

Eagleby South State School

Queensland State School Reporting

2013 School Annual Report



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|----------------|---|
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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

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School progress towards its goals in 2013

| | |
|--|-------------------------------------|
| SRIVE – Tiered Vocabulary | |
| MTS Online - Fortnightly Formative Assessment | Implemented |
| Foregrounding Differentiation: 2013 Planning Documents to reflect careful Differentiation | Implemented |
| DATA TEAM Collaborative Inquiry. Data Coach- building teacher capacity to use: Naplan, Torch, MTS, Brigance, IPI,PM, Word Journeys, Oneschool Behaviour Data, School Based Number Facts results, - to improve student outcomes - | Implemented |
| School Wide Positive Behaviour Support – progression to tier 2 | This target will be reached in 2014 |
| ESSSICS Group Eagleby South State School Integrated Community Support group Benevolent Society HOF Helping Out Families Domestic Violence Prevention Association QLD Health Logan Hospital Paediatric Services Wesley Mission Beenleigh Complex Needs Action Panel Dept. Child Safety Twin Rivers Care Oral Health PCYC C&K Lifeline Life without Barriers Evolve Griffith University Psychology (Students) Help Me 24/7 QLD Police – Eagleby Police Beat | Implemented |

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| | |
|--|-------------|
| The HUB A Nurture Group model intervention for children who have experienced debilitating trauma and disengaged from learning | Implemented |
| Link Teachscape CWT Walkthroughs to Developing Performance Framework | Implemented |
| Implementing a staged multi-aged environment for the core subjects of English and Maths from Years 1 to 7. | Implemented |

Future outlook

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, 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.

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 Yugambeh LOTE . The establishment of a homework club, the teaching of Yugambeh 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 has been enhanced by the building of a new security fence around the school site in semester 2103.

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

Year levels offered in 2013: 344 Prep Year - Year 7

Total student enrolments for this school:

Our school at a glance

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2011 | 300 | 147 | 153 | 88% |
| 2012 | 344 | 170 | 174 | 82% |
| 2013 | 344 | 174 | 170 | 87% |

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 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 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. (Indigenous numbers in early 2014 have exceeded 80 students).

Average Class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Prep – Year 3 | 24 | 19 | 23 |
| Year 4 – Year 7 Primary | 24 | 25 | 23 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

Eagleby South is committed to high standards of student behaviour and engages in a whole school, rigorous approach to monitoring and improving behaviour (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 | | |
|-----------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| | | | |

Our school at a glance

| | | | |
|---------------------------------|-----|-----|----|
| Short Suspensions - 1 to 5 days | 122 | 145 | 62 |
| Long Suspensions - 6 to 20 days | 10 | 8 | 10 |
| Exclusions | 0 | 1 | 0 |
| 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
- Yugambah LOTE
- Class physical education, Music and a specialist Science teacher

Extra curricula activities

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 - Parents Under Pressure
- 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
- 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 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 100% 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 | 2013 |
|--|------|------|
| their child is getting a good education at school (S2016) | 89% | 75% |
| this is a good school (S2035) | 95% | 88% |
| their child likes being at this school* (S2001) | 95% | 81% |
| their child feels safe at this school* (S2002) | 84% | 94% |
| their child's learning needs are being met at this school* (S2003) | 89% | 81% |
| their child is making good progress at this school* (S2004) | 84% | 88% |
| teachers at this school expect their child to do his or her best* (S2005) | 94% | 94% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 79% | 88% |
| teachers at this school motivate their child to learn* (S2007) | 83% | 94% |
| teachers at this school treat students fairly* (S2008) | 72% | 81% |
| they can talk to their child's teachers about their concerns* (S2009) | 89% | 100% |
| this school works with them to support their child's learning* (S2010) | 83% | 100% |
| this school takes parents' opinions seriously* (S2011) | 88% | 94% |
| student behaviour is well managed at this school* (S2012) | 83% | 81% |
| this school looks for ways to improve* (S2013) | 88% | 88% |
| this school is well maintained* (S2014) | 95% | 94% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 | 2013 |
|---|------|------|
| they are getting a good education at school (S2048) | 82% | 86% |
| they like being at their school* (S2036) | 73% | 83% |
| they feel safe at their school* (S2037) | 74% | 84% |
| their teachers motivate them to learn* (S2038) | 91% | 91% |
| their teachers expect them to do their best* (S2039) | 91% | 93% |
| their teachers provide them with useful feedback about their school work* (S2040) | 89% | 95% |
| teachers treat students fairly at their school* (S2041) | 53% | 81% |
| they can talk to their teachers about their concerns* (S2042) | 68% | 81% |

Our school at a glance

| | | |
|---|-----|-----|
| their school takes students' opinions seriously* (S2043) | 72% | 86% |
| student behaviour is well managed at their school* (S2044) | 49% | 63% |
| their school looks for ways to improve* (S2045) | 96% | 93% |
| their school is well maintained* (S2046) | 70% | 88% |
| their school gives them opportunities to do interesting things* (S2047) | 93% | 90% |

