Principal’s foreword

Our school is part of a large public education system which aims to deliver learning opportunities for all students. We aim to:

- educate each child in a nurturing, dynamic environment where individual development is encouraged and best possible learning outcomes are achieved.
- provide high quality teaching that makes a positive difference to the lives of our students.
- prepare young people for the future and to enable them to contribute to a socially, economically and culturally vibrant society.
- develop a zest for participation and learning in all our students.
- provide rich learning experiences within a broad, balanced, and relevant curriculum.
- nurture relationships, based on key virtues of responsibility, citizenship, fairness, integrity, courage, empathy, diligence, respect, honesty and conservation.
- provide an operational environment which embraces respect and dignity; partnerships; diversity and inclusiveness; leadership and accountability; and professionalism and personal ethics.

At Eatons Hill State School:

- We regard our core business as the development of student proficiencies in literacy and numeracy.
- We are committed to nurturing a culture and identity characterised by continuous improvement, inclusivity, sustainable outcomes, standards of performance and collaboration.
- We are committed to developing a relevant, progressive and engaging curriculum.
- We are committed to connecting with the community and establishing productive partnerships.
- We are committed to offering a pleasant, enjoyable, working environment where the welfare and wellbeing of individuals is paramount.
- We actively promote being respectful, being responsible and being safe in all relationships and behaviours.
- We want children feel positive about coming to school and develop a penchant for lifelong learning.

I commend this report to you and hope the contents will provide you with a useful insight into our performance during the past 12 months. This annual report provides a snapshot of our school’s performance during 2012 only.
**Introduction**

Eatons Hill State School was established in 1998. It is located 14 km from the CBD on the northern outskirts of Brisbane in the Moreton Bay Regional Council area and geographically bounded by the areas of Albany Creek, Strathpine and Samford. The School lies within the State political electorate of Everton and the Federal political electorate of Dickson. The school mainly attracts students from the growing population of nearby areas Eatons Hill, Warner, Cashmere, Clear Mountain and Brendale.

Our vision is to be widely acclaimed as an excellent school – a school with inspirational leadership, productive partnerships, and powerful relationships, providing a rich curriculum with quality teaching in a supportive and challenging environment where all students are actively engaged in learning, and achieving great performance outcomes.

This report provides information about our school using a departmentally supplied template for all state and non-state schools. The details are specific to the 2012 academic year only.

**School progress towards its goals in 2012**

*Measurable progress was made on each of the 2012 Key Priority Areas*

- We implemented a school performance improvement agenda for literacy and numeracy which aligns to the DET roadmap, school’s strategic plan, annual implementation plan, T&L Audit recommendations, curriculum imperatives, year level and classroom planning.

- We reviewed and adapted our whole school curriculum plans, year level plans and classroom planning processes to address clarity, alignment, differentiation, particularly in English, Maths, Science and SOSE (History)

- We refined school management structures to facilitate change and nurture a teaching and learning environment with a performance improvement culture

- We built professional capacity and capability of staff to improve teaching and learning, particularly in relation to reading, numeracy and spelling performance of students

- We re-aligned leadership, management, operations and resources to enhance instructional leadership and drive the school’s performance improvement agenda

- We implemented school based programs and targeted strategies for all staff to embed higher order thinking skills in all class planning, program delivery, and assessment, particularly in English and Mathematics

- We reviewed and evaluated progress on our performance improvement agenda and school development plan

*Demonstrated progress was made in each of in the specifically targeted areas of:*

- National minimum standards on NAPLAN
- Reading performance
- Numeracy performance
- Spelling performance
- Proportion of students in the upper two bands of reading and numeracy on NAPLAN
- Curriculum planning and classroom programs
- Teacher capability and classroom effectiveness with Higher Order Thinking Skills pedagogy
- Engagement of students in Higher Order Thinking Skills
- Hills coalition activities involving Eatons Hill SS, Albany Creek SS, Albany Hills SS, & McDowall SS
- Teacher professional development and coaching to build powerful year level teams to lead learning
Goals achieved in 2012:

- Managing enrolment growth within capacity limits
- Commissioning of major facilities— a community hall, indoor sports complex, library, science/technology centre, & new staffroom facility
- Progressing the use of interactive technology for teaching and learning in all classrooms
- Progressing the recommendations of an external Teaching and Learning audit
- Improving outcomes of students in sport, health education and music
- Ensuring all non-exempted students perform above the National minimum standards in reading
- Increasing the proportion of students in the upper two bands of the NAPLAN tests in yrs 3, 5, 7
- Refining curriculum programs, particularly to adapt the national curriculum in English, mathematics, science and history
- Implementing a performance improvement agenda focusing on higher order thinking, reading, numeracy and spelling,
- Delivering a targeted professional development program for all staff on higher order thinking, lesson planning, unit planning, lesson feedback, mentoring, assessment, English/Maths/Science curriculum
- Consolidating school-based programs and community partnerships on sustainability
- Increasing staff and student collaboration within the Hills Coalition of State schools
- Successful completion of a Financial audit
- Continuing the student core values program
- Enhancing the performing arts program to implement dance and drama
- Implementing a revised model for student support
- Engaging all teachers in the Hills Coalition of primary school’s initiative for coaching of teachers on leading learning
- Professional mentoring and coaching of year level teams and coordinators
- Professional conversations with all staff around performance agenda achievements and performance data

Future outlook

Key Areas for Improvement in 2013:

- Community School and Partnerships
  - High levels of student, parent, staff and broader school community confidence in the school’s performance and achievements
- School Curriculum
  - Consistent curriculum, planning and implementation to improve learning
- Teaching Practice
  - High quality teaching focused on the achievement of every student
- Principal Leadership and school capability
  - Instructional leadership with an unrelenting focus on improvement
- Focus on core learning priorities, quality curriculum, student achievement and improvement, pedagogical practice, teacher feedback, and quality assessment
Core priorities expressed in the 2013 School Implementation Plan

- Reading
- Numeracy
  - Common year level assessment tasks for Australian Curriculum
- Continuous monitoring of student achievement
- High quality teaching practices
- Productive partnerships with school community stakeholders
- Instructional leadership development
- Evidence-based decision making
- Workforce performance development
- Collaborative practices
- Whole-of-school assessment and data collection
- Performance improvement agenda implementation
- Core Priority - Student retention
- Core Priority - Student transition
- Year 7 to high school transition
- Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students

Specific Focus areas for literacy and numeracy improvement agenda:

1. The intended school curriculum will be enacted in all classrooms. All teachers will implement school wide programs and year level curriculum overviews, particularly for the teaching of reading, writing, spelling, mathematics and science at EHSS.

2. All teachers will have the necessary skills and knowledge to collate, use and interpret student performance data and assessments to inform their lesson planning, teaching strategies, differentiation for individual student learning, assessment of student achievement and measuring improvement. Teachers should be able to use performance data to reflect on their teaching effectiveness.

3. All teachers will place a high priority on teaching and learning differentiation: identifying and addressing the learning needs of individual students, closely monitoring the progress of individuals, identifying learning difficulties and exceptional performance, tailoring classroom activities to levels of readiness and need.

4. All teachers have opportunities to learn and develop through continuing professional learning, mentoring and coaching, with opportunities for focused professional dialogue.

5. In all year levels there will be an explicit emphasis on Literacy (with a focus on Reading) and Numeracy improvement.

All Quality Professional Development will be linked to the school improvement agenda and performance targets.
Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2012: **Prep - Year 7**

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1017</td>
<td>498</td>
<td>519</td>
<td>96%</td>
</tr>
<tr>
<td>2011</td>
<td>1027</td>
<td>497</td>
<td>530</td>
<td>96%</td>
</tr>
<tr>
<td>2012</td>
<td>1058</td>
<td>508</td>
<td>550</td>
<td>97%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

- Number of students with English as a second language: 14
- Number of Indigenous students: 16
- Number of students with modified special educational programs: 32
- Number of children from Defence Force families: 103

**Socio economic index 1057 c.f. national average of 1000** (see [My School](#))

Average Class sizes:

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td>25</td>
</tr>
</tbody>
</table>

School Disciplinary Absences:

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>2</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

- Our distinctive curriculum:
- Specialist programs for Japanese, HPE, Music, Library and Special Education.
- Prep year's teaching and learning programs, developed in accordance with the DET Early Years Curriculum Guidelines and multi-age teaching principles
- Specialist curriculum activities including interschool sport, sports coaching clinics, instrumental music, literacy & numeracy support, gifted and talented, Religious Education program, individual modified programs, student camping/excursion program, Student leadership program, Student Council, Out-of-School-Hours Care, Drug and alcohol program, Bike Education program, Sexuality program, Maths Team Challenge, Battle of Brains challenge, Social skillings programs, Hills coalition activities, IM music performances, Cybersafety training, Volleyball cup competition, secondary transition program.
- Early Intervention strategies, Learning Support, Special Needs Support, and Multi-age Teaching
- A broad curriculum incorporating essential learning’s for the 8 Key learning areas of English, Mathematics, Study of Society and Environment, Science, The Arts, Music, Physical education /Health, and Languages other than English (Japanese)

