

Eagleby South State School

Queensland State School Reporting

2014 School Annual Report



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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 2014

Ticks indicate completed implementation

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.
- ✓ 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 2015 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. The movement of year 7 students to Secondary School has not reduced overall school enrolment due to steady growth. Eagleby South State School actually progressed from Band 7 to Band 8 in ranking at the commencement of 2015 immediately after the transition of year 7 to Secondary School.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	344	170	174	82%
2013	344	174	170	87%
2014	432	216	216	84%

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 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.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	19	23	27
Year 4 – Year 7 Primary	25	23	25

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 unfamiliar with school processes 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		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	145	62	140
Long Suspensions - 6 to 20 days	8	10	6
Exclusions [#]	1	0	3
Cancellations of Enrolment	0	0	0

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

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

Curriculum offerings

Our distinctive curriculum offerings

Specialist SEP (Special Education Program) staff
 - Culturally inclusive Integrated Studies program
 - Yugambah LOTE
 - Class physical education, Music

Extra curricula activities

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 Veggie 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. The introduction of specialised programming in music, visual arts and graphics technology is planned for 2015.

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)

The School Discipline Audit conducted in 2014 showed excellent progress and high to outstanding standards.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	89%	75%	100%
this is a good school (S2035)	95%	88%	100%
their child likes being at this school* (S2001)	95%	81%	100%
their child feels safe at this school* (S2002)	84%	94%	100%
their child's learning needs are being met at this school* (S2003)	89%	81%	94%
their child is making good progress at this school* (S2004)	84%	88%	100%
teachers at this school expect their child to do his or her best* (S2005)	94%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	88%	88%
teachers at this school motivate their child to learn* (S2007)	83%	94%	100%
teachers at this school treat students fairly* (S2008)	72%	81%	94%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	100%
this school works with them to support their child's learning* (S2010)	83%	100%	100%
this school takes parents' opinions seriously* (S2011)	88%	94%	93%
student behaviour is well managed at this school* (S2012)	83%	81%	83%
this school looks for ways to improve* (S2013)	88%	88%	100%
this school is well maintained* (S2014)	95%	94%	94%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	82%	86%	98%
they like being at their school* (S2036)	73%	83%	97%
they feel safe at their school* (S2037)	74%	84%	97%
their teachers motivate them to learn* (S2038)	91%	91%	98%
their teachers expect them to do their best* (S2039)	91%	93%	100%
their teachers provide them with useful feedback about their school work* (S2040)	89%	95%	97%
teachers treat students fairly at their school* (S2041)	53%	81%	92%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they can talk to their teachers about their concerns* (S2042)	68%	81%	84%
their school takes students' opinions seriously* (S2043)	72%	86%	85%
student behaviour is well managed at their school* (S2044)	49%	63%	81%
their school looks for ways to improve* (S2045)	96%	93%	98%
their school is well maintained* (S2046)	70%	88%	89%
their school gives them opportunities to do interesting things* (S2047)	93%	90%	94%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		94%	97%
they receive useful feedback about their work at their school (S2071)		87%	76%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		93%	100%
student behaviour is well managed at their school (S2074)		83%	91%
staff are well supported at their school (S2075)		100%	94%
their school takes staff opinions seriously (S2076)		97%	94%
their school looks for ways to improve (S2077)		100%	97%
their school is well maintained (S2078)		97%	97%
their school gives them opportunities to do interesting things (S2079)		90%	97%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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

An underground sonic survey late in 2013 detected several major water leaks that were responsible for raised water consumption. These along with several subsequent leaks have been remedied and water consumption has been brought under control. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	182,765	1,645
2012-2013	187,320	677
2013-2014	199,144	18,517

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

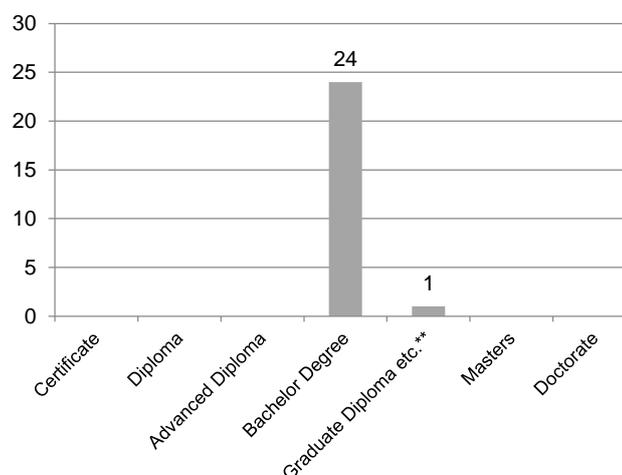
Staff composition, including Indigenous staff

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	35	23	<5
Full-time equivalents	29	14	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	24
Graduate Diploma etc.**	1
Masters	
Doctorate	
Total	25



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$20000

The major professional development initiatives are as follows:

Support of full-time Literacy Coach position which was partially financed by South East Region is in addition to the figure above. A key area was the introduction of a Whole School Reading Framework with associated improvements to classroom teaching of Literacy.

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

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
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The overall attendance rate for the students at this school (shown as a percentage). 90% 89% 88%

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

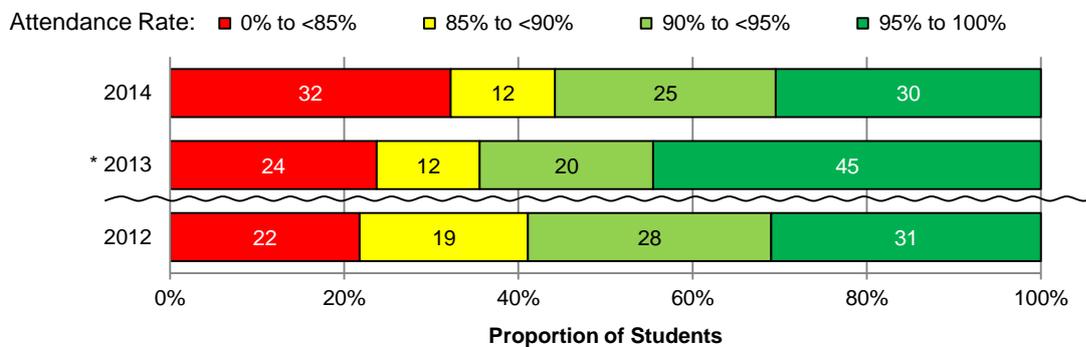
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	89%	90%	89%	90%	92%	88%					
2013	89%	91%	90%	88%	84%	88%	89%					
2014	91%	86%	91%	88%	87%	84%	80%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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 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 including - 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

66 Indigenous students were enrolled at ESSS in 2014. There remains a gap between Indigenous attendance rates and those of the rest of the school signalling a need to do more to address interruptions to the learning of indigenous students. While gaps remain, particularly in Year 7 writing, all gaps are relatively small compared to historical data (since 2008). Year 3 Numeracy, Year 5 Reading, Year 5 Numeracy Year 7 Numeracy all showed very minimal or positive gaps between Indigenous students and other children attending our school.

Work continues with attendance initiatives mentioned above and planned for 2015. Homework club and Indigenous Art Studio appear to be having a positive influence as no doubt improved classroom teaching will continue to do.