



North 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

North Eton State School is a small school situated approximately 35 kilometres west of Mackay in Queensland. Our vision is to build confident, happy, self-directed learners in a caring, family environment through supportive yet challenging educational opportunities. When students leave Year 6 we want them to be knowledgeable, skilled, reflective and creative thinkers. We want them to be emotionally resilient youths who are prepared emotionally and socially for the transition to high school and other everyday life challenges. In our multi-age setting, students are encouraged to progress at the rate that best suits their ability rather than set year level programs. Personalised intervention and extension programs are a feature of our regular classroom practices. To ensure a balanced education, a range of extra-curricular activities are offered. These include interschool sporting events, public speaking and whole-school excursions. North Eton State School students have represented our school at a number of sporting events including athletics. During 2018, enrolments included students in Prep to Year 4.

Principal's Forward

North Eton State School has a commitment to catering to individual learning needs and ensuring that our school's vision for *"building confident, lifelong learners in a caring, family environment"* is the key message and core value underpinning all our teaching, learning and communications. Our shared vision is to enable children to reach their full potential in a variety of academic, cultural, social and extra-curricular areas, giving children every opportunity to extend their abilities.

Community plays an integral part in providing support and direction for the school vision and is welcomed at all times to be a part of the daily learning experiences and school management. North Eton State School is a wonderful school that boasts a staff who have many years of combined experience in education and who are dedicated to providing students with a caring and supportive learning environment.

Teaching and learning flourish at North Eton State School with the passionate commitment of community, friends and staff who are will to advance children through carefully directed curriculum goals where children feel comfortable enough to take risks as learning and be proud of their learning achievements by having many opportunities to showcase their skills to the wide community and to promote the excellent outcomes achieved at this school.

At North Eton State School, students are guided towards achieving respect for themselves and others, and are all on a continued journey together. Staff and community ensure that the school has a strong focus and vision for our children and their education to assist them with their immediate learning needs and potential futures.

The School Annual Report provides an outline of the schools continued growth and remarkable achievements for 2018 as well as identifying priorities for 2019. Our School Annual Report will be made accessible to people without the internet, with copies available at our school office and notifications of publication in the school newsletter.

School progress towards its goals in 2018

Staff worked towards the following priorities:

- **Continue to deliver the Australian Curriculum – English with a focus on spelling and writing. Improve confidence and ability of all students to become successful spellers and writers.**
 - The Words Their Way continuum was used in the classroom for feedback and goal setting. By the end of 2018, all students could articulate what they were learning in spelling and participate in setting new goals after they had achieved each set. 50% of students in Year 3 were in the U2B for spelling.
 - A daily writing program was implemented and embedded to lift and improve whole school writing fluency and engagement. 100% of students were engaged in the daily writing program and 50% of students in Year 3 were in U2B for writing.
- **Set the foundation for the implementation of Digital Technologies.**
 - Admin release teacher (0.2) collaborated with the Teacher Aide to plan, implement and deliver Digital Technologies using the C2C units. 100% of students achieved a C or above in semester 1.

- All teaching staff engaged in professional development to enhance teaching skills as well as build knowledge and capability. The Term 4 Pupil Free Day was utilised by the cluster to upskill staff in STEM
- **Identify and implement strategies that enhance Mathematical Knowledge and understanding.**
 - Students used Maths profiles to highlight current knowledge and areas for improvement (NESS-Steps to Success in Maths). All students in Years 1-4 could identify, articulate and track their areas for improvement.
 - High yield and research based strategies were used to respond to the challenges of the 21st century by involving students to use information to solve problems, generate and apply new ideas in specific context to create new links in thinking. 50% of students in Year 3 were in the U2B for numeracy.
- **Use collaboration to develop a community of learning with formal and informal partnerships within the school community and beyond.**
 - Staff meetings were used to discuss, interrogate and use authentic data to inform decision making. Staff meetings were held on a regular basis and minutes to show progress of data collection and decision making.
 - The school community (and beyond) were engaged in various events at the school.
 - Attendance fluctuated due to illnesses and family circumstances.
 - Collaboration and sharing with like schools continued.

Future outlook

Priorities for the 2019 school year include the following:

