

Eagleby South State School (1876)

Queensland State School Reporting

2012 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

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 2012

<i>Teaching and Learning Audit recommendations actioned with explicit school strategies focussed on improvement.</i>	Implemented - and continuing with a view to improved outcomes in the 2013 TLA
<i>Implementation of the Australian Curriculum and mandatory LOTE</i>	Implemented Yugambah LOTE Established and embedded
<i>Embrace and empower the system generated Curriculum into the Classrooms to leverage consistency and renewal for classroom practice and expectations</i>	Collaborative Inquiry – Data Team Data coach Classroom Walkthroughs
<i>A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students</i>	Implemented and continuing Collaborative Inquiry – Data Team Data coach
<i>Implementation of developing Performance Plans for administrators and teaching staff.</i>	Performance Plans/Conversations initiated across all teaching staff

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<i>Consolidation of OneSchool as the operational environment for school data, plans and financial operations</i>	Implemented

Future outlook

Boosting standards in Literacy, Numeracy and student Wellbeing remain and 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. This reflects recent positive community perceptions and places the school in a good position for the movement of year 7 to high school in 2015.

Indigenous Agenda/Results Yugambah LOTE . The establishment of a homework club, the teaching of Yugambah and the embedding of the language in the culture and life of the school lays some good groundwork for future improvement. Indigenous enrolment remains high and the new indigenous playgroup as well as the embedding of ATSI perspectives in the daily life of our C&K Kindy complete a foundation for future work.

The success of the HUB project supporting the **Learning and Engagement of children who have experienced trauma** points to the need to actively establish *learning behaviour* and provide a supportive, therapeutic “foyer” through which students can re-engage - in scaffolded phases - with the regular classroom. Results now show that HUB students have done this successfully and without causing disruption to other learners. The value of the interagency partnerships (eg.600 hours therapeutic support at no cost to the school) ensures the viability of this work and underlines the shared nature of the vision.

School Wide Positive Behaviour Support. Improved Behaviour Data and Survey results indicate that the school should expect to progress to SWPBS *tier two* in 2013 as planned. SWPBS has been transformative and has worked in concert with the wider improvement agenda. Provision of a safe, secure and happy learning environment will be further enhanced by the building of a new security fence around the school site in semester 2103.

Our school at a glance

School Profile

Eagleby South State School is set in established suburban community on the Eastern side of the Pacific Motorway. The area is experiencing growth and development and continues to attract young families to its affordable and public housing. The school has enjoyed considerable and celebrated improvement in its academic achievements as well as exhibiting excellence in a widening array of sporting and artistic endeavours. We are the home of the new Eagleby Giants Rugby League club and we are proud to have an established and widely-known Indigenous bush-tucker garden called Mutooroo. Eagleby South prides itself on being a “happy place where children learn”; a place where high aspirations for students are visible in every aspect of teaching, learning and wrap-around support.

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	277	138	139	89%
2011	300	147	153	88%
2012	344	170	174	82%

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

Characteristics of the student body:

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 enrollments 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 marked increase in students with English as a second language has occurred in the past 12 months. A number of Kids in 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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	24	19
Year 4 – Year 10	23	24	25

School Disciplinary Absences

Eagleby South is committed to high standards of student behavior and engages in a whole school, rigorous approach to monitoring and improving behavior (SWPBS). Growth in school numbers, and particularly the presence of new students require firm ongoing resolve to high standards. Slight increases in Disciplinary Absences are an indication of both the challenges and the school's commitment in this area.

