



Eagleby State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Eagleby State School

Our Vision

Our community is a passionate, happy, energetic place that provides a rigorous, fast paced education which embraces and engages all learners. We value and are proud of our rich diversity. Everyone is empowered through high expectations to nurture and inspire global citizens. We are united as we stretch to reach our individual and collective potential.

We deliver a differentiated curriculum that engages every learner to make continual significant gains. We want to inspire children to think beyond their current world and empower students through experiences, so that they become independent, capable, living thinkers. Ownership of effort motivates self-belief and resilience to know that we can achieve anything. Rigorous tasks provide challenge and opportunities for failure, allowing for risk taking and earned accomplishments. Adults and children negotiate a relevant, diverse range of real life learning experiences, facilitated through a variety of learning groupings, contexts and environments. Freedom, movement and play enhance creativity and innovation. Autonomous, self-directed, investigative learning is creating, planning, questioning, debating, being curious, exploring, clarifying, justifying and discovering.

Our active and open community honours each other's perspectives and talents, as we try new things outside our comfort zone in a dynamic environment. We welcome opportunities to showcase our strengths and develop our weaknesses through reflection to enhance cohesiveness. Teams purposefully collaborate through sharing, guiding and mentoring. Adults celebrate the role they play in children's successes. Together our thinking and practice is challenged and developed providing a continual mindfulness of what to applaud, attend to and create.

possibility

2019 Eagleby State School Explicit Improvement Agenda

Building Teacher Capability = Building Student Capability

RIGOROUS
INTELLECTUAL
FOCUS

Questioning

Cognitive Complexity

Construction

Knowledge Utilisation
Evaluate: Purpose, Criteria, Appraise
Justify: Evidence, Synthesize, Application

Conflict & Contradictions

Analytical Processes
Analyse: Significance, Patterns, Reasonableness
Interpret: Features, Find Connections, Verify

Challenge

Intellectual Risk

Rigorous Reading

Concept content and application (phase 1)

Articulate Writing

Transferring concepts in open-ended real life phenomena (phase 2)

Responsive Mathematics

➔

School progress towards its goals in 2019

Our vision into action:

- ✓ Every child comes to school, eager to learn, motivated, passionate, full of questions and wonder. We acknowledge our educational responsibility to children and their family. Together we grow confident, happy and actively engaged future adults, who will take risks, innovate and create.
- ✓ Being literate is the fundamental ingredient for all learning. Individual and collaborative opportunities to apply knowledge to challenging experiences, stretches students thinking within reading, writing, speaking and listening.
- ✓ Mathematics is the gateway to understanding our universe. Mathematics engagement and learning is through collaborative, hands on investigative experiences. Students flexibly manipulate materials to enhance, deepen and then apply their understanding.
- ✓ Scientific knowledge builds reverence for the magnitude of all life. Students use the Periodic Table to make connections beyond what they can see, through Chemistry, Biology, Physics and Space.
- ✓ The future will embrace those that can creatively problem solve and find new ways of doing. Our Coding and Robotics Program encourages innovation, thinking outside the box and collaboration.
- ✓ Year 5 & 6 student learn to speak Japanese and the culture of Japan. Technology, games, rituals and traditions are all tools uses to synthesis learning through experiences.
- ✓ Living in an ever-changing digital world, student will require diverse skills. Students learn to use and manipulate a broad range of technology preparing them for the future.
- ✓ Creating, exploring, singing, movement and self-expression are tools to enhance our ability to reach our potential as capable and living thinkers. Music, Art and Drama are core components of our learning framework.
- ✓ Sport encourages us to strive for our personal best. Opportunities are provided for students to develop sporting skills, fitness and competition through game play.
- ✓ Exploring the world's history enables us to understand how connections, systems, cultures are today. It empowers us to learn from events, to make choices that build a better future.
- ✓ Geography plays an important role in the evolution of people, their ideas, and environments. Discovering these vast differences and similarities opens our minds to a world we are yet to experience.