Extra-curricular activities:

<table>
<thead>
<tr>
<th>Student Council</th>
<th>Base Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Leadership Program</td>
<td>Book Club &amp; Student Banking</td>
</tr>
<tr>
<td>School Music Concerts &amp; Public Performances</td>
<td>Dance Program (Years 1 – 4)</td>
</tr>
<tr>
<td>Cluster Schools Music Camps</td>
<td>Instrumental Music – Strings, Woodwind, Brass and Percussion</td>
</tr>
<tr>
<td>Specialist Coaching in Dance, Drama, Sport</td>
<td>Sports Clinics</td>
</tr>
<tr>
<td>Library Assistants Program</td>
<td>Hills coalition student and staff activities</td>
</tr>
</tbody>
</table>

How Information and Communication Technologies are used to assist learning:

All students, staff and volunteer helpers have access to computers through a Local Area Network. On average, each classroom has access to 4 networked computers. A computer lab of 31 networked computers was accessible to all students. All students have access to the internet, personal email service and the school’s webpage. Each school member has a unique access login and password.

Information Communication Technology is an integral component of teaching and learning in all classrooms. During 2012, 196 computers were available within school classrooms and specialist areas to assist with teaching and learning.

Interactive electronic whiteboard capability has been installed in many classrooms and progressively large screen interactive TVs will be installed in every classroom and specialist teaching area.

A Science and Technology centre, with blue screen media capability, has been commissioned.

In 2012, the school continued embedding the One School system into school’s operations, management of resources, student assessment and reporting, and school finance, and utilisation of performance data dashboards.
Our school at a glance

Social climate

Our school climate/ethos is characterised by:

- A Core values and virtues Program for students and staff
- School organisational arrangements around Early Years, Middle Years and Upper Years
- An annual net enrolment growth rate of approx 20 students per year
- School relationships underpinned by key virtues and a Responsible Behaviour Plan
- A blend of multi-year level classes and single classes
- Multi-age approach to teaching and learning, especially in the Early/Middle Years
- Class sizes between 25 – 28 students
- A full uniform school
- A student buddy program
- A student Leadership Program
- A volunteer Parent Helper Program
- Quality Learning Support Staff and specialists
- High level of community Involvement and support
- Publicly acclaimed Ceremonies and Events
- A very active Parents and Citizens association
- Well maintained facilities and pleasant learning environments

A supportive school climate facilitates the establishment and sustainability of meaningful relationships which impact on the development and achievements of children. School climate can have a significant influence on student learning and teacher performance. Evidence from the 2012 Departmental School Opinion Survey indicated that Eatons Hill State school provided a caring, safe and supportive environment. For example:

- 96% of parents believed that the school had provided good learning opportunities for their children.
- 100% of parents were satisfied with the responsiveness to their enquiries.
- 100% of parents reported the staff at this school as being very approachable.
- 100 % of parents reported that their child liked being at this school
- 97% of students stated that they liked being at this school.
- 95% of students stated that they felt safe at this school.
- 96% of parents reported that their child felt safe at this school.
- 96% of parents reported that the school staff was very approachable when parents went to talk about their child.
- 92% of parents reported that Eatons Hill State School was a good school
- 97% of students believed Eatons Hill State School was a good school
- 99% of parents believed their child was getting a good education at this school
### Parent, student and staff satisfaction with the school

The school is highly respected by the community and parent expectations are high. Consistently over the years, more than 92% of parents, students and staff have reported being satisfied with the opportunities they had to participate in the life of the school. 98% of respondents believed Eaton Hill SS was a good school.

#### Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>88.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>92.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>96.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>80.0%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>80.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>92.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>84.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>92.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>92.0%</td>
</tr>
<tr>
<td>they can talk to their child’s teachers about their concerns*</td>
<td>96.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>92.0%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>83.3%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>92.0%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>87.5%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>96.0%</td>
</tr>
</tbody>
</table>

#### Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>99.1%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>96.5%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>94.7%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>99.1%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>93.7%</td>
</tr>
</tbody>
</table>
Our school at a glance

| Teachers treat students fairly at their school* | 82.3% |
| They can talk to their teachers about their concerns* | 91.0% |
| Their school takes students’ opinions seriously* | 87.6% |
| Student behaviour is well managed at their school* | 84.1% |
| Their school looks for ways to improve* | 94.5% |
| Their school is well maintained* | 95.5% |
| Their school gives them opportunities to do interesting things* | 98.2% |