- **Continue to prioritise writing and spelling improvement through the following actions:**
 - Visible learning and goal setting – learning walls that students can interact with.
 - Individual student support and intervention - *Spelling Mastery*
 - Daily writing tasks – lifting and improving fluency and engagement.
 - Literacy rotations 3 x weekly with 3 x staff (Mon-Wed). Explicit instruction of spelling rules and writing.
 - Professional Development “*Writing is Taught, writing is not caught*” (Anita Archer – October, 2019)
- **Implement high yield teaching strategies to ensure every student is improving based on research**
 - Introduce Visible Learning books.
 - Visit schools in Northern Highway Cluster to gauge work to date in regards to Visible Learning.
 - Develop and use Learning Walls for all subjects (Hattie).
 - Visit schools to view teaching and learning practices (in and beyond cluster – big and small schools)
 - Continue to use formal staff meetings to discuss, interrogate and use authentic data to inform decision-making.
- **Further implement the use of ICT to transform the ways that students think, learn, communicate and represent knowledge.**
 - Build on 2018 technology curriculum and continue to deliver digital and design technologies as stipulated in Australian Curriculum.
 - Purchase laptops, ipads and charging station (with assistance from P&C) to utilise more frequently in classroom.
 - Utilise *Contemporary Practice Resources* site for teaching ideas and resources to implement more technology in curriculum.
 - Utilise OneChannel for online PD opportunities for teaching staff.
 - Visit Marian State School to view their BYOD classes to identify best practices.
 - Continue using software such as Typing Tournament to build typing skills in all ages.
 - Attend NAPLAN Online PD
- **Establishing and building upon partnerships with ‘like schools’ and community.**
 - Work closely with Eton State School to plan, assess and moderate. Shared staff meetings once per term.
 - Continue to build relationships with cluster schools – shared excursions, events and curriculum development.
 - Continue NESS Playgroup (beginning Term 2).

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	10	19	13
Girls	6	12	8
Boys	4	7	5
Indigenous		1	2
Enrolment continuity (Feb. – Nov.)	91%	76%	86%

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

North Eton was once the centre for sugar milling in the Pioneer Valley, now with the closure of the mill, North Eton has become a quiet community with most people working either in Mackay or “over the hill” in the mines. Unfortunately student numbers declined significantly over the past ten years due to a number of social, economic and environmental reasons. Enrolments at North Eton State School fluctuate depending on the year.

Over 75% of the students who attend North Eton State School reside within the immediate community.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	10	17	13
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

The school has a strong focus on English skills with mornings dedicated to literacy development and the middle session of the day focused on Mathematics. Due to the small cohort of students, attention to each child's

achievement is closely monitored, as is their emotional and social well being. Teachers and teacher aides work closely to promote each child's development. This is reflected in their current progress in school related and systemic tasks. Due to our cohort size, we cannot report on students results, however each year we aim to improve the literacy and numeracy outcomes in the school by achieving 100% of students meeting the national minimum standards in the Year 3 and 5 NAPLAN tests. We also aim to have 100% of students attain at least a C in English, Maths and Science.

Co-curricular activities

Students are offered a rich variety of academic, cultural, sporting, citizenship and social skills at North Eton State School. Participation in such activities enhances student confidence, builds resilience and develops skills such as teamwork and tolerance – all vital qualities if students are to maximize life's opportunities. Due to the small cohort of students at the school, staff attempts to involve the students in as many activities with other small schools as practically possible.

Activities include:

ACADEMIC

- Premier's Reading Challenge participation
- Leadership Courses and Conferences
- Transition to Prep Program
- Whitsunday Voices

CULTURAL

- NAIDOC week celebrations
- Musical Performance (end of year)

SPORTING

- Pioneer Valley Interschool Sporting Events
- Various sporting trials
- Swimming Lessons

CITIZENSHIP

- Anzac Day ceremony
- Remembrance Day

How information and communication technologies are used to assist learning

At North Eton State School students use technology as an integral part of their learning in everyday situations. The computer/student ratio is high, with students being able to access a computer when they need to. Classroom computers are accessed by a server so children have access to working files at all times. There are two Interactive Televisions at the school that allow students to develop their knowledge around keyless technologies and promotes active pedagogy. iDevices such as iPads are also utilised within class time to develop skills in a range of Key Learning Areas

Social climate

Overview

Due to the small cohort at North Eton, each student has an individualised and differentiated program to suit their specific needs. Staff take great care to ensure that the conditions are just right for learning to occur. They treat the well-being and safety of students as paramount importance for students to succeed and achieve.

Parents are welcomed into the school and classroom at all times to engage with students and the curriculum. Parents attend open days to celebrate student learning and achievement. Parent-teacher meetings are highly attended and parents and staff communicate through a range of avenues.

In 2018, the school had no Disciplinary Absences. As per the school's Responsible Behaviour Plan, we acknowledge that students, staff and parents have responsibilities in regards to being part of the school community. At North Eton

State School we foster a Bully Free environment. Staff use positive reinforcement to build self-esteem and assist with providing a safe learning environment in the classroom and playground.

