Eatons Hill State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	PO Box 324 Albany Creek 4035
Phone:	(07) 3264 9222
Fax:	(07) 3264 9200
Email:	principal@eatonshillss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Mr Hugh Goodfellow (Principal)

School Overview

Eatons Hill State School has grown to approximately 1100 students and 44 classes since opening in 1998 as a co-educational school on the northern outskirts of Brisbane. Our vision is to be widely acclaimed as a great school - a school where leadership, teaching and support, partnerships and relationships, and resources produce great outcomes. The core curriculum embraces English, Mathematics, History, Science, the Arts, Physical Education/Health, and Languages other than English (Japanese). The curriculum is scaffolded with early intervention strategies, learning support, special needs support, multi-age teaching and a core virtues program. Interschool sport, instrumental music, and religious education augment the curriculum. Classroom teaching programs are balanced, relevant, engaging and dynamic with an emphasis on numeracy and literacy development. Each classroom is equipped with an interactive and computer technology. Volunteer parent involvement is high and the Parents and Citizens Association is very active.

Principal's Forward

Introduction

I am pleased to present the Eatons Hill State School Annual Report for 2016. Eatons Hill State School provides a positive learning environment for our students, who are supported by dedicated staff and a caring community.

This report outlines the achievements for 2016 in academic areas using data gathered from the National Assessment Program – Literacy and Numeracy (NAPLAN) results in reading, writing, spelling, grammar and punctuation and numeracy for Years 3 and 5.

In 2016 our School offered classes from Prep to the completion of Year 6. We aim to improve social and learning outcomes for all of our students through effective and inclusive teaching practices which reflects our school vision and philosophy.

Students achieve well across Curriculum areas and in the Community, Sporting and the Performing Arts arenas. Our School has a Special Education Program and specific programs that support Children in Care, Aboriginal and Torres Strait Islander students, English as a second language students and children with Learning Difficulties. An instrumental music program, dance program and a comprehensive sporting program are also features of Eatons Hill State School.

Our Parents and Citizens group take an active and supportive role in the life of the school and have been pivotal in supporting our students in the areas of sport, cultural and academic endeavours.

School Progress towards its goals in 2016

Completion rates for the actions listed under each of the identified strategies in the 2016 Annual Implementation Plan are as follows:

Priority 1: Successful Learners

English	100%
Mathematics	100%
Curriculum Development in STEM, The Arts and Japanese	100%
Closing the Gap	100%
Special Education Program	100%
Student Support Services	100%
Extension of identified highly academically capable students	100%

Priority 2: Teaching Quality

Master Teacher role in Reading	100%
Pedagogical Framework and Powerful Learning	70%*

Pedagogical Framework priorities of 'higher order questioning' and 'cooperative learning' were not enacted to enable a deeper focus on 'learning intentions'.

Collegial Engagement	100%
Consistent student learning goals	100%

Priority 3: Staff Leadership and Performance

Professional Development and Capacity Building	100%
Commitment to curriculum leadership positions	100%
Flexible use of staffing allocations	100%