At Eagleby State School in 2019 we continued our commitment to the development of the 'whole child':

- Excellence programs commenced and are fully inclusive of students that strive to be in their stretch zone and enjoy rigor.
 - Academic Excellence responds to the understanding that brains love to grow. Deep learning occurs when children inquire, question, understand contradictions, and take intellectual risks to construct meaning, whilst being stretched within a challenge. This is Academic Excellence;
 - Excellence in Sport ensures we foster potential through skill development and game play, allowing students to learn from the social skills and experiences obtained from belonging to our competitive Rugby League, Netball and Basketball teams;
 - Music Excellence extends in all areas of musicality. Programs ensure children connect and contribute to our community as they explore active and engaging

- musical interactions; performing and exploring their individual and collective musical potential;
 - Visual Art Excellence is inclusive of clay, sculpture, watercolour, paint, charcoal, construction, collage and print all form the bases of our Visual Arts Program. Creativity is fostered and developed through hands on experiences and workshops.
- We designed a unique curriculum that is differentiated, so that every child is receiving their learning at a level that is challenging and engaging;
- We employed expert teachers as coaches, so that how we teach is state of the art; teachers report to each other, how every student is going on a weekly basis, so that there is an strong accountability and learning culture for them as professionals;
- Teachers participated in Professional Learning in small groups for one hour, as well as a whole staff for an additional hour every week, to ensure they have outstanding skills in the classroom;
- We have ensured considerable funds on classroom resources so that every student can participate in actively based, engaging learning; this included an interactive whiteboard in every classroom, laptops and iPads, Numeracy boxes, Literature boxes and Science boxes for every classroom, a large variety of books and academic materials;
- Students participated in outside school events; Life Experience excursions, Interschool Sport Competitions, Incursions, Academic Competitions, Eisteddfods, Camps and learning extension opportunities with other schools and universities;
- Students in Year 2 – 6 were a part of weekly on line learning opportunities with external university teachers; all students have access to Mathletics, Sunshine On Line, along with other on line services to assist with diverse learning needs;
- Our intensive reading intervention program was reflective & responsive to the individual learner, targeting specific skills required to ensure that every student can appropriately read and meet the C standard. Modelling and rehearsing specific, targeted writing behaviours allowed students to become literate thinkers who could transfer their writing capabilities to real-world tasks. Intensive support occurred for all students to achieve this standard;
- When additional learning for specific Mathematical skills were required, students received intensive teacher-lead support within differentiated small group learning environments;
- Our teacher aides participated in weekly one hour Professional Learning so that they are up to date with what the teachers are using for instruction;
- We extended our Performing Arts program to include Music, Drama and Visual Art, with a lunchtime Dance Club. We also have a lunchtime Film Making club;
- We created our own Social Emotional program to explicitly teach children about Feelings, Thoughts, Body Language and Choices;
- We employed of full time Behaviour Specialist, a Guidance Officer, a Head of Special Education, an Indigenous Community Worker and Chaplain, so that every child's capacity to be heard and cared for was a priority. We understand that happy children learn well and flourish;
- We created opportunities for additional life skills to occur during lunchtimes with volunteers teaching woodwork, chess, cooking, fashion & make-up, calligraphy, knitting, sewing, football, song, dance, drama and art;
- Culturally rich opportunities also included our Eagle Rock choir, Uke Clubs, Recorder Club, Deadly Choices program, Radio Club and Dance Troupe;
- We worked closely with community agencies so that there are many additional opportunities for children to be a part of particular skill building courses where we know

it will benefit their specific growth; The Club, Team Up, Drum Beat, Learning Club, Raise a Reader;