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	135	122	145
Long Suspensions - 6 to 20 days	6	10	8
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Dedicated Science Classroom with a specialist teacher (Every Student)
- LL4LL (Literacy Lessons for Logan Learners) Guided use of Torch data to inform literacy improvement
- Specialist SEP (Special Education Program) staff
- Culturally inclusive Integrated Studies program
- Yugambeh LOTE
- Class physical education, Music and a specialist Science teacher,
- Specialist Library lessons focussed on Literacy

Extra curricula activities

Pacific Culture/Dance program

- Wakakirri
- Gardening
- 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
- Playgroup
- Bike Repair and manual arts
- Poultry and Vegie garden
- Care of Turtles and Fish (Science Room)
- HUB (Nurture Group) for students who have experienced trauma and exhibit disengagement
- Therapeutic Interventions including (Counselling, Sand Tray Therapy, Theraplay)
- SupaKids – Resilience and Safety Program

How

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 Ipads, Ipods, netbooks, 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

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. 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. The Eagleby South State School Integrated Community Support (ESSSICS) group was formed in 2009 to build pathways of referral and support for the students and families of our school community. The group continues to expand and is now overseen by the benevolent society. It is comprised of:

Principal, Guidance Officer, HOSES
Logan Paediatric Dept. –Logan Hospital
HOF (Helping out Families program delivered by
The Benevolent Society and Lifeline)
Child Youth Mental Health Service
Twin Rivers Care
Wesley Mission – Youth Space
Complex Needs Action Panel Beenleigh Qld Health Oral Health
AEDI and QLD Health Early Years Initiative
Griffith University
Local Chaplaincy Committee
Domestic Violence Prevention Association (Supakids)

Our school at a glance

Parent, student and staff satisfaction with the school

Parent, student and staff satisfaction remain high and continue to improve. The perception that ESSS is a good school is particularly gratifying and is in line with the growth trajectory and improvement agenda of the school. It is also pleasing to see staff morale at 98 % given the overt focus on high standards of teaching and curriculum delivery.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	89.5%
this is a good school	94.7%
their child likes being at this school*	94.7%
their child feels safe at this school*	84.2%
their child's learning needs are being met at this school*	89.5%
their child is making good progress at this school*	84.2%
teachers at this school expect their child to do his or her best*	94.4%
teachers at this school provide their child with useful feedback about his or her school work*	78.9%
teachers at this school motivate their child to learn*	83.3%
teachers at this school treat students fairly*	72.2%
they can talk to their child's teachers about their concerns*	88.9%
this school works with them to support their child's learning*	83.3%
this school takes parents' opinions seriously*	87.5%
student behaviour is well managed at this school*	83.3%
this school looks for ways to improve*	88.2%
this school is well maintained*	94.7%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	81.8%
they like being at their school*	72.9%
they feel safe at their school*	73.9%
their teachers motivate them to learn*	91.5%

Our school at a glance

their teachers expect them to do their best*	91.3%
their teachers provide them with useful feedback about their school work*	88.9%
teachers treat students fairly at their school*	53.2%
they can talk to their teachers about their concerns*	68.1%
their school takes students' opinions seriously*	71.7%
student behaviour is well managed at their school*	48.9%
their school looks for ways to improve*	95.6%
their school is well maintained*	70.5%
their school gives them opportunities to do interesting things*	93.5%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	90.7%
with the individual staff morale items	98.1%

* 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

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.

Reducing the school's environmental footprint

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

The Solar power array was expanded during 2012.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	152,320	1,001
2010-2011	166,640	889
2011-2012	182,765	1,645

