



Eagleby South State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

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## From the Principal

### 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.

### School progress towards its goals in 2018

Oral Language - Use of Speech-language Therapist designed program for all Preps and subsequent further intervention for all students identified via the Sutherland Phonological Awareness Test.

- ✓ Working Memory – screening and subsequent intervention (Rip it Up)
- ✓ 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
- ✓ Indigenous Education – Homework club, Community Art Workshop
- ✓ Establish Indigenous dance troupe
- ✓ Establish culture group for Pacifica community
- ✓ Data informed Practice, and professional development subsumed into Professional Learning Community teams model.

### Future outlook

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

- Reading
- Literacy
- Numeracy
- Priority Areas of Development are
- Consistency in Pedagogical Practices
- Attendance
- High Yield Strategies embedded across all year level
- Boosting standards in Literacy, Numeracy and student Wellbeing will remain foreground concerns at Eagleby South. The gradual improvements of the past four years are merely taken as indications that optimism is warranted and expectations should remain unremittingly high. The school has continued to grow – with prep and early years enrolments being far higher than residual enrolments in the upper years. Building projects are completed and growth continues and should exceed 500 in 2018. Further buildings will be required.

## Our school at a glance

## School profile

|                                    |                    |
|------------------------------------|--------------------|
| <b>Coeducational or single sex</b> | Coeducational      |
| <b>Independent public school</b>   | No                 |
| <b>Year levels offered in 2018</b> | Prep Year - Year 6 |

### Student enrolments

Table 1: Student enrolments at this school

| Enrolment category                 | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total                              | 395  | 479  | 492  |
| Girls                              | 198  | 245  | 247  |
| Boys                               | 197  | 234  | 245  |
| Indigenous                         | 65   | 66   | 66   |
| Enrolment continuity (Feb. – Nov.) | 87%  | 89%  | 87%  |

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

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. Prep to Year 7 enrolments continue to be drawn from the local suburb of Eagleby. 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 marked 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 of Indigenous culture and closing the gap strategies which have been priorities in the school in the past 2 years

### Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3      | 22   | 23   | 24   |
| Year 4 – Year 6    | 25   | 24   | 24   |
| 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

P-6 classes are conducted in single teacher, air-conditioned classrooms. Comprehensive whole-school numeracy and literacy framework guide the classroom teaching which places evidence of student progress at the centre of collaborative and constructive dialogue between teachers and a range of supports. The progress of students is closely monitored and those who are not making good progress are discussed and actioned.

## Co-curricular activities

### Co-curricular Activities

- Football
- Netball
- Sports
- Dance
- Performing Arts
- Instrumental music
- Robotics
- Coding
- Bike and scooter workshop
- Drama
- Choir
- Academic competitions
- Homework clubs
- Mutooroo Bush Tucker Garden

## 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 6 computers and classes have access to a large well-resourced school computer lab. Our teachers and students also use other ICT devices such as sets of iPads and laptops, 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. The introduction of a specialist ICT teacher has led to projects such as Maker Space and Coding Clubs.

## 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 wellbeing at school. This group comprises our Guidance Officer, Lifeline Counsellor, Social Worker, Student Welfare Officer, Speech Therapist, Behaviour Advisory Teacher, School Nurse, Chaplain, representatives/tutors from the ARTIE academy (supporting Indigenous attendance and achievement)

### 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% | 94%  | 96%  |
| • this is a good school (S2035)                             | 100% | 88%  | 96%  |
| • their child likes being at this school* (S2001)           | 93%  | 100% | 97%  |