- All of the additional student activities are on the mobile notice board which shows what is happening for the week on one side and what is happening on that day on the other;
- We encouraged good choices, effort and participation with a vast array of unique opportunities; attendance tokens can be traded for different events or a pick from the 'board', classroom Gotchas earned a place at the Hot and Cold buffet, playground Gotchas earned a place at Carnival;
- We provided our senior students with extensive leadership opportunities through Captains, Leaders, Student Council and Playground Leaders to lead in the playground with different activities – sand sculpting, paper planes, interactive activities, as well as assemblies, ceremonies and representing our school;
- We continued a preparatory Student Leadership opportunity for Year 5 students as badged Environmental Leaders. In this role they lead three main projects: Power Rangers, ensuring our footprint is careful; Food recycling, growing food and worm farming; Garden planting, weeding and beautification;
- We encouraged and praised every effort, as we know that children are precious, through feedback and feedforward about their work, student awards and Diamond pins;
- Our office staff are committed to providing all the structures and service to the community so that things run smoothly on a day to day basis;
- Our wonderful groundsman works tirelessly to ensure that our grounds are beautiful and provide an environment that is joyful to be in;
- We maintained our safe beginning of the day and end of the day transitions with school staff supporting ;
- We ensured the entire school had Wi-Fi, increased our broadband width by three, built a large sandpit for year 1 & 2 students, provided Prep with extensive outdoor resources, a huge fan in the School Hall and built a permanent stage on the oval for our community Concert on the Green, which celebrates the end of the year. Twin Rivers beautified the gardens and pathways at the front of the school. The school classrooms are air-conditioned;
- A community service project day welcomed more than 500 volunteers into the school with a free Swap Meet, painting of buildings, planting numerous gardens, washing windows, sizable earth works, turfing, cleaning cutters, clearing the forest area which has extended the playground, sewing 100 library bags and a 'notices pocket hanger' for every teacher, covering 1,000 books, finishing a mural and providing the most amazing free food for everyone;
- We worked hard to improve our community communication with a School Facebook page, a Term Events Parent Calendar, electronic board notices, a fortnightly newsletter, Student Reports twice a year, Parent Interviews twice a year, an update about your child's attendance with letters home and a certificate twice a year, plus a commitment to send home all notices within 24 hours;
- We celebrated many things with 'special weeks' of focussed learning; Literacy Week, Numeracy Week, NAIDOC Week, Science Week, Timetable Challenge for Year 3 - 6, Premiers Reading Challenge, Early Years Day, Walk to School Day, Free Dress Days to raise money for charity, Office Staff and Groundsman Day, World Teachers Day and Volunteers morning teas;
- Our P & C were magnificent in their work to provide community events, fund raising and opportunities within our community which included Mother's Day and Father's Day staff, an unbelievable luncheon for teachers to celebrate World Teachers Day, Discos, Concert on the Green markets and food, Sports Day refreshments and food. Our P & C collaboratively funded many things this year;

- We hosted and staffed Butterfly Wings for families and children that are not yet school age every week;
- Every day, every student can have breakfast at school of toast, milk, fruit, cereal and baked beans due to the generous support given by our residents from Palm Lake Resort.

We achieved many things in 2019 due to the tremendous community spirit of Eagleby State School.

Student Literacy & Numeracy Outcomes

An extremely **strong and significant increase in all student being at or above National Minimum Standard** NAPLAN results occurred in 2019.

Year 3 Reading, 2016 92.1 to 98.8 in 2019

Year 3 Writing, 2017 94.9% to 97.6% in 2019

Year 3 Spelling, 2018 90% to 92.9% in 2019

Year 3 Grammar and Punctuation, 2017 88.1% to 92.9% in 2019

Year 3 Numeracy, 2017 93.0% to 96.2% in 2019

Year 5 Reading, 2016 83.3% to 95.5% in 2019

Year 5 Writing, 2018 68.6%, to 87.7% in 2019

Year 5 Spelling, 2016 85.4% to 95.4% in 2019

Year 5 Grammar and Punctuation, 2017 84.6% to 86.2% in 2019

Year 5 Numeracy, 2016 87% to 97% in 2019

Equally a **strong and significant increase in all U2Bs (A, B)** NAPLAN results occurred in 2019.

