

# Eagleby South State School

## Queensland State School Reporting

### 2015 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 2015

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 2016 Annual Implementation Plan include

- Attendance
- Reading
- Literacy
- Numeracy

## Our school at a glance

### School Profile

**Coeducational or single sex: Coeducational**

**Independent Public School: No**

**Year levels offered in 2015: Prep Year - Year 6**

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	344	174	170	59	87%
2014	432	216	216	79	84%
2015	386	211	175	59	84%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### 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 further increase in students with English as a second language has occurred in the past 12 months. A number of students in out of home care have been placed at the school due to the strongly supportive reputation of the school. Indigenous numbers also continue to rise, particularly in the junior school which is pleasing as it may indicate increasing levels of acknowledgement which have been a priority in the school in the past 2 years. The C&K attached to the school has recently grown to two full groups and most of these students are destined to attend Eagleby South State School

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	27	24
Year 4 – Year 7 Primary	23	25	21
Year 7 Secondary – Year 10			

Phase	Average Class Size		
	2013	2014	2015

Year 11 – Year 12

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### 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		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	62	140	151
Long Suspensions - 6 to 20 days	10	6	4
Exclusions	0	3	1
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

### Curriculum delivery

#### Our approach to curriculum delivery

Our school is committed to delivering the Australian Curriculum in a carefully differentiated manner with transparent oversight of teaching and curriculum delivery.

We have now developed whole school frameworks for Reading, Writing and Numeracy.

Teachers are supported by coaching a Pedagogical Coach and are also involved in regular meetings designed to analyse, reflect and respond to data which reveal student progress

#### Extra curricula activities

##### Gardening

- School Wellness Nurse (individual Students and Families)
- Mutooroo – Aboriginal Bush Tucker Garden (established 1989)
- Homework and Culture Club (Indigenous Students)
- Chaplaincy
- Instrumental Music
- BEAM – Parents as First teachers course
- Parenting support groups - Parents Under Pressure
- Playgroup
- 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 improve 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. Our School Nurse is employed to assist with student wellbeing and wellness.

## Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	75%	100%	100%
this is a good school (S2035)	88%	100%	91%
their child likes being at this school (S2001)	81%	100%	100%
their child feels safe at this school (S2002)	94%	100%	91%
their child's learning needs are being met at this school (S2003)	81%	94%	100%
their child is making good progress at this school (S2004)	88%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	94%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	88%	100%
teachers at this school motivate their child to learn (S2007)	94%	100%	100%
teachers at this school treat students fairly (S2008)	81%	94%	82%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	94%	93%	80%
student behaviour is well managed at this school (S2012)	81%	83%	82%
this school looks for ways to improve (S2013)	88%	100%	91%
this school is well maintained (S2014)	94%	94%	82%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	86%	98%	93%
they like being at their school (S2036)	83%	97%	98%
they feel safe at their school (S2037)	84%	97%	95%
their teachers motivate them to learn (S2038)	91%	98%	95%
their teachers expect them to do their best (S2039)	93%	100%	97%
their teachers provide them with useful feedback about their school work (S2040)	95%	97%	96%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	81%	92%	98%
they can talk to their teachers about their concerns (S2042)	81%	84%	88%
their school takes students' opinions seriously (S2043)	86%	85%	91%
student behaviour is well managed at their school (S2044)	63%	81%	92%
their school looks for ways to improve (S2045)	93%	98%	98%
their school is well maintained (S2046)	88%	89%	93%
their school gives them opportunities to do interesting things (S2047)	90%	94%	97%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	97%
they feel that their school is a safe place in which to work (S2070)	94%	97%	89%
they receive useful feedback about their work at their school (S2071)	87%	76%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	88%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	93%	100%	97%
student behaviour is well managed at their school (S2074)	83%	91%	91%
staff are well supported at their school (S2075)	100%	94%	92%
their school takes staff opinions seriously (S2076)	97%	94%	94%
their school looks for ways to improve (S2077)	100%	97%	100%
their school is well maintained (S2078)	97%	97%	97%
their school gives them opportunities to do interesting things (S2079)	90%	97%	97%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

### Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	187,320	677
2013-2014	199,144	18,517
2014-2015	179,997	1,601

\*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.

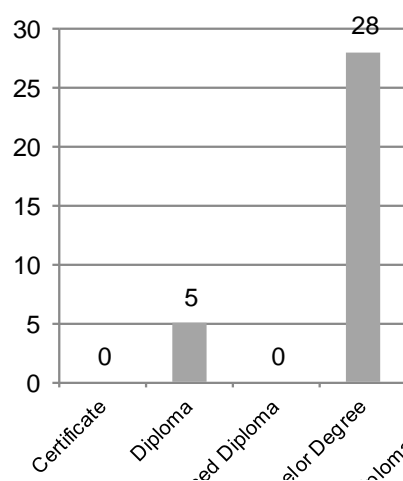
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	33	21	<5
Full-time equivalents	28	13	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.**	1
Masters	0
Doctorate	0



\*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 2015 were \$7,879.44.

The major professional development initiatives are as follows:

- Watching Others Work
- Coaching
- Reading and Literacy Data Analysis and Response Meetings

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	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 2015 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	85%	84%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

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

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

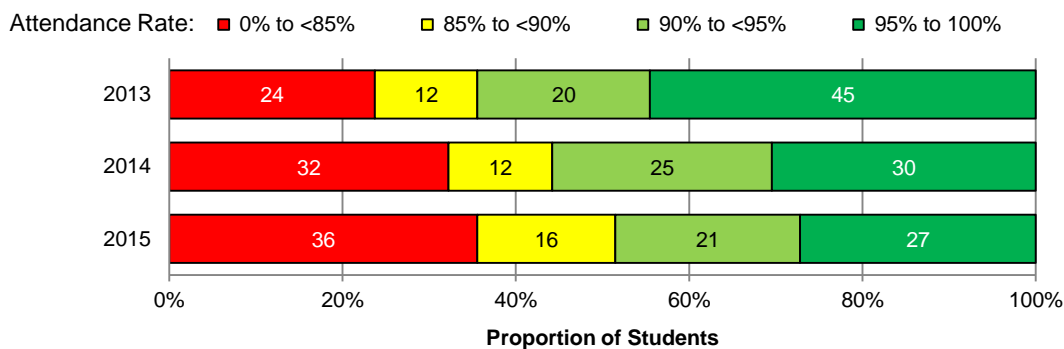
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	88%	85%	89%	87%	88%	90%	84%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

The Walking School Bus initiative continues. This involves groups of students under staff supervision walking through the local community collecting students and walking together to school. Walking bus runs are strategically devised to collect at risk students and those who have had a poor record of attendance or punctuality. Staff are dressed in distinctive high-visibility garments and actively encourage students to join the bus. Some students are referred directly to the program during meetings.

Class attendance data will now be discussed explicitly and presented by classroom teachers each day. Reward systems will be established to address attendance. Attendance will be made a prominent and unavoidable theme in all modes of school communication, as this is an area of key concern.

### 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/>.

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



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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.