Performance measure

| | | |
|--|--|------|
| Percentage of school staff who agree that: | | 2013 |
| they enjoy working at their school (S2069) | | 100% |
| they feel that their school is a safe place in which to work (S2070) | | 94% |
| they receive useful feedback about their work at their school (S2071) | | 87% |
| students are encouraged to do their best at their school (S2072) | | 100% |
| students are treated fairly at their school (S2073) | | 93% |
| student behaviour is well managed at their school (S2074) | | 83% |
| staff are well supported at their school (S2075) | | 100% |
| their school takes staff opinions seriously (S2076) | | 97% |
| their school looks for ways to improve (S2077) | | 100% |
| their school is well maintained (S2078) | | 97% |
| their school gives them opportunities to do interesting things (S2079) | | 90% |

* 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 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

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

2013 saw a particular focus on reducing water usage through maintenance of our plumbing. An underground sonic survey detected several major water leaks that were responsible for raised water consumption. These were remedied and water consumption has been brought under control.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2010-2011 | 166,640 | 889 |
| 2011-2012 | 182,765 | 1,645 |
| 2012-2013 | 187,320 | 677 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

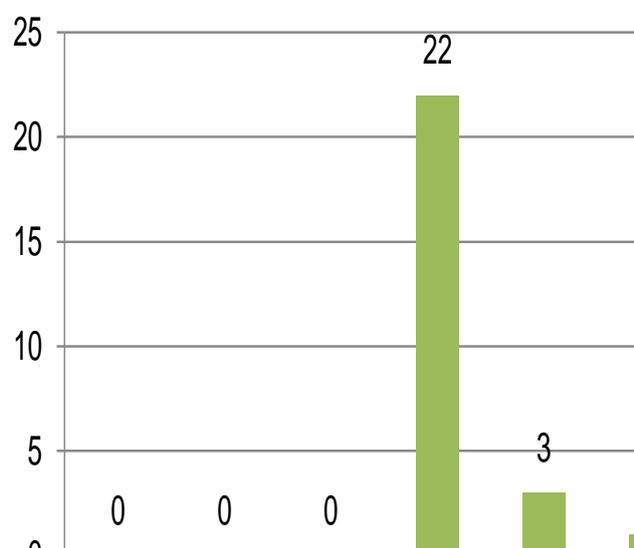
Staff composition, including Indigenous staff

Eagleby South State School employs 1 Indigenous teacher and 1 Indigenous teacher aide.

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts | 34 | 25 | <5 |
| Full-time equivalents | 28 | 16 | <5 |

Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 22 |
| Graduate Diploma etc. | 3 |



*

* 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 2013 were \$5000.00 The major professional development initiatives are as follows: The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Most professional development was conducted within the school by colleagues, leadership team or Regional Personnel.

Collegial Coaching for teacher was also trialled successfully utilising a school based, trained professional

| Average staff attendance | 2011 | 2012 | 2013 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 96% | 97% |

Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2013 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 s

Performance of our students

Student attendance

| | 2011 | 2012 | 2013 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 90% | 90% | 89% |
| The overall attendance rate in 2013 for all Queensland state Primary schools was 92%. | | | |

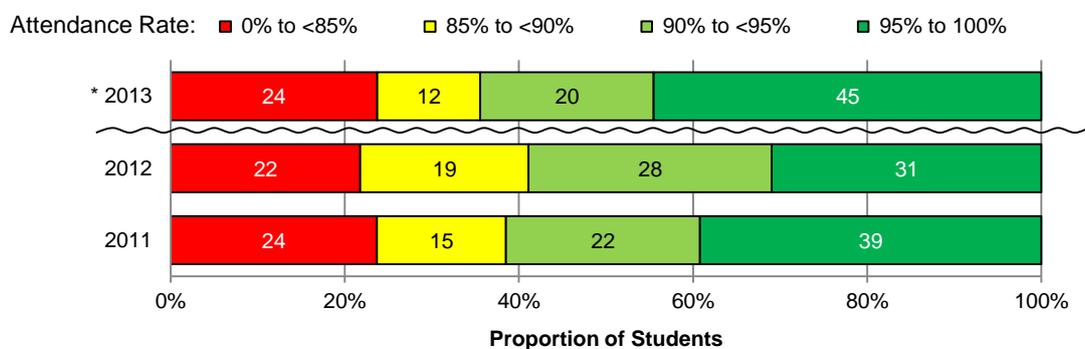
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2011 | 92% | 86% | 88% | 90% | 90% | 90% | 92% | | | | | |
| 2012 | 91% | 89% | 90% | 89% | 90% | 92% | 88% | | | | | |
| 2013 | 89% | 91% | 90% | 88% | 84% | 88% | 89% | | | | | |

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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), home visits by the leadership team.

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

59 Indigenous students were enrolled at Eagleby south in 2013. 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 are both aimed at providing extra support and intervention. Indigenous attendance remains unacceptably low (85.2%) and must be a matter of attention during 2014 especially given marked increase in indigenous students 80+.