Year 3 Reading, 2016 19% to 32.1% in 2019

Year 3 Writing, 2014 13.3%, 2015 18.5% to 24.1% in 2019

Year 3 Spelling, 2014 26.1 to 33.9% in 2017, 51.2% in 2019

Year 3 Grammar and Punctuation, 2015 28.1% to 32.1% in 2019

Year 3 Numeracy, 2013 10.7% to 21.8% in 2019

Year 5 Reading, 2018 9.8% to 13.6% in 2019

Year 5 Writing, 2017 7.7%, to 9.2% in 2019

Year 5 Spelling, 2016 16.7 to 20.2% in 2019

Year 5 Grammar and Punctuation, 2018 13.7% to 21.5% in 2019

Year 5 Numeracy, 2016 7.4% to 16.7% in 2019

Teacher Capability

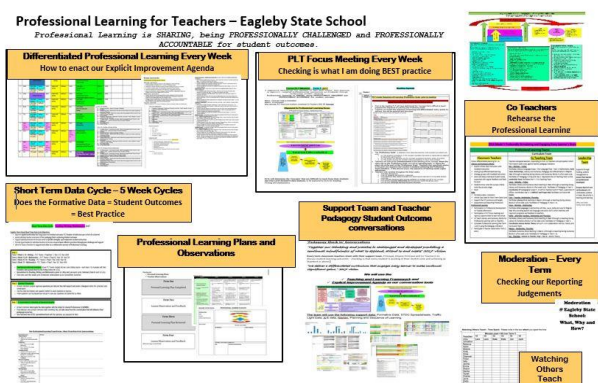
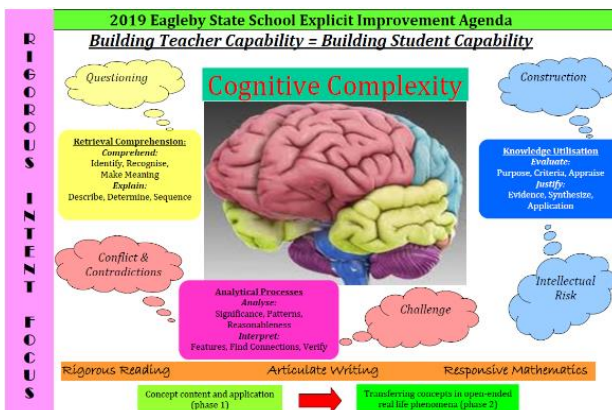
All teaching staff participated in targeted differentiated professional learning every week for one hour; ‘what are students learning’ was our emphasis, as opposed to ‘what is being taught’. Our focus was sharp and narrow and aligned to our Explicit Improvement Agenda – Formative urgency through a rigorous intent and focus on every students stretch zone; targeted differentiation through Explicit Instruction, Differentiated Tasks associated with the concept being taught and Strategy Groups for areas that students have not fully mastered.

Weekly PLT Focus Meetings, where each PLT would meet to create a Sequence of Learning for a concept that was difficult to teach and a Proficiency Scale to check if their teaching resulted in student learning has continued to evolve. Reading, Writing and Numeracy rotate across three weeks which teacher reporting outcomes – what worked and why was recorded and shared across all year levels.

We introduced a significantly new phonics program as part of our whole school Reading Program along with a specifically targeted Reading and Mathematics Intervention Program in Year 1, 2 and 3. Teachers participated in Professional Learning Teams with a clear understanding that their work is to differentiate in Literacy and Numeracy Blocks through formative data tools. Summative data was used to check that the formative data story was correct.

All Professional Learning Teams participated in Short Term Data cycles every five weeks, where teachers worked in mixed PLT teams. Prior to the STDC, teachers prepared rigorous and challenged questions for each other about team member’s data. Teachers were accountable for their student learning outcomes and found this process effect in providing professional challenges and collegial support. The conversations were rigorous. PLTs each had a leader, who met with the Principal on a weekly basis.

Teachers participated in a “Watching Others Work” program to share best practice at the school site. A number of teachers were offered leadership projects and opportunities. All teachers received regular training in the new Social and Emotional program. PLTs planned for a day a term using the process called Backward by Design, to ensure that the curriculum was viable and that the ‘what’ I am teaching was clear, so that the focus could be pedagogical practice and student learning outcomes. A teacher aide per year level was funded to enhance the opportunity for small group differentiated learning during Literacy and Numeracy Blocks. The teaching of Reading, Writing and Mathematics took priority in key learning times 9 – 11 and 11.40 – 1.10pm.