Priority 4: School Performance

Student attendance strategies	100%
Responsible Behaviour Planning	100%

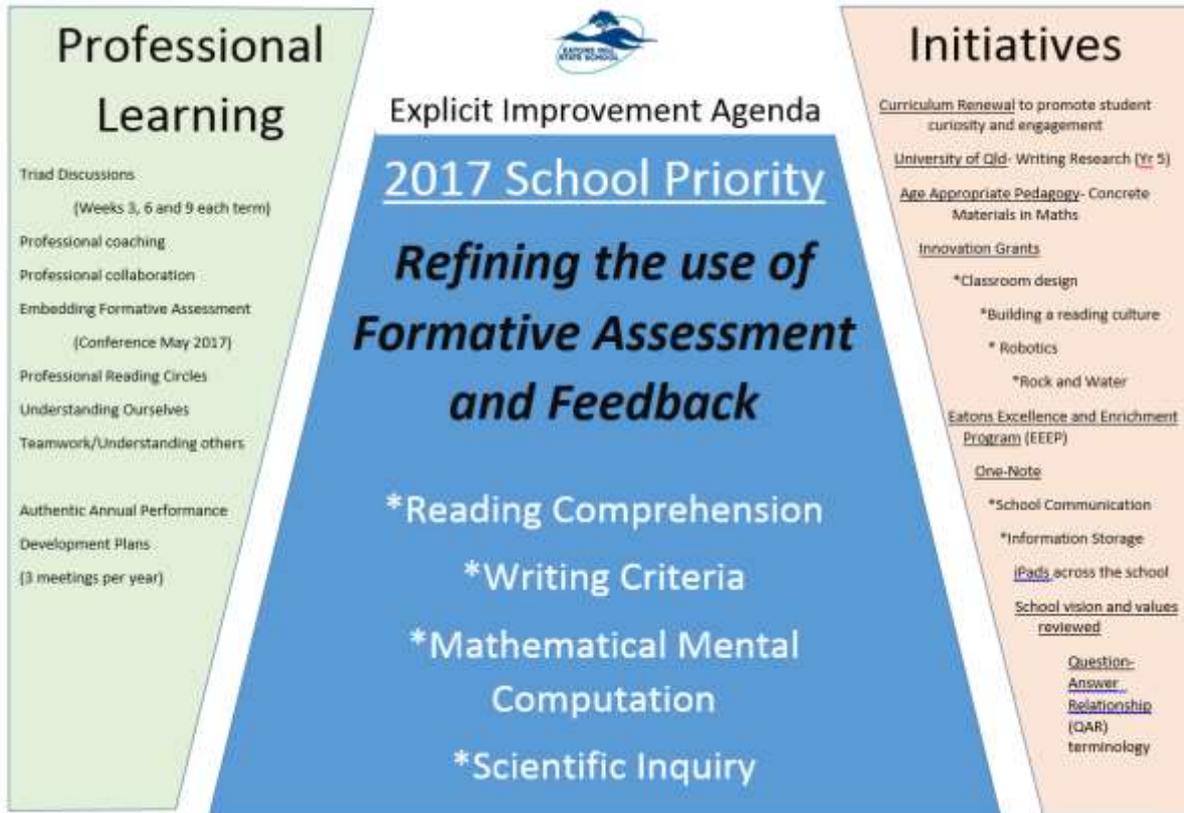## Priority 5: Targeted Resources and Program Support

ICT	66%*

Delays in the distribution of new iPads resulted in one of the three actions to be incomplete at the end of 2016. iPads were distributed in 2017.

Facilities	100%
Health and Physical Education	100%
Music, Dance and Instrumental Music	100%
Resource Centre management	100%
Effective Use of Investing for Success funding	100%

Priority 6: Local Decision Making

Community Partnerships	100%

Queensland
Government

Future Outlook

In 2017 Eatons Hill State School has the sole priority to "Refine the use of Formative Assessment and Feedback. This will be done across four curriculum areas, Reading Comprehension, Writing Criteria, Mathematical Mental Computation and Scientific Inquiry. Staff professional Development priorities and other school initiatives are outlined in the school's "2017 Explicit Improvement Agenda"

Professional Learning

Triad Discussions
(Weeks 3, 6 and 9 each term)

Professional coaching

Professional collaboration

Embedding Formative Assessment
(Conference May 2017)

Professional Reading Circles

Understanding Ourselves

Teamwork/Understanding others

Authentic Annual Performance
Development Plans
(3 meetings per year)

Explicit Improvement Agenda

2017 School Priority

Refining the use of Formative Assessment and Feedback

*Reading Comprehension

*Writing Criteria

*Mathematical Mental Computation

*Scientific Inquiry

Initiatives

Curriculum Renewal to promote student curiosity and engagement

University of Qld- Writing Research (Yr 5)

Age Appropriate Pedagogy- Concrete Materials in Maths

Innovation Grants

*Classroom design

*Building a reading culture

* Robotics

*Rock and Water

Eatons Excellence and Enrichment Program (EEEP)

One-Note

*School Communication

*Information Storage

iPads across the school

School vision and values reviewed

Question-Answer Relationship (QAR) terminology

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school: **1093**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1095	526	569	18	96%
2015*	1067	519	548	23	98%
2016	1088	559	529	20	97%

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 2016, 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

Overview

The Eatons Hill State School student body is characterised by a full range of socio-economic backgrounds with a number of families having long-term ties to the community. The school is located in outer urban North West Brisbane in the established suburb of Eatons Hill.

The student body includes small minorities of students with English as a second language and/or an indigenous background. Approximately 10% of our students come from defence force families. Our Special Educational program operates a fully inclusive model and caters for a range of students with diverse needs.

