



Eagleby South State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Education at Eagleby South State School is about ensuring that students are positioned for success in later life. We focus on providing a curriculum that is rich in diverse experiences, whilst also providing the social grounding that students require to become independent productive people. The school motto of 'Aim Higher' embodies the school community focus of ensuring that every child strives to do their best. Special Education at Eagleby South follows an inclusive model, catering for the needs of each verified student. Our school offers a vital Intervention Program that focuses on providing a literacy and numeracy based grounding that will benefit children for life. Our students have access to a wide range of additional support services including a school-based chaplain and Life Line counsellor. Our students have the opportunity to participate in a range of extra-curricular activities including Tournament of the Minds, academic competitions, musicals, instrumental music and sport. At Eagleby South State School we expect students to meet a high standard of personal accountability so that they own their decisions, and thus the successes they earn through endeavour and persistence.

Principal's Forward

Introduction

The following report communicates the profile of our school within the local community and sets out the distinctive and responsive Eagleby South approach to quality education that forms around key mandates, goals and aspirations. It aims to provide a summary of the progress and achievements of the school students and staff. It also provides an opportunity to highlight the strategies and successes that form our unique response to the needs of local students and community. At Eagleby South State School we entrust ourselves with the clear mandate of "making a difference for every child". We strive to "Aim Higher" and see a continually innovative and personalised program as an absolute requirement.

School Progress towards its goals in 2016

Working Memory – screening and subsequent intervention (Rip it Up, Jungle Memory)

- ✓ Improving Reading across the school – developing a consistent, sequential whole-school program for reading improvement.
- ✓ Improving Numeracy across the school—including use of regular formative assessment
- ✓ Maximised student development and wellbeing – via ESSSICS group and University therapy support
- ✓ Indigenous Education – Homework club, Community Art Workshop
- ✓ Pedagogical Framework – revised in line with reading improvement agenda
- ✓ Explicit Improvement Agenda – revised in line with reading improvement agenda
- ✓ Data informed Practice, and professional development subsumed into Professional Learning Community teams model.
- ✓ In addition to AIP priorities. A full-time Literacy Coach position (partially financed by South East Region) was commenced. The key area for this work was the introduction of a Whole School Reading Framework with associated improvements to classroom teaching of Literacy.

Future Outlook

Key areas for improvement as outlined in the 2016 Annual Implementation Plan include

- Attendance
- Reading
- Literacy
- Numeracy

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	432	216	216	79	84%
2015*	386	211	175	59	84%
2016	395	198	197	65	87%

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 2016, 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/early-childhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The school represents a vibrant and growing body of students from a diverse range of backgrounds. Numbers have steadily risen over the past three years. Encouragingly, the strongest growth has been in Prep. As mentioned above, junior school enrolments are almost double that of the senior classes – indicating a possible surge of growth. Our Prep to Year 7 enrolments continue to be drawn from the local suburb of Eagleby. A small but significant group of students are enrolled from further afield due to success in securing improved outcomes for at-risk young people. While some students do experience a level of socio-economic disadvantage, the school works hard to communicate high expectations and deliver improved outcomes. The student population combines a rich blend of socio-economic and culturally diverse elements. We have students from many cultural backgrounds including Pacifica, European, African and Asian. A further increase in students with English as a second language has occurred in the past 12 months. A number of students in out of home care have been placed at the school due to the strongly supportive reputation of the school. Indigenous numbers also continue to rise, particularly in the junior school which is pleasing as it may indicate increasing levels of acknowledgement which have been a priority in the school in the past 2 years. The C&K attached to the school has recently grown to two full groups and most of these students are destined to attend Eagleby South State School.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	27	23	22
Year 4 – Year 7	25	22	25
Year 8 – 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.