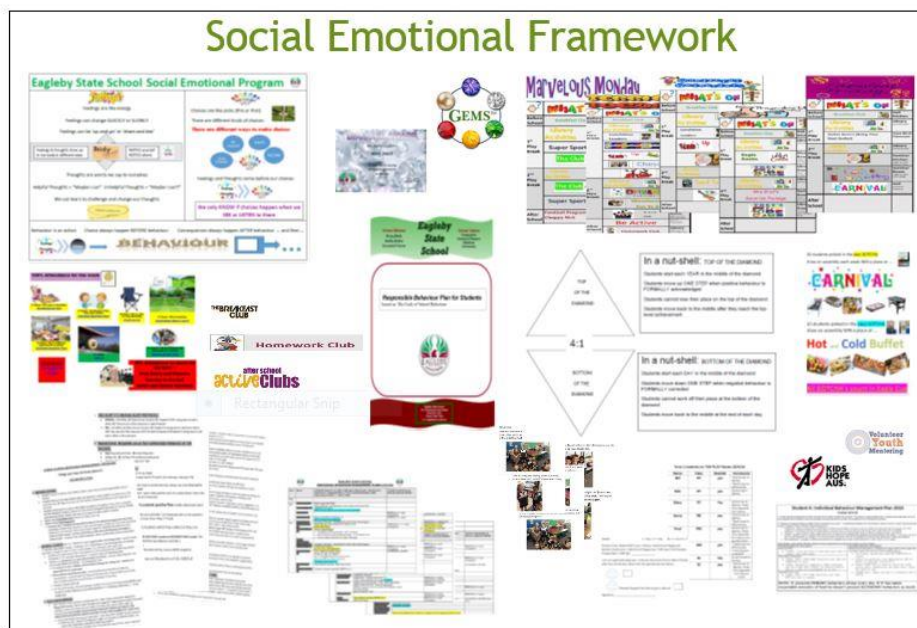


Student Social and Emotional Learning

2019 saw our continued shift in how we responded to and think about supporting student appropriate behavior. The full time Well Being Coordinator and Student Action Strategy Team focused more on proactively coaching teachers and students about the psychology behind human behavior, trauma, sensory needs, impulse control and checking actions against the question, 'will this provide the child with new understanding and learning, versus 'will this simply punish the child and relieve the adult's frustration.'

The Social and Emotional program partners the schools vision, mission and values. It teaches emotional development and independence. Alongside the existing Playground leaders program, we introduced Fun Facilitators to enhance imagination, fun and creativity into our playtimes, this included sand molding, guitar playing, clapping games, bubbles and much more. This was also supported by our new, very large sandpit.

Classroom Gotchas were introduced along with a Hot and Cold Buffet as a student reward, with the Deputy Principal and Principal. Playground Gotchas continued with the Carnival Event as the raffle prize. The schools positive reinforcement "Diamond & Gem" strategies continued to have a strong positive impact on student behaviour. A strong community interagency support focus began in 2014 and extended much more broadly in 2019. The ratio of monthly behaviour incidents continued to decrease, with the number of suspensions in 2013 = 95, 2014 = 44, 2015 = 29 and 2019 = 13



Family & Community Engagement

The school continued to provide more opportunities for family and community engagement. Communication with our community has been a strong motivation with the introduction of the electronic board at the front of the school and our school Facebook page and parent texting. This is supported by parent letters, flyers and calls home. This is strongly supporting attendance, along with other initiatives to ensure that school is a great place to be. A number of community facilitated innovative programs offered a high quality, enriched education for all students including the Drum Beat program with PCYC, a Self-Esteem and Development program with YFS called The Club and Life Education (Sponsored by local State member). Our Active After School program continued to be