Parents have high expectations of student learning and behaviour at the school and are engaged in their children's learning and events at the school. Continuity of student enrolment from year to year is high.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	24	23
Year 4 – Year 7	26	27	28
Year 8 – Year 10			
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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings include:
- Specialist programs for Japanese, HPE, Music, Dance, Library and Special Education.
- Early Intervention strategies
- Support Services – Literacy and Numeracy, Special Education Services
- Differentiated teaching and learning model
- Gifted and talented program including targeted maths challenges, ICAS Competitions, Maths Team Challenge and Battle of Brains Challenge
- Specialist curriculum activities including: interschool sport, sports coaching clinics,Volleyball cup competition, instrumental music program and performances, dance curriculum program and performances including extension programs, Hills Coalition activities for Student Leadership Program, Student camping/excursion programs, Student leadership program, Student Council, Out-of- School-Hours Care, Religious Instruction program, Social-skilling programs, Secondary transition program.

Co-curricular Activities
Students were provided with opportunities to participate in:
- Student Council
- Student Leadership Program
- School Music Concerts & Public Performances
- Cluster Schools Music Camps
- Specialist Coaching in Dance, Drama and Sport
- Library Assistants Program
- Dance Extension Program (including Brisbane Dance Eisteddfod and Qld Ballet Excursion)
- Two Choirs – Senior and Junior
- Instrumental Music – Strings, Woodwind, Brass and Percussion
- Interschool Sports and Swimming, Athletics and Cross Country Competitions
- Sports Clinics- Golf Extension Program
- Environment Club
- Opportunities for service to the community through charitable activities
- Base Club
- Student Banking

How Information and Communication Technologies are used to Assist Learning

Digital pedagogies are used in everyday teaching and learning at Eatons Hill State School through the provision of access for all staff and students to a variety of ICT resources. We have continued to build our ICT resources by providing laptops, a computer lab, interactive whiteboards, large screen interactive TVs in every classroom, Apple TVs, digital cameras, iPads, 100% wireless access to all classrooms.

Information and Communication Technologies (ICTs) are integrated meaningfully across units of work in all year levels and form an integral part of learning in each curriculum learning area. ICTs are used as tools for learning that best facilitate student's development of knowledge and skills necessary for the 21st century workforce, including digital-age literacy, innovative and creative thinking, effective communication and high productivity. Teachers utilise devices and software so that students can access learning and demonstrate what they know and can do. Online programs such as Study Ladder and Mathletics and educational apps allow students to access personalised learning and achieve success at their individual level.

In 2016 the Eatons Hill State School BYOD program expanded to 12 iPad classes, across Years 2-6. iPads have been used as teaching and learning tools that successfully enhance learning, motivation and engagement of students. The BYO iPad classes have also strengthened links between home and school, giving parents the opportunity to see, every day, what their child is learning at school.

Queensland
Government

Social Climate

Overview

Our school climate/ethos is characterised by:

- A core values program for students and staff
- School organisational arrangements around Early Years, Middle Years and Upper Years
- School relationships underpinned by key virtues and a Responsible Behaviour Plan
- Differentiated approach to teaching and learning
- A full school uniform policy
- Student buddy program
- Student Leadership Program
- Volunteer / Parent Helper Program
- Trained Learning Support Staff and specialists
- High level of community involvement and support
- Publicly acclaimed Ceremonies and Events
- A strong relationship with the Australian Defence Forces
- A very active Parents and Citizens association
- Well maintained facilities and stimulating learning environments