Curriculum Delivery



Our Approach to Curriculum Delivery

Our school is committed to delivering the Australian Curriculum in a carefully differentiated manner with transparent oversight of teaching and curriculum delivery. We have now embedded whole school frameworks for Reading, Writing and Numeracy. Teachers are supported by coaching a Pedagogical Coach and are also involved in regular Round Table meetings linked to inquiry cycle designed to analyse, reflect and respond to data which reveal individual student progress

Co-curricular Activities

- Gardening
- School Wellness Nurse (individual Students and Families)
- Mutooroo – Aboriginal Bush Tucker Garden (established 1989)
- Homework and Culture Club (Indigenous Students)
- Chaplaincy
- Instrumental Music
- BEAM – Parents as First Teachers course
- Parenting support groups - Parents Under Pressure
- Playgroup
- Lunchtime Bike Repair and Manual Arts
- Poultry and Veggie garden
- Mibbun Jinndi (Nurture Group) for students who have experienced trauma and exhibit disengagement
- Therapeutic Interventions including (Supervised Counselling Students, Sand Tray Therapy, Theraplay)
- SupaKlds – Resilience and Safety Program
- Life Education

How Information and Communication Technologies are used to Assist Learning

The staff and students of Eagleby South State School are actively involved in using ICT's every day in their classrooms. All classrooms now have interactive whiteboards. Each double classroom has at least 6 portable computers or devices and classes have access to a large well-resourced school computer lab. Our teachers and students also use other ICT devices such as Ipads, digital microscopes, cameras, video cameras and visualisers to enhance the students learning experiences. At Eagleby South we believe that ICT's are vital tools to engage children in personally relevant learning experiences. We also believe that, like any teaching/learning tool ICT's must be used purposefully and strategically to target improved student outcomes.

Social Climate

Overview

At Eagleby South State School we have an endorsed Responsible Behaviour Plan which clearly outlines our school rules, expectations and consequences. All students and parents are made clearly aware of these on enrolment and in class at the beginning of each term. Explicit teaching of Rules and positive behaviour options is taught by class teachers regularly. This ensures that all students are aware of our expectations and feel safe and supported at school. Bullying in any form (verbal, physical or electronic) is not accepted nor tolerated. Our Special Needs Action Committee meets weekly to support student well-being at school. Our PBL committee works diligently to establish and monitor consistent and explicit. This group comprises our Guidance Officer, Lifeline Counsellor, Social Worker, Student Welfare Officer, Speech Therapist, Behaviour Advisory Teacher, School Nurse, Chaplain, and Every Child Counts workers. Our School Nurse is employed to assist with student wellbeing and illness.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree[#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	91%	100%
their child likes being at this school* (S2001)	100%	100%	93%
their child feels safe at this school* (S2002)	100%	91%	93%
their child's learning needs are being met at this school* (S2003)	94%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	94%	82%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers w ho agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	93%	80%	93%
student behaviour is well managed at this school* (S2012)	83%	82%	87%
this school looks for ways to improve* (S2013)	100%	91%	93%
this school is well maintained* (S2014)	94%	82%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	93%	100%
they like being at their school* (S2036)	97%	98%	95%
they feel safe at their school* (S2037)	97%	95%	95%
their teachers motivate them to learn* (S2038)	98%	95%	92%
their teachers expect them to do their best* (S2039)	100%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	96%	97%
teachers treat students fairly at their school* (S2041)	92%	98%	92%
they can talk to their teachers about their concerns* (S2042)	84%	88%	90%
their school takes students' opinions seriously* (S2043)	85%	91%	89%
student behaviour is well managed at their school* (S2044)	81%	92%	81%
their school looks for ways to improve* (S2045)	98%	98%	98%
their school is well maintained* (S2046)	89%	93%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	97%	92%

Staff opinion survey

Performance measure			
Percentage of school staff w ho agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	97%	100%
they feel that their school is a safe place in which to work (S2070)	97%	89%	95%
they receive useful feedback about their work at their school (S2071)	76%	89%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	94%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	100%
student behaviour is well managed at their school (S2074)	91%	91%	95%
staff are well supported at their school (S2075)	94%	92%	95%
their school takes staff opinions seriously (S2076)	94%	94%	97%
their school looks for ways to improve (S2077)	97%	100%	98%
their school is well maintained (S2078)	97%	97%	95%
their school gives them opportunities to do interesting	97%	97%	95%

Performance measure	2014	2015	2016
Percentage of school staff who agree [#] that things (S2079)			

