here at Eton State School we focused on rewarding positive behaviour daily with both classrooms having a rewards system in place for celebrating favourable behaviour. As well as recognition at our weekly parades and newsletters for whole school rewards such as Student of the Week and our weekly "Gotcha" winners, Eton State School reinforced positive behaviour by holding rewards afternoons at the end of each term to acknowledge excellent behaviour in and out of the classroom. End of term prize draws were also used to promote good behaviour.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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%	75%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• 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)	97%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	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%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%

Percentage of school staff who agree# that:	2016	2017	2018
• 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 in which parents and family members are welcome and encouraged to visit the school at all times. Parents were a regular feature in our classrooms in 2018 supporting their children's education by volunteering their time and knowledge working alongside the classroom teacher for reading groups, sight word support and Art activities as well as contributing to the many extra-curricular activities throughout the year.

Here at Eton State School we are very fortunate to have a very active and supportive Parents and Citizens Association, who work alongside staff to ensure all students' educational and social development needs are met. Our wonderful P&C fully funded our weekly breakfast club. Many of our parents volunteered regularly to assist in community events such as Sports Day, Discos, Rewards Days, Mother and Father's day stalls, and Colour Fun Run. Another way our parents have assisted throughout the year is with transporting small groups of students to and from various extra- curricular activities.

Our fortnightly newsletters and Facebook page were two tools used to communicate to our school community and our weekly parade was a great way to see and hear the "good news" stories for the week and be reminded of upcoming events.

Our playgroup is a member of the Playgroup Association and welcomed a number of new families into our school community.

Respectful relationships education programs

Here at Eton the safety of our students is of the utmost importance to us.

Eton State School students have participated in a number of safety programs that focused on appropriate, respectful and healthy relationships. By following the guidelines of these programs and completing activities associated with these programs, students were able to recognise the difference between healthy relationships and unhealthy relationships.

Students were very fortunate to have many guest speakers join us at school in 2018 to share their knowledge and deliver specialised programs discussing Cyber Bullying, Fire Safety, Healthy Choices and the effects of Bullying. The programs delivered a range of useful ideas and information.

Our older students travelled to other schools for specialised Safety programs.

From our annual participation in National Day of Action against Bullying and Violence students have learnt to use their "HIGH FIVE" strategies to halt bullying behaviour and always treat others with respect and to be kind to those around them.

Other relationship programs Eton State School regularly support are Day for Daniel, Life Education van and Harmony Day.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
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

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Eton State School waste system includes three bins: paper/cardboard, non-recyclable materials and food scraps. Our food scraps were used in the composter and worm farm, which was then used on our vegetable garden. We utilised a bank of solar panels to reduce our electricity use. Efforts are being made to reduce electricity use by ensuring lights, fans and air conditioners are switched off when classrooms are not in use. The reduction of kWh can be attributed to the efforts of staff and students.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	44,933	33,797	27,421
Water (kL)	321		489

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	5	6	<5
Full-time equivalents	3	3	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	3
Diploma	1
Certificate	2

*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 2018 were \$10 345.

The major professional development initiatives are as follows:

- Principal Conference
- WHS Staff Training
- Planning Days
- Beginner Teacher PD & Mentoring Days
- Early Start PD

- Literacy PD
- Literacy Continuum PD
- NAPLAN Online PD

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	94%	92%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	93%	93%
Attendance rate for Indigenous** students at this school			DW

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

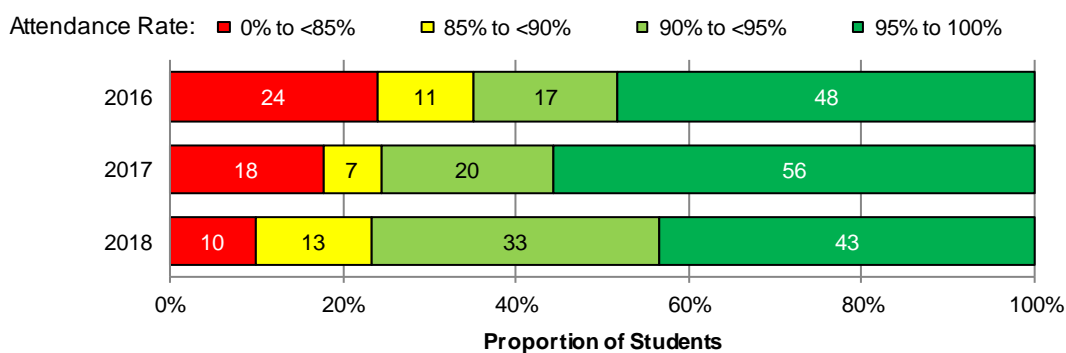
Year level	2016	2017	2018
Prep	86%	90%	92%
Year 1	89%	93%	86%
Year 2	97%	92%	96%
Year 3	90%	98%	96%
Year 4	85%	89%	95%
Year 5	94%	91%	93%
Year 6	92%	95%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

- Class rolls are electronically marked, in OneSchool, at the beginning of the day and at the commencement of the afternoon session
- Automatic SMS messages to parents if child is not at school
- Children who arrive late or leave early must be signed in/out by a parent in the schools arrive late /leave early register located in the school office
- Parents are able to notify the school by written note, the office phone, school mobile or email of a student's absence
- The school will contact the parents/ caregiver if there have been a number of unexplained or high absences reported or a pattern of late arrivals is detected
- Certificates are awarded to students with 95 to 100% attendance each term with additional acknowledgement given to students with 100%
- Prizes were awarded to all students with 100% attendance for the semester

The "every day counts" strategy was regularly communicated and regular attendance will continue to be a focus in 2019 as student achievement outcomes will only improve with regular attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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