| Percentage of parents/caregivers who agree# that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their child feels safe at this school* (S2002)   | 93%  | 100% | 97%  |
| • their child's learning needs are being met at this school* (S2003)                                     | 100% | 88%  | 90%  |
| • their child is making good progress at this school* (S2004)  | 100% | 94%  | 93%  |
| • teachers at this school expect their child to do his or her best* (S2005)                              | 100% | 94%  | 93%  |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 94%  | 93%  |
| • teachers at this school motivate their child to learn* (S2007)   | 100% | 94%  | 97%  |
| • teachers at this school treat students fairly* (S2008)   | 93%  | 88%  | 93%  |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 100% | 100% | 97%  |
| • this school works with them to support their child's learning* (S2010)                                 | 100% | 94%  | 93%  |
| • this school takes parents' opinions seriously* (S2011)   | 93%  | 100% | 90%  |
| • student behaviour is well managed at this school* (S2012)  | 87%  | 94%  | 97%  |
| • this school looks for ways to improve* (S2013)   | 93%  | 100% | 93%  |
| • this school is well maintained* (S2014)  | 100% | 94%  | 97%  |

\* 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)                               | 100% | 92%  | 96%  |
| • they like being at their school* (S2036)  | 95%  | 88%  | 100% |
| • they feel safe at their school* (S2037)   | 95%  | 86%  | 90%  |
| • their teachers motivate them to learn* (S2038)                                    | 92%  | 90%  | 97%  |
| • their teachers expect them to do their best* (S2039)                              | 97%  | 93%  | 99%  |
| • their teachers provide them with useful feedback about their school work* (S2040) | 97%  | 90%  | 99%  |
| • teachers treat students fairly at their school* (S2041)                           | 92%  | 79%  | 89%  |
| • they can talk to their teachers about their concerns* (S2042)                     | 90%  | 91%  | 94%  |
| • their school takes students' opinions seriously* (S2043)                          | 89%  | 82%  | 91%  |
| • student behaviour is well managed at their school* (S2044)                        | 81%  | 80%  | 76%  |
| • their school looks for ways to improve* (S2045)                                   | 98%  | 92%  | 94%  |
| • their school is well maintained* (S2046)  | 95%  | 86%  | 94%  |
| • their school gives them opportunities to do interesting things* (S2047)           | 92%  | 89%  | 94%  |

\* 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% | 94%  | 95%  |

| Percentage of school staff who agree# that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they feel that their school is a safe place in which to work (S2070)   | 95%  | 94%  | 88%  |
| • they receive useful feedback about their work at their school (S2071)  | 90%  | 89%  | 83%  |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 96%  | 84%  | 92%  |
| • students are encouraged to do their best at their school (S2072)   | 100% | 100% | 97%  |
| • students are treated fairly at their school (S2073)  | 100% | 97%  | 90%  |
| • student behaviour is well managed at their school (S2074)  | 95%  | 88%  | 75%  |
| • staff are well supported at their school (S2075)   | 95%  | 91%  | 85%  |
| • their school takes staff opinions seriously (S2076)  | 97%  | 82%  | 81%  |
| • their school looks for ways to improve (S2077)   | 98%  | 100% | 88%  |
| • their school is well maintained (S2078)  | 95%  | 94%  | 85%  |
| • their school gives them opportunities to do interesting things (S2079)   | 95%  | 94%  | 89%  |

\* 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

At Eagleby South State School our success is dependent on our strong relationship with our parents. We work hard to ensure that parents feel relaxed and welcome and that they have ready access to information/advice on their child's education. We develop this relationship by inviting parents to parent/student/teacher interviews twice yearly (term 1 and 3) and sending home written reports twice yearly (term 2 and 4) to keep parents informed about their child's progress. We engage parents in less formal ways through culminating days, school parades, Principal's Morning Tea, P & C, as well as updating parents weekly in our newsletter.

Parenting support groups run in several formats – some with the support of outside agencies. Parents have recently been involved with a trial of the BEAM program (previously reserved for carers) which develops parent skill and confidence in early-years learning. BEAM recognises that parents and carers are the first teachers of their children. It also addresses the fact that many of us do not feel confident and well-equipped to address the complex needs of early childhood development. A supportive, non-judgemental, group environment where honest questions can be asked by parents is of great value. Our Playgroups also provide a great opportunity to connect with parents and ease entry into schooling. Since 2011 a very successful Prep and Early Years Expo day was held in fourth term. A range of activities for 0-5 children and their parents were provided, along with an animal nursery, show-bags and information on early childhood services. Parent familiarity with school and "soft entry into Prep" is a key outcome of this event – which will be continued and developed in the future

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. We have participated in the pilot project focused on implementing respectful relationships programs across the school. The launch of this project

## 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    | 108  | 156  | 123  |
| Long suspensions – 11 to 20 days    | 2    | 5    | 2    |
| Exclusions                          | 0    | 1    | 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

As a fully air-conditioned school we work hard to monitor and minimize electricity use. Recycling programs have been established across the school.