* 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

Eagleby South has for around 8 years enjoyed an extremely high ratio of students with disabilities and complex needs. As a result of this widely-known commitment we have attracted interest and support from diverse agencies and organizations with a stake or interest in providing for children with complex needs. This inclusive openness has drawn in high levels of expertise and support that has benefited not only students with disabilities but the wider student community. This work has required us to consult extensively with specialist medical and therapeutic services and the parents of students with diverse needs. We are particularly proud of this work, and remain committed to a radically inclusive and wholistic approach to education. Our HOSSES was promoted to Deputy Principal Student Services under a workplace reform to properly recognize the pivotal and wide-reaching role of educational adjustments at Eagleby South.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Eagleby South has strong and significant relationships with local external agencies that provide support for students and families in need of care or advice.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	140	151	108
Long Suspensions – 6 to 20 days	6	4	2
Exclusions	3	1	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.

Environmental Footprint

Reducing the school's environmental footprint

During 2016 Eagleby South sought to involve students actively in several projects including recycling paper products into combustible bricks. We have also employed the services of poultry to recycle the waste food items from our catered training room. Our chickens are not only excellent recyclers but provide husbandry responsibilities for our students. Our rooftop solar panels continue to reduce the school's environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	199,144	18,517
2014-2015	179,997	1,601
2015-2016	185,902	1,974

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.

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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	26	<5
Full-time Equivalent	32	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	1
Bachelor degree	34
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

**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 2016 were \$8000 plus co-contribution towards wages for our Pedagogical Coach estimated at \$20000.

The major professional development initiatives are as follows:

Pedagogical Coaching – involving coaching, feedback and observation cycles which include voluntary videoing and collaborative analysis of teaching in targeted areas. Focus in 2016 was on ensuring schoolwide proficiency in the elements of our Schoolwide Reading Framework.

School-based professional development at 90% of weekly staff meetings.

Reading Round Table Meetings each term (Class Teacher, Coach, DP, Principal, HOC) interrogating and responding to individual student progress. Professional development is prescribed and negotiated at these meetings which themselves function to develop teacher professional knowledge and data literacy.

Watching Others Work

Coach modelled and video recorded lessons on targeted teaching areas/strategies.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	87%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	84%	86%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

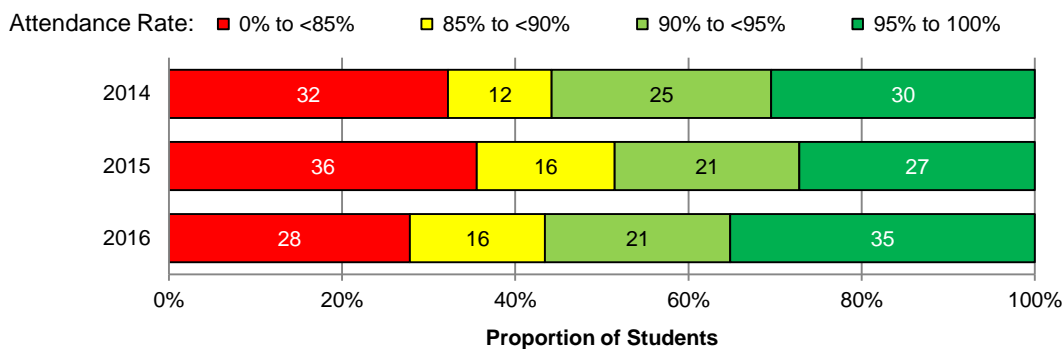
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	91%	86%	91%	88%	87%	84%	80%					
2015	88%	85%	89%	87%	88%	90%	84%						
2016	88%	88%	88%	91%	89%	90%	90%						

*Attendance rates effectively count 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:



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.

The school has engaged in a range of strategies to improve attendance

The Walking School Bus initiative continues. This involves groups of students under staff supervision walking through the local community collecting students and walking together to school. Walking bus runs are strategically devised to collect at risk students and those who have had a poor record of attendance or punctuality. Staff are dressed in distinctive high-visibility garments and actively encourage students to join the bus. Some students are referred directly to the program during meetings. Class attendance data will now be discussed explicitly and presented by classroom teachers each day. Reward systems were established to address attendance. Attendance was made a prominent and unavoidable theme in all modes of school communication, as this is an area of key concern.

NAPLAN

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.

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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.