The social climate at Eatons Hill SS is vibrant and engaging. The school values inclusivity and supports the full range of individual student needs. The school is vigilant in ensuring a safe, supportive and disciplined learning environment is maintained at all times whilst articulating high expectations from students and staff alike. 98% of parents identified through the annual school opinion survey that their chid feels safe at school and likes being at our school. 100% of the teaching staff agreed that students are encouraged to do their best at school and that student behaviour is well managed.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	96%	97%
this is a good school (S2035)	96%	94%	97%
their child likes being at this school* (S2001)	98%	98%	96%
their child feels safe at this school* (S2002)	100%	98%	97%
their child's learning needs are being met at this school* (S2003)	94%	94%	96%
their child is making good progress at this school* (S2004)	92%	92%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	99%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	95%	95%
teachers at this school motivate their child to learn* (S2007)	94%	98%	95%
teachers at this school treat students fairly* (S2008)	93%	94%	96%
they can talk to their child's teachers about their concerns* (S2009)	95%	98%	98%
this school works with them to support their child's learning* (S2010)	90%	90%	94%
this school takes parents' opinions seriously* (S2011)	90%	85%	93%
student behaviour is well managed at this school* (S2012)	93%	95%	92%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school looks for ways to improve* (S2013)	96%	95%	97%
this school is well maintained* (S2014)	97%	99%	99%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	97%
they like being at their school* (S2036)	99%	96%	96%
they feel safe at their school* (S2037)	96%	96%	97%
their teachers motivate them to learn* (S2038)	95%	93%	97%
their teachers expect them to do their best* (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	95%	96%
teachers treat students fairly at their school* (S2041)	94%	92%	93%
they can talk to their teachers about their concerns* (S2042)	91%	92%	92%
their school takes students' opinions seriously* (S2043)	94%	91%	89%
student behaviour is well managed at their school* (S2044)	91%	88%	88%
their school looks for ways to improve* (S2045)	96%	96%	99%
their school is well maintained* (S2046)	96%	95%	96%
their school gives them opportunities to do interesting things* (S2047)	94%	93%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	98%	98%
they feel that their school is a safe place in which to work (S2070)	96%	100%	98%
they receive useful feedback about their work at their school (S2071)	85%	88%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	79%	91%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	98%	100%	91%
staff are well supported at their school (S2075)	89%	90%	93%
their school takes staff opinions seriously (S2076)	89%	84%	93%
their school looks for ways to improve (S2077)	98%	98%	100%
their school is well maintained (S2078)	98%	100%	96%
their school gives them opportunities to do interesting things (S2079)	94%	88%	91%

* 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.

Queensland
Government

Parent and community engagement

Parent/community involvement was evidenced by:
- An extensive classroom volunteer / parent helper program.
- Gatherings and Assemblies.
- Activities such as a School Carnival, Performing Arts gala day, school music concerts, sports days and fundraising events.
- P&C-run tuckshop, uniform shop, OSH Care and Performing Arts Supporters Group.
- School P&C functions.
- Working bees.
- The Japanese student exchange program.
- Student Council programs.
- Class culminating/celebratory curriculum activities that are highly valued by staff and the community.
- Supervision of Camps and Excursions.
- Sustainability projects involving other external agencies.
- Policy and strategic development involving committees and consultative groups/teams.
- Comprehensive school website and school intranet capacity.
- Blogs for classes and special events.
- Community Education programs.

The P&C met on a monthly basis through the year with generally 15 to 20 parents in attendance. The School Council met 4 times during the year and provided school governance under the model outlined for Independent Public Schools. Parent representative include the P&C President and two elected members.

Respectful relationships programs

The school has developed and implemented a program focused on appropriate, respectful and healthy relationships. Central to this is the Eatons Excellence behavior scheme whereby positive behavior is celebrated across all sectors of the school. Underpinning this initiative is the school responsible behavior policy. The school has also initiated the world renowned Rock and Water program which provides a pathway to self-awareness and increased self-confidence and social functioning.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	55	42	40
Long Suspensions – 6 to 20 days	3	1	0
Exclusions	0	0	0
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.

Queensland Government

Environmental Footprint

Reducing the school's environmental footprint

As part of our approach, solar panels have been installed to feed into our electricity input, water tanks are a feature throughout the school and a significant water recycling program feeds our ovals and gardens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	159,792	20,528
2014-2015	248,137	14,629
2015-2016	282,267	9,600

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.

School Funding

School income broken down by funding source

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 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.**

Where it states **'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.

Queensland
Government

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	75	39	0
Full-time Equivalents	64	22	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	5
Bachelor degree	59
Diploma	2
Certificate	0

*Teaching staff includes School Leaders
**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 2016 were $ 117 306

The major professional development initiatives are as follows:

Learning Intentions and Success Criteria
- Curiosity and Powerful Learning Strategic Agenda Workshops – regional focus, involvement in network PD and meetings,
- In-school workshop agendas, visits to and from other schools
- Year Level Focus on development and sharing of specific actions focused on implementation of Learning Intentions and Success Criteria across the cohort
- Teacher involvement in lesson observations and feedback
- Core Support Materials for all teachers

Reading Improvement
- TRIAD Learning Teams (one hour sessions focused on Teaching of Reading – Effective Practices and led by Master Teacher) for all classroom teachers every three weeks
- Staff Induction in Whole School Approach to Reading Framework
- PreLit and MiniLit Training – Support Staff

Effective Teaching and Learning
- Staff induction in revised Pedagogical Framework
- Purchase of Embedding Formative Assessment Professional Development Package to become a major focus of the 2017 School Improvement Plan