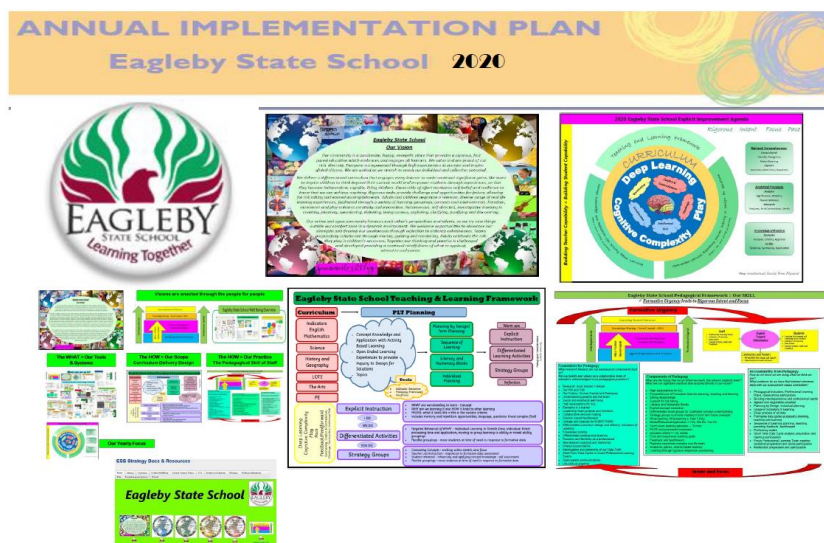
extremely popular, as well as the many Life Skills programs offered.

The Music and Choir Program continued to thrive with extensive performances throughout the community and its fourth school sleepover. The Arts Showcase was held in Mibunn Hall. This year due to student population growth, our Concert on the Green was again held on our stage on the oval. We held our Year 6 Graduation in Mibunn Hall, which was highly successful. The formal ceremony was in the hall with a disco and shared food in the bottom undercover area. Assemblies continued to be responsive to specific Year Level need, with a three week rotation between P – 6, P – 3 and 4 – 6.

Our community links were further extended by our “Village People” program with Palm Lakes Resort. Residents contributed to support numerous programs: Breakfast club, Reading club, Woodwork club, Chess club, Grandparent’s morning, ANZAC events, and Extension Science and Writing mentor programs. Community links were further extended as Beenleigh Uniting Church provided a large number of volunteers as part of the Kids Mentor Program, where students build a relationship with an adult over many years. QUOTA continued with their reading support program and an effective partnership continued with our Local City Council. Provision for our community continued through our State and Federal members, along with our local Police Beat. Parent engagement was further extended through initiatives such as Science Week, NAIDOC, Literacy & Numeracy Weeks, Spelling Bee, Multiplication Challenge, Fact Frenzy, Early Year Day, Easter Bonnet Parade, Mother’s Day and Father’s Day special parent celebrations, Walk to School Day, Raise a Reader and 1-2-3 Parenting. We continued to build strong relationships with our local Child Care centers and support families and children before they begin school through our Butterfly Wings program and Library Visit program where Child Care centers visit the Eagleby State School library and Prep classes on a weekly basis.

We celebrated our P & C and volunteers with a special dinner, World Teachers Day with a magnificent lunch provided by our P & C and Office Staff, Cleaners and School Officers Day with an afternoon tea. The school continues to research strategies to further engage the community.

Future outlook



Professional Learning Plans	100% new goals; using Pedagogy Indicators; associated with goals from observations and data conversations. New Leadership Team to deliver.	Term 1	DP, DP, HOC, HOE for PLT Supervising
Lesson Observation, Meeting and Written Feedback	Alignment of PLP and data conversations. New Leadership Team to deliver.	Term 2	DP, DP, HOC, HOE for PLT Supervising
Pedagogy Data Conversations	Triangulation of formative and summative data agitates sharp and narrow pedagogical reflection; 100% action evidenced in Literacy and Numeracy Blocks	Term 3	P, DP, DP, HOC, HOE and Co Teachers
Spelling Bee & Fact Frenzy Co Teachers to facilitate.	Formative and summative data improvement; Fact Frenzy to build	End Term 2 and 4	Co Teachers, DPs
High yield practices; Visual Literacy, Language Conventions, Reading Intervention, Maths Intervention, Multiple Choice genre, Working from a Screen genre, Individual Reading Comprehension risk taking, Reading Book/Task Card Kits	90% students A,B, C Reading	End of Term 4	P, DP, HOC, Co Teachers, PLT Leaders