Eagleby South is proud of the corridor of rare and valued Indigenous plants used traditionally for food and medicine. These now

mature trees represent a selection of specialized plants from the entire East Coast of Australia. Electricity consumption has improved for the past three consecutive years despite considerable growth and additional buildings.

Table 7: Environmental footprint indicators for this school

| Utility category  | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 185,902   | 175,245   | 167,458   |
| Water (kL)        | 1,974     | 1,580     | 1,920     |

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

**DO NOT** modify this section (standardised methodologies used).

For parents/caregivers provided with a hard copy of your school's Annual Report, you must also provide a copy of your school income broken down by funding (you may wish to copy the information from the *My School* website).

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

Search by school name or suburb 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.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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            | 39              | 26                 | <5                 |
| Full-time equivalents | 36              | 18                 | <5                 |

\*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                        |                          |
| Graduate Diploma etc.*         |                          |
| Bachelor degree                | 37                       |
| Diploma                        | 2                        |
| 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 \$16863..

The major professional development initiatives are as follows:

- Reading Round Table Forums centred on individual student achievement.
- 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. | 95%  | 96%  | 96%  |

### 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     | 89%  | 87%  | 87%  |
| Attendance rate for Indigenous** students at this school | 86%  | 83%  | 84%  |

\* 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       | 88%  | 86%  | 85%  |
| Year 1     | 88%  | 87%  | 86%  |
| Year 2     | 88%  | 88%  | 88%  |
| Year 3     | 91%  | 88%  | 87%  |
| Year 4     | 89%  | 86%  | 86%  |
| Year 5     | 90%  | 89%  | 87%  |
| Year 6     | 90%  | 85%  | 89%  |

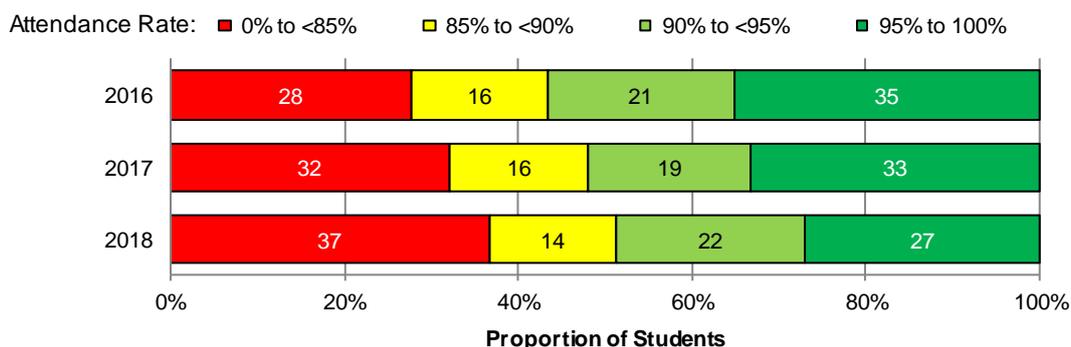
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7     |      |      |      |
| Year 8     |      |      |      |
| Year 9     |      |      |      |
| Year 10    |      |      |      |
| Year 11    |      |      |      |
| Year 12    |      |      |      |

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.

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

Programs such as ARTIE for indigenous students and reward events seek to improve attendance. Home visits are conducted when school attendance or refusal is problematic. Referrals to agencies such as BENSOC and Uniting Care (IFS and FACC) are made to support families where these issues become serious

## 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.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

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.