Queensland
Government

- Investment in Teachers' Professional Library
- Learning Cafes in a range of teacher presented sessions focused on teachers' practice in the classroom
- Teacher aide workshops on teaching and supporting reading, supporting high needs students, digital technologies on Student Free Days
- TLN School Membership and staff voluntary attendance at a variety of after school workshops taken up by 21 teachers

Use of Digital Technologies
- Course and workshop attendance
- Whole staff and small group sessions
- Optional Learning Café sessions – digital technologies
- Peer support and tutoring in use of I-pads in the classroom and coding
- Use of OneNote for curriculum resources and collaborative planning

Leadership Development and Learning
- ACEL Conference Attendance – Leadership with Insight and Inference (HOC's and Leadership Team)
- Leadership Aspirant Course Funding and Support
- Leadership Team Book Study – Embedding Formative Assessment – Dylan Wiliam

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	97%

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 2016.

Queensland
Government

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	93%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.
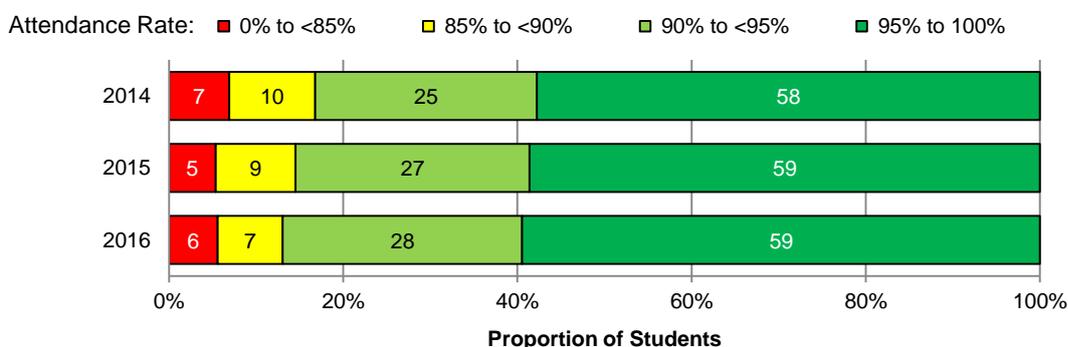
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	94%	95%	95%	94%	94%	94%	94%					
2015	94%	94%	95%	95%	95%	94%	95%						
2016	95%	94%	95%	95%	95%	96%	93%						

*Attendance rates effectively count 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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	7	10	25	58
2015	5	9	27	59
2016	6	7	28	59

Proportion of Students

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.
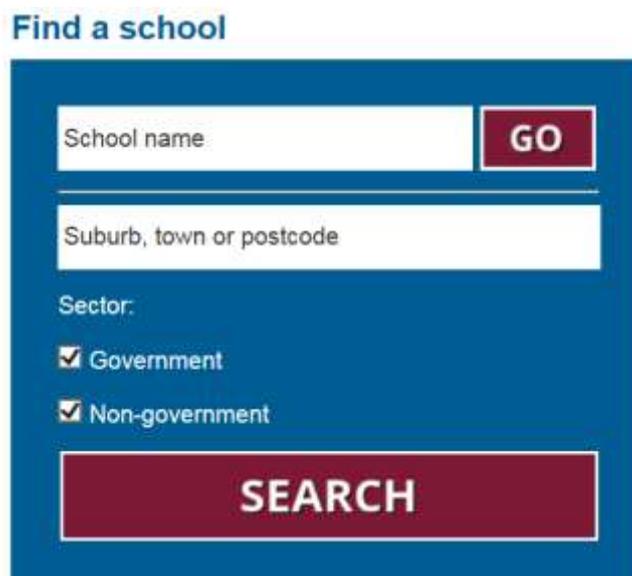
Queensland
Government

The OneSchool system is used to analyse cumulative information on student attendance. Individual students whose non-attendance patterns slip to less than 85% are tracked and followed up formally with parents. Support strategies are implemented to improve student attendance.

At Eatons Hill SS, student attendance rolls are marked twice daily by classroom teachers. All student absences are followed up by the classroom teachers and parent explanations are recorded. Cumulative records of student attendance and absence are recorded by the school and formally reported on to parents via student report cards each semester. In some cases absences are referred to the administration team for follow up and necessary reporting to relevant authorities.

NAPLAN

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.**

Where it states **'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 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.