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%	DW
• this is a good school (S2035)	100%	100%	DW
• their child likes being at this school* (S2001)	75%	100%	DW
• their child feels safe at this school* (S2002)	100%	100%	DW
• their child's learning needs are being met at this school* (S2003)	100%	100%	DW
• their child is making good progress at this school* (S2004)	100%	100%	DW
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	100%	DW
• teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
• teachers at this school treat students fairly* (S2008)	100%	100%	DW
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
• this school works with them to support their child's learning* (S2010)	100%	100%	DW
• this school takes parents' opinions seriously* (S2011)	100%	100%	DW
• student behaviour is well managed at this school* (S2012)	100%	100%	DW
• this school looks for ways to improve* (S2013)	100%	100%	DW
• this school is well maintained* (S2014)	100%	100%	DW

* 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)	DW	DW	DW
• they like being at their school* (S2036)	DW	DW	DW
• they feel safe at their school* (S2037)	DW	DW	DW
• their teachers motivate them to learn* (S2038)	DW	DW	DW
• their teachers expect them to do their best* (S2039)	DW	DW	DW
• their teachers provide them with useful feedback about their school work* (S2040)	DW	DW	DW
• teachers treat students fairly at their school* (S2041)	DW	DW	DW
• they can talk to their teachers about their concerns* (S2042)	DW	DW	DW
• their school takes students' opinions seriously* (S2043)	DW	DW	DW
• student behaviour is well managed at their school* (S2044)	DW	DW	DW
• their school looks for ways to improve* (S2045)	DW	DW	DW
• their school is well maintained* (S2046)	DW	DW	DW

Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	DW	DW	DW

* 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)	DW	DW	DW
• 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)	83%	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

Parents and family members are integral stakeholders within the school community and are invited to play an active role in their child's education. Historically parents have high expectations on their child's learning, the school's curriculum program and the work being done at the school.

In 2018, the school P&C maintained numbers and continued to be very supportive of the school, staff and students.

Parents are involved in transporting and assisting with the supervision of children for various extra-curricular activities such as open days, concerts, culminating activities and classroom support.

Parents and teachers speak to each other frequently with the school's "open door policy". Formal interviews about children's progress are held at regular semester intervals. The P&C are also updated regularly about classroom plans and achievements and newsletters and updates are sent home regularly to foster a strong communication link between home and school.

The school also operates a very successful playgroup for the local community. A large number of young families attend weekly.

Respectful relationships education programs

The school has developed and implemented a program that focus on appropriate, respectful, equitable and healthy relationships. This is being addressed through the Australian Curriculum HPE. The program – which includes the Daniel Morcombe units on personal safety also includes identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. The program also seeks to build a culture that seeks to prevent gender based violence, through the building of respectful relationships.

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

At North Eton State School, staff, students and the community are conscious of the environmental impact the school makes. Rain water tanks are used for drinking and general use, recycling bins are actively used in the classroom and playgrounds, and solar panels are used to offset the power usage.

Future practices have been identified to help supplement those practices already implemented, and thus help to further reduce North Eton State School's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	14,273	77,628	14,105
Water (kL)			

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

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.



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	2	5	0
Full-time equivalents	1	2	0

*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	1
Graduate Diploma etc.*	
Bachelor degree	1
Diploma	
Certificate	

*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 \$2235

The major professional development initiatives are as follows:

- Mandatory Training for all staff
- National School Improvement Tool (Principal Training)
- Regional Principal Conference.
- Cluster Professional Developments

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.	98%	96%	99%

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	93%	95%	96%
Attendance rate for Indigenous** students at this school		DW	99%

* 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

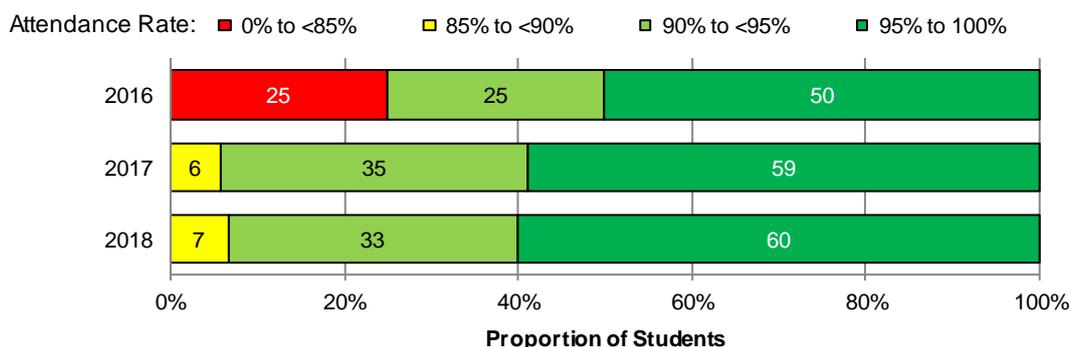
Year level	2016	2017	2018
Prep	86%	95%	97%
Year 1	93%	96%	96%
Year 2		95%	98%
Year 3	DW	94%	92%
Year 4	97%	DW	94%
Year 5		95%	
Year 6			

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.

At North Eton State School, we believe that everyday counts. Our school requests that student absences (including late arrivals and early departures) must be accompanied with a note or a phone call from the parent explaining why. The school roll is marked twice a day at 8:30 a.m. and 1:30p.m. Students arriving after this time are marked as late. Absentee codes are kept to record late arrivals, illnesses, and other planned and unplanned absences.

Parents are contacted via text message by 9.30am when a student is absent from school. Long term absences are followed through with letters and personal, direct communications with the principal

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

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

