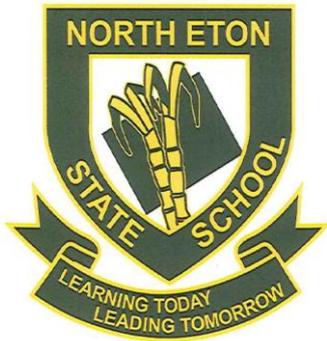


North Eton State School (0731)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

North Eton State School has a commitment to catering for 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 play a large part in providing support and direction for the school vision and are welcomed at all times to be a part of daily learning experiences and school management. North Eton is a wonderful school that enjoys a staff that 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 and be proud of their learning achievements by having many opportunities to showcase their skills to the wider community and to promote the excellent outcomes achieved at this school.

The North Eton "family" expect and guide children towards achieving respect for themselves and others and we are all on a continued journey together to ensure that the North Eton State 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 2012 as well as identifying priorities for 2013. 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.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2012

Key priorities for 2012	Progress towards completion
Make improvement in reading and spelling so that every student is at or above the Australian average	<p>Reading targets and strategy cards were used to for students to be accountable for their learning and progress in regards to reading</p> <p>Reading progress was monitored closely and regularly through the use of PM benchmarks and Informal Prose Inventory diagnostic assessments.</p> <p>Strategies from <i>Words their Way</i> were utilised to help improve spelling</p> <p>C2C spelling framework was implemented</p>
Imbed target and goal setting strategies and ensure individual student tracking is maintained	<p>Goal setting was explicitly taught during Health lessons. Continuing into 2013.</p> <p>Personal goals for school and home were established for each student.</p>
Update and utilise current school technology	An iPad was purchased for student use. Continuing into 2013.
Implement the Australian Curriculum – English, Maths and Science	Australian Curriculum was used throughout the year in English, Maths and Science. Preparations for History were made. This is an ongoing priority.

Future outlook

Major Priorities in 2013 are -

- Explicit Instruction
- Developing a school pedagogical framework
- Reading
- Writing, including spelling, grammar and punctuation
- Numeracy
- Science
- Retention, attainment and transition at key junctures of schooling
- Closing the Gap between attendance and outcomes of indigenous and non-indigenous students

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	20	11	9	95%
2011	12	7	5	86%
2012	5	3	2	63%

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

Characteristics of the student body:

North Eton was once a centre for sugar milling in the Pioneer Valley now with the closure of mill North Eton has become a quiet community with most people working either in Mackay or 'over the hill' in the mines. Student numbers have been declining in recent years due to a number of social, economic and environmental reasons. Students at North Eton SS all live locally, most walk or ride to school each day and most students are active with sporting or recreational pursuits provided in the local area or in Mackay. Students at North Eton have the best of both worlds; they are learning and growing in a rural environment but they are not too far from any opportunity they seek.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	5	3	0
Year 4 – Year 7	15	9	8

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
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

Curriculum offerings

Our distinctive curriculum offerings

The school has a strong focus on English skills with mornings dedicated to literacy development and the middle session of the day focused on maths.

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 benchmarks in the Years 3, 5 and 7 tests.

Students also participate in Small Schools' Athletics and Swimming carnivals where the school competes against like schools in the Pioneer Valley cluster.

Japanese is studied at the school during LOTE lessons.

The Arts, including Music, is delivered by a visiting specialist teacher once a week.

Extra curricula activities

Due to the work of staff and parents children had the opportunity to participate in a range of activities. These include:

- Leadership Courses & Conferences
- Pioneer Valley Interschool Sporting Events
- Pre Prep Program
- Pioneer Valley Maths Competition
- Pioneer Valley Speaking Competition
- School Camp
- Swimming Lessons

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 Electronic Whiteboards at the school which allow children to develop their knowledge around keyless technologies and promotes active pedagogy.

Some of the ways ICTs are used at North Eton State School include:

- For the integration of curriculum in many key learning areas.
- Utilising Microsoft Office software to plan and publish school work.
- Accessing the internet to learning via Web quests and Websites.
- Accessing online math investigations and other key learning areas.
- Utilising purchased software for development of core skills.
- Access to online learning via The Learning Place.

Staff also access The Learning Place to complete online learning to progress in their professional development.

Our school at a glance

Social climate

From data gathered from school opinion surveys, a high number of parents reported that they were either **satisfied** or **very satisfied** with the behaviour of students and thought that their child/ren were treated fairly at North Eton State School. The same numbers of parents were **satisfied** or **very satisfied** that their child/ren were happy to go to this school and with the student discipline at the school during 2012.

Parents and staff continued to work together to enhance the learning opportunities provided at our school. The small number of children enrolled in 2012 was highlighted with the children working and playing together well. Each day they learn and achieve to the best of their ability. Our school remains a happy, safe and stimulating environment for the students.