Focus: Capability of Teachers; Evidenced by 90% students A, B, C Number

Actions	Targets	Timelines	Responsible Officer
Explore and design Visual Literacy in Mathematics	90% students A, B, C Prep, 1, 2, 3, 5 PAT M growth	End Term 4	P, DP, DP, HOC, HOE, Co Teachers, PLT Leaders
Understand what is missing in Numeracy Design as indicated in Pat M			
Design to add opportunities for students to work alone until the end without peer consultation. Explore if this is an accurate inquiry intervention			
Continue to develop consistency of Word Problems and complexity			
Continue to develop consistency of Problem Solving			
Continue to develop consistency of Investigations: Phase 1 & 2			

Focus: Community Engagement

Actions	Targets	Timelines	Responsible Officer
Playgroup 0 - 4	Playgroup extended to be 0 – 4 inclusive of Community Agency involvement and support	Term 1, 2, 3 & 4	DP
Pop Up Health Clinics. Eagleby Health Services; ATTPS Partnership	Health services and Paediatric clinics run within the school. Wesley Mission will have an office for 2020. June, 2020 Build Health Hub	Wait list less than six months for Eagleby Children	P, DP, DP, HOE
Parenting Workshops and Blog	20 parents attending each week of course	End of Term 2	G.O.
Community Workshop & Blog for Reading, Writing and Number	20 parents attending each from Prep and Year 1 & 2	End of Term 3	DP and Co Teacher Early Partnerships


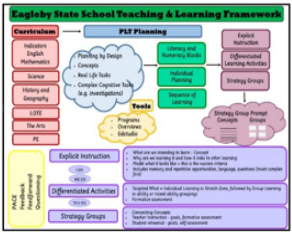
Q & A with Libby	20 parents attending each term	Week 7, each Term	P, DP and GO
Early Years Partnerships; Step Up into Schooling project	Child Care Centres engaging in effective best practice	Term 1, 2, 3, 4	DP and Co Teacher Early Partnerships

Focus: Student Diverse Needs Program Facilities

EMP Boundary between Eagleby and Eagleby South adjusted Discussed and agreed with Eagleby South Principal to occur upon his new building completion.	Barb, SER Facilities	End of Term 2	Principal
Administration Extension for Health Clinic accommodation	Funding sort and plans consolidated	End of Term 4	Principal
Hall Extension to accommodate school growth	Funding sort and plans consolidated	End of Term 4	Principal
Top Play Area Development; Undershrub cleared, shipping container painted by extension art students, filled with recycled materials for bush play.	June working Bee to clear undergrowth. Container painted	End of Term 3	Principal, Visual Art Teacher
New Prep Natural Play area Water Way	Harry's Boys Quote; Grants sort to facilitate		
Hall Large Screen	PowerPoint visual fit and wind doesn't blow	End of Term 1	Principal

Our 2020 Staffing Model is as follows:

2020 Model = Profoundly Stimulating and Engaging Every Learner's Brain

Professional Learning Teams		
Classroom Teachers	Curriculum Team	Leadership Team
<p>Follow differentiated planning for:</p>  	<p>Co Teaching Team</p> <p>Teachers alongside teachers, responding to Explicit Improvement Agenda, Formative data for teachers and students, teacher PLPs, STDC and Pedagogy conversations.</p> <p>All Co Teachers facilitate pedagogy and differentiation across P - 6 through co teaching, Professional Learning, Planning, ICT Pedagogy and embedding our Teaching and Learning Framework. Priority in classrooms is given to Literacy and Numeracy Blocks.</p> <p>