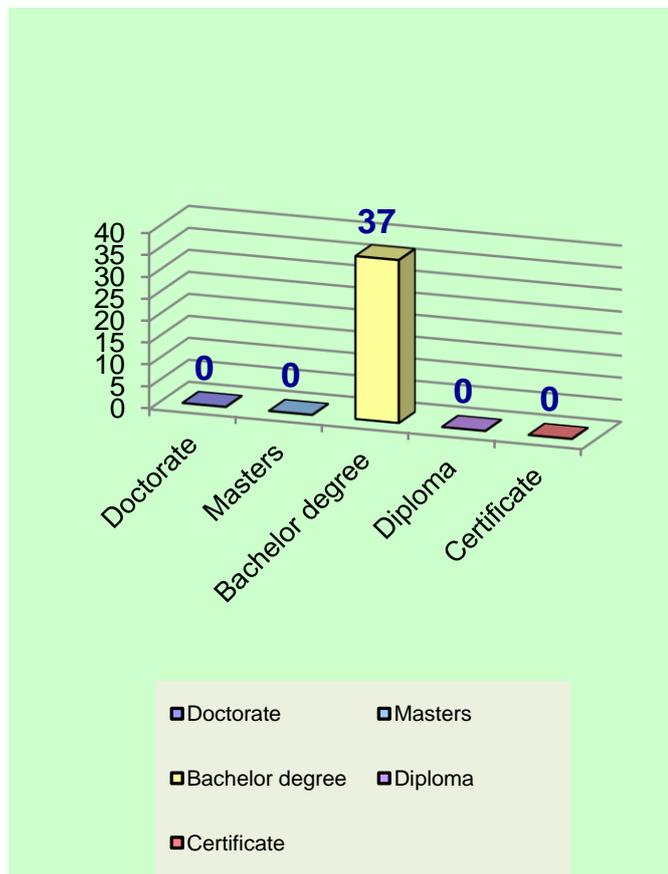
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	37	27	<5
Full-time equivalents	30.7	17.1	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	37
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$10100. The major professional development initiatives are as follows:

Essential Skills

Our staff profile

Planning with C2C
Successfully Dealing with Students who have Developmental Disorders
Setting Student Targets
Problem Solving Part 1
Problem Solving Part 2
Supporting Traumatized Children
Café Reading: The Daily 5
Hidden Histories
Speech Language Impairment:
Place Value with Pizzazz 1
Place Value with Pizzazz 2
Dealing with Sexualised Behaviours
C2C History
Rejuvenating Writing
Ipsads and Digital technologies

Interactive Whiteboards - corporate rep.

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.	96.3%	95.4%	95.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98.2% 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/>.

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).	90%	90%	90%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

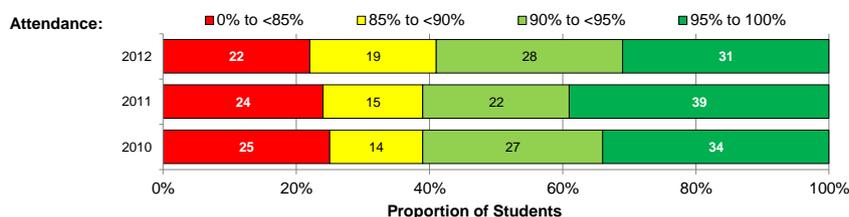
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	90%	87%	89%	92%	90%	89%	88%
2011	92%	86%	88%	90%	90%	90%	92%
2012	91%	89%	90%	89%	90%	92%	88%

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 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.

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The school has engaged in a range of strategies to improve attendance in 2012.

Perhaps most innovative has been Walking School Bus. This initiative 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 with parents. On arrival at school breakfast is provided. The focus is on healthy lifestyle, attendance and punctuality. The school is proud of this positive and community-connected program and results have been very encouraging.

Attendance data from daily roll marking is entered daily into the Oneschool database. This allows timely follow-up of students with unexplained absences. Letters are generated and sent by the principal to parents/carer's of all students with unexplained or extended absences. A range of support measures are in place to assist parents having specific difficulties with getting students to school on time

- These include: Walking School Bus, Leadership team home visits, Referral to Helping out Families (HOF – Benevolent Society)

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/>.

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Achievement – Closing the Gap

58 Indigenous students were enrolled at Eagleby south in 2012. In Year 3 Reading, Indigenous students outperformed non-Indigenous students as they did in year 7 writing. In year 7 Reading and in Year 3 Numeracy the gap is statistically negligible. In other areas however a significant gap remains and must continue to be addressed. It should also be acknowledged that given the need for improvement across the entire school, the cases where a gap is not present don't diminish the need for action. The implementation of a homework club during late 2012, and a Reading Club overseen by our Indigenous/LOTE teacher (planned for 2013) are both aimed at providing extra support and intervention. Indigenous attendance remains unacceptably low (84%) and must be a matter of attention during 2013.