In 2012, the school had no Disciplinary Absences. At North Eton State School we foster a Bully Free environment. A learning approach is used called Emotions-ABC. **A** is for awareness, **B** for behaviour and **C** for change. This system assisted to promote consistent, socially acceptable behaviour. We 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 with the school

100% of parents, students and staff were satisfied overall with all facets of the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	80.0%
student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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

Although there were fewer meetings in 2012, particularly in the 1st half of the year, the members of the P&C association have continued to be very supportive of the school, staff and students. The P&C conducted a number of community activities that provided funds that were distributed to the school to enhance the children's learning.

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. The school community is also involved in the upkeep of the school grounds and maintained it thoroughly and regularly through working bees and a mowing roster.

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 also speak to each other frequently with the school's "open door policy" and also interviews about children's progress being held at regular semester intervals with all classroom teachers. 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.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	19,105	0
2010-2011	0	0
2011-2012	8,275	0

Our staff profile

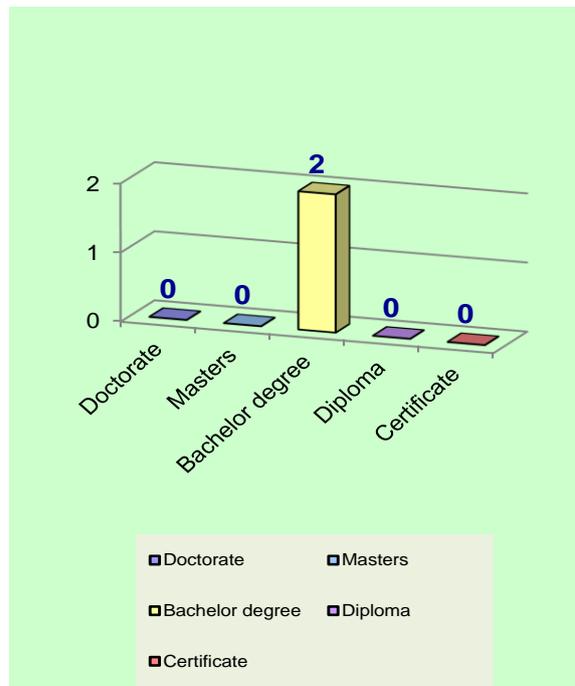
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1.2	1.5	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	2
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$1929.16.

The major professional development initiatives are as follows:

- First Steps in Reading
- Differentiating Literacy
- Enhancing Teacher Aide capabilities
- Pioneer Valley Cluster workshops and meetings
- Mandated training for all staff including Asbestos, Financial Training, Student Protection and Code of Conduct

Our staff profile

- Central Queensland Principal Business Meetings
- Band 5 Explicit Instruction Network

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.4%	96.7%	98.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 15.3% of staff was retained by the school for the entire 2012 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/>. (The School information below is available on the My School web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School web site).

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

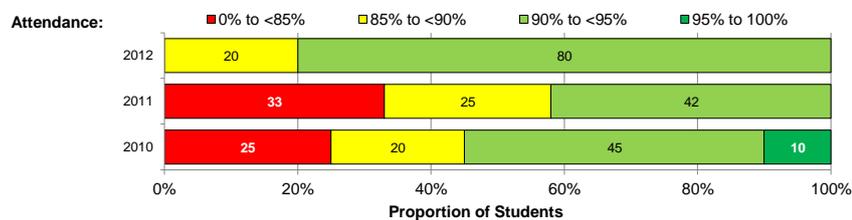
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	DW	93%	DW	90%	85%	91%	85%
2011	DW	DW	DW	N/A	92%	89%	86%
2012	N/A	DW	N/A	DW	N/A	DW	DW

DW = Data withheld to ensure confidentiality.

The overall attendance rate for the students at North Eton State School (shown as a percentage) in 2012 was 91.2%. All steps are taken to ensure that students and their families understand the importance of attending school every day.

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.

Short term absences are followed up by the school principal with a school based absentee notice which parents are asked to respond to via the Communication Book system that the school has established and is communicated in daily by both parents and teachers.

Long term absences are followed through with letters and personal, direct communications with the principal.

Performance of our students

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/>.

Data has been withheld for 2012 due to the small number of students. There were no Yr 3 or Yr 5 students enrolled in the school in 2012.

Collectively for the period 2010 to 2011 student results have been inconsistent, with Year 3 and year 7 students being at or above the national minimum standards across the majority of strands but the school mean for this time has been consistently below the national means at least 50% of the time.

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

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past four years, North Eton State School has had no Indigenous students in Year 3. Therefore, comments cannot be made on NAPLAN performance. In addition, due to the small number of Indigenous students across the school, comments regarding student attendance cannot be made. However, Indigenous perspectives are taught in all year levels and across all learning areas.