### Performance measure (Nationally agreed items shown*)

| Percentage of school staff who agree: | 2012# |
| that they have good access to quality professional development | 78.2% |
| with the individual staff morale items | 97.2% |

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

**DW = Data withheld to ensure confidentiality.**

### Involving parents in their child’s education

Parent/community involvement was evidenced by:

- An extensive classroom volunteer parent helper program
- Gatherings and Assemblies
- Activities such as a School Carnivale, Performing Arts gala day, school music concerts, sports days, fun run, 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 are highly valued by staff and the community
- Support-a-Reader
- Supervision of Camps and Excursion
- 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
Our school at a glance

Reducing the school’s environmental footprint

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

<table>
<thead>
<tr>
<th></th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>182,091</td>
<td>0</td>
</tr>
<tr>
<td>2010-2011</td>
<td>198,047</td>
<td>3,175</td>
</tr>
<tr>
<td>2011-2012</td>
<td>182,423</td>
<td>5,158</td>
</tr>
</tbody>
</table>

The above table provides information on utility usage at Eatons Hill State School. The measurable increase in potable water usage was the result of three significant building projects and grounds work being undertaken in the school during this period. The other category savings reflect conservation measures through the use of recycled water instead of potable water to irrigate grounds and landscaped areas.

To conserve electricity and water the school has two sets of solar panels, a solar hot water system, energy efficiency saving devices in all buildings, water saving devices in all facilities, underground recycled water supply to the ovals and all landscaped areas. The school engages in significant recycling activities.

Incidentally, in 2010 Eatons Hill State School received the Premier’s ClimateSmart award for sustainability from all other school’s in Queensland. This prestigious award was in recognition for the school’s significant projects to reduce water, electricity and conserve the environment for the past eight years. [http://www.derm.qld.gov.au/link/2010issue01/climatesmart-awards.html](http://www.derm.qld.gov.au/link/2010issue01/climatesmart-awards.html)

In the 2012 Departmental School Opinion Survey, 100% of parents reported the school as being environmentally friendly.
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>67</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>60.9</td>
<td>18.2</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

- Doctorate: 0
- Masters: 5
- Bachelor degree: 52
- Diploma: 10
- Certificate: 0
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $25124. This information can be calculated from OneSchool data (refer Policy Guidelines: Annual Reporting by Queensland Schools).

The major professional development initiatives are as follows:

- Whole School Literacy Programs
- Whole School Numeracy Programs
- Induction program for new and beginning teachers
- ICT Skills Development
- Student behaviour management
- Interactive technologies for teaching and learning
- Inclusive education and specialist programs
- Workplace Health & Safety Training
- Industrial Relations Training
- Conference and Seminars on Pedagogy, Curriculum and Assessment
- Prep and early years curriculum programs
- Learning support strategies for literacy and numeracy
- Leadership seminars and conferences
- OneSchool implementation
- Teacher Aides/Early Years Staff Training in Literacy
- First Aid/CPR/Anaphylaxis and defibrillator Training
- Hills Coalition projects and programs
- Year level coordination and mentoring

In-kind professional development activities undertaken:

- Computer based learning
- Peer tutoring
- Mentoring within year levels
- Collaborative planning
- Links with Hills coalition teacher networks
- Involvement with ITC – Rodin Educational Consultancy

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.3%</td>
<td>95.9%</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.8% of staff was retained by the school for the entire 2012 school year.
School income broken down by funding source

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

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

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

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage). The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>94%</td>
<td>96%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>2011</td>
<td>93%</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>2012</td>
<td>95%</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
<td>96%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>6</td>
<td>12</td>
<td>27</td>
<td>55</td>
</tr>
<tr>
<td>2011</td>
<td>4</td>
<td>11</td>
<td>29</td>
<td>52</td>
</tr>
<tr>
<td>2012</td>
<td>6</td>
<td>8</td>
<td>28</td>
<td>57</td>
</tr>
</tbody>
</table>

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.

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.

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.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](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.

![Find a school](image)

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

- NAPLAN results – all indigenous students performed significantly above the State and Metropolitan Region levels in reading, writing and numeracy
- There is no measurable gap between non indigenous and indigenous students, and in fact the indigenous students are performing at higher levels on NAPLAN tests in reading.
- Student attendance rates for 2012 show that indigenous student attendance rate was 94.5% against the non-indigenous student rate of 94.6%
- In terms of the proportion of students, 6.3% of all students at our school attended for less than 80% of the time while 0% of indigenous students attended for less than 80% of the time
- 10% of indigenous students and 13% of non-indigenous students recorded 100% attendance