

# North Eton State School

## Queensland State School Reporting

### 2014 School Annual Report



Postal address	Kinchant Dam Road North Eton 4741
Phone	(07) 4954 1267
Fax	nil
Email	the.principal@northetonss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Geraldine Parkes (Principal)

## 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 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.

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 2014 as well as identifying priorities for 2015. 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 2014

Key priorities for 2014	Progress towards completion
<p><b>Reading –</b></p> <p>Use reading data to improve reading outcomes for all students</p> <p>Implement North Eton Reading Framework</p>	<p>Whole school reading program and strategies were reviewed.</p> <p>New reading framework was created and implemented in Semester 2, 2013. The consolidation phase continued into 2014.</p> <p>Reading resources were updated – take-home readers, guided reading resources and C2C suggested books were purchased.</p>
<p><b>Australian Curriculum –</b></p> <p>School based decisions in relation to how the C2C units can 'best fit' our school context</p>	<p>Four year plan created (2013-2017). Australian Curriculum (through C2C units) and Queensland Key Learning Areas included.</p> <p>Flexibility required depending on the cohort (year level and ability).</p>
<p><b>Student retention</b></p> <p>Work with community members to maintain our successful Playgroup at North Eton SS.</p> <p>Increase school enrolments</p>	<p>The North Eton State School Playgroup commenced in Term 1 of 2014. This proved very successful and viable with between 25 and 35 children attending throughout the year.</p> <p>A Prep transition program was established for students enrolling in Prep for 2015. Four students attended one day per week.</p> <p>Enrolments at the beginning of 2014 were 9, by the end of the year, enrolments had increased to 13.</p>
<p><b>Monitoring Student achievement –</b></p> <p>Implement a School Assessment Framework and data storage process.</p>	<p>Teaching Principal participated in workshops with the Principal Education Officer (School Improvement) to ascertain the "best fit" for our school in regards to data storage processes. Continuing into 2014.</p>
<p><b>High quality teaching practices</b></p> <p>Creation and implementation of the North Eton Pedagogical Framework</p> <p>Peer observation in classrooms by teaching staff</p> <p>Explicit teaching</p> <p>Great results guarantee – staff capacity</p>	<p>Teaching Principal worked closely with staff, parents and the Pioneer Valley cluster to develop a Pedagogical Framework. Implementation continued into 2014.</p> <p>All staff worked with Pedagogy coach to refine and extend delivery of Explicit teaching.</p> <p>Great Results Guarantee funding was used to employ a 2<sup>nd</sup> teacher Aide to be in the classroom during peak learning time throughout the year. Funding was also used for Teacher Aides to attend Professional Development in Reading to build capacity in this area.</p>
<p><b>Attendance</b></p> <p>Continue to promote and further improve attendance.</p>	<p>Student attendance improved from 93% in Semester 1 to 95% in Semester 2. This was a further improvement from 2013 data (88% in Semester 1 and 92% in Semester 2)</p>

### Future outlook

Major priorities for 2015 are –

- Reading – lifting teaching and learning practices to enable school data to reflect improved results.
- Student Retention – establishing strong, innovative and sustainable partnerships within the local community
- Attendance – engaging with community to emphasise the importance of high attendances
- Teaching Quality – building staff capacity and capability to develop and deliver high quality pedagogy.
- Monitoring Student Achievement – implementing an internal monitoring framework and data storage process.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	5	3	2	63%
2013	9	5	4	50%
2014	9	6	3	89%

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

### 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.

The majority of students at North Eton State School don't live within the immediate community and travel by car to school each day. Most of the students enrolled at the school, are from farming families within the district. 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		
	2012	2013	2014
Prep – Year 3		9	9
Year 4 – Year 7 Primary	4		
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## 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 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, 5 and 7 tests.

Students at North Eton State School 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

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

#### SPORTING

- Pioneer Valley Interschool Sporting Events
- Sporting trials – basketball and netball
- Swimming Lessons

#### CITIZENSHIP

- Anzac Day ceremony

## 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 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, a high number 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 2014.

Parents and staff continued to work together to enhance the learning opportunities provided at our school. The small number of children enrolled in 2014 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 2014, 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 with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
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)	100%	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)	100%	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

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
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)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	80%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
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%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 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.

Although numbers within the P&C have dwindled substantially over the past few years, current members have 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 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

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	8,275	0
2012-2013	7,123	0
2013-2014	5,917	0

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.

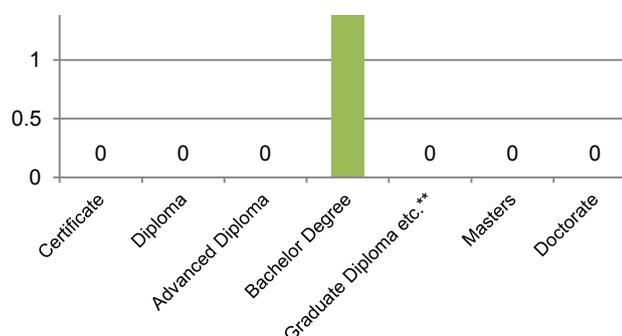
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time equivalents	1	2	0

### Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>2</b>



\*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 2014 were \$3874.71

The major professional development initiatives are as follows:

- Aspergers Professional Seminar with Prof. Tony Attwood
- Explicit Instruction
- QASSP State Conference
- Vocabulary and Reading workshop with Kay Rankin
- Pioneer Valley Cluster workshops and meetings
- Mandated training for all staff including Asbestos, Financial training, Student Protection and Code of Conduct
- Principal Regional Conference and business meetings

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	99%

## 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 2014 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.

### 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	88%	93%

The overall student attendance rate improved from 93% in Semester 1 to 95% in Semester 2. This was a further improvement from 2013 data (88% in Semester 1 and 92% in Semester 2).

The percentage of students attending school 95-100% of the time increased from 11.1% in 2013 to 55.6% in 2014.

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012		DW		DW		DW	DW
2013	DW			DW	DW	DW	DW
2014	DW	DW				DW	DW

DW = Data withheld to ensure confidentiality.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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 when a student is absent from school for more than two days with unexplained absences.

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

### 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/>.

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### 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 five 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.