North Eton State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

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 a large part in providing support and direction for the school vision and is welcomed at all times to be a part of daily learning experiences and school management. North Eton 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 willing to advance children through carefully directed curriculum goals where children feel comfortable enough to take risks as learners. Students are proud of their learning achievements and have many opportunities to showcase their skills to the wider community and promote the excellent outcomes achieved at this school.

At North Eton 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 school's continued growth and remarkable achievements for 2015 as well as identifying priorities for 2016. Our School Annual Report will be made accessible to people without the internet, with copies available from our school office and notifications of publication in the school newsletter.

School progress towards its goals in 2015

Key priorities for 2015	Progress towards completion
Reading – Lifting teaching and learning practices to enable school data to reflect improvement results.	✓ Staff used explicit teaching as a main pedagogy to teach reading. ✓ Vocabulary and Reading workshops attended in 2014 and skills learnt by teaching staff implemented in 2015. ✓ Parent volunteers attended each morning to read with students. ✓ Guided reading groups implemented 3 mornings each week. ✓ Students in P-2 improved in reading comprehension by up to 5 PM Reading levels each semester.
Retention – Establishing strong, innovative and sustainable partnerships within the local community	A range of school events and activities were held to encourage participation and engagement by the wider community. These included: ✓ Under 8s day attended by over 100 children from cluster schools, parents and playgroup members ✓ Ready Readers Workshop for parents ✓ Playgroup continued to thrive and join the school for shared events. ✓ P&C hosted highly successful "Cocktails in the Canefield" for women in the community. ✓ Christmas concert was heavily attended by family and friends. ✓ Social media pages used to promote the school and engage the community.
Attendance – Engaging with community to emphasise the importance of high attendance	Newsletter articles consistently shared the importance of attendance. School attendance rate and future goals added to the newsletter each fortnight. 88% of students attended 90% or more of the time. Attendance increased from 93.9% in Semester 1 to 95.3% in Semester 2.
Teaching Quality – building staff capacity and capability to develop and deliver high quality pedagogy.	Staff worked with newly appointed cluster HOC to plan and deliver high quality pedagogy. Cluster and school mentoring and coaching program established to improve teaching practice.
Monitoring student achievement – implementing an internal monitoring framework and data storage process.	Student data ustilised to develop individualised teaching program. Staff participated in cluster moderation. Central data collection (CQ3S) utilised to store and analyse student achievement.

Future outlook

Major priorities for 2016 are –

PRIORITY	STRATEGY
➢ Literate Learners	o Creating a culture at NESS that encourages all students to engage in writing o Identifying and implementing strategies that enhance the spelling ability and confidence of individuals as part of a whole school focus.
➢ Engaged Community	o Engaging the community, business and industry in school decision making
➢ Teaching Quality	o Building a strong and innovative workforce o Creating a culture of shared learning and pedagogy.

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	9	5	4		50%
2014	9	6	3		89%
2015	14	8	6		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 no students enrolled in a Pre-Prep program.*

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

Characteristics of the student body:

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 five years due to a number of social, economic and environment reasons. However currently, enrolments are on the increase.

Over 50% of the students who attend North Eton State School don't reside within the immediate community and travel by car to school each day.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	9	9	14
Year 4 – Year 7 Primary			
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.

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School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	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

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 number of students, attention to each child's achievement is closely monitored with the teacher and teacher aides working 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 student 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.

Extra curricula 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 attempt 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
- Rememberance Day

How Information and Communication Technologies are used to improve 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 Electronic Whiteboards at the school that allow students to develop their knowledge around keyless technologies and promotes active pedagogy. iDevices such as iPods and iPads are also utilised within class time to develop skills in a range of Key Learning Areas.

Social Climate

From data gathered from school opinion surveys, 100% of parents reported that they were either **satisfied** or **very satisfied** with the behaviour of students and thought that their child was treated fairly at North Eton State School. The same numbers of parents were **satisfied** or **very satisfied** that their child was happy to go to this school and with the student discipline at the school during 2015. Parents and staff continued to work together to enhance the learning opportunities provided at our school. Each day students learn and achieve to the best of their ability. Our school remains a happy, safe and stimulating environment for the students.

In 2015, 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.

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 engaged with students and the curriculum. Parents volunteer to assist with reading each morning and 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.

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

Performance measure			

Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	DW
they like being at their school (S2036)	100%	100%	DW
they feel safe at their school (S2037)	100%	100%	DW
their teachers motivate them to learn (S2038)	100%	100%	DW
their teachers expect them to do their best (S2039)	100%	100%	DW
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	DW
teachers treat students fairly at their school (S2041)	100%	100%	DW
they can talk to their teachers about their concerns (S2042)	100%	100%	DW
their school takes students' opinions seriously (S2043)	100%	100%	DW
student behaviour is well managed at their school (S2044)	100%	100%	DW
their school looks for ways to improve (S2045)	100%	100%	DW
their school is well maintained (S2046)	100%	100%	DW
their school gives them opportunities to do interesting things (S2047)	100%	100%	DW

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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	67%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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 of their child's learning, the school's curriculum program and the work being done at the school.

In 2015, the school P&C increased in 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 are invited to assist with our whole school reading programme "every hour of every day" where all children receive 1:1 learning support for reading. 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, where achievements, newsletters and updates are sent home regularly to foster a strong communication link between home and school.

Reducing the 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, recyling 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	7,123	0
2013-2014	5,917	0
2014-2015	7,964	

*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

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2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time equivalents	1	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**2**
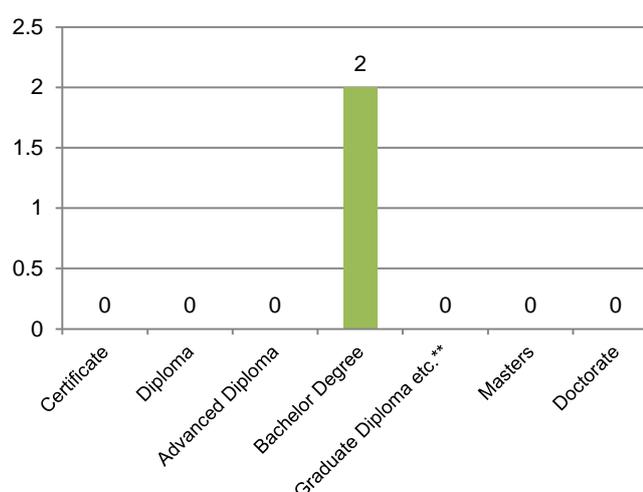
*Teaching staff includes School Leaders

**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 $5036.90

The major professional development initiatives are as follows:

- ICT Roadshow
- Cleaners Annual Training
- Principals Conference
- QASSP State Council Meetings and Conference
- Australian School Business Administrators Colloquium
- Online Training and Webinars for Principals
- Mandated training for all staff including Asbestos, Financial Training, Student Protection and Code of Conduct.
- Pioneer Valley Cluster workshops and meetings
- School-based coaching and mentoring

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.	98%	99%	98%

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 2015 school year.

School income broken down 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.**

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

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).			45%

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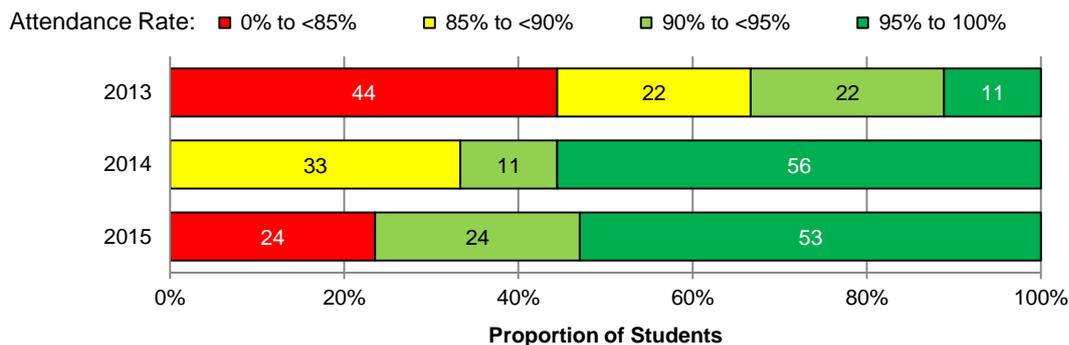
Student attendance rate for each year level (shown as a percentage)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	84%	91%			DW	DW	DW	89%					
2014	DW	93%	98%				93%	88%					
2015	97%	95%	95%	98%			80%						

*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.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year		
2013	44 / 22 / 22 / 11	
2014	33 / 11 / 56	
2015	24 / 24 / 53	

Proportion of Students (0% – 100%)

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 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 10:00am when a student is absent from school. Long term absences are followed through with letters and personal, direct communications with the principal.

Queensland Government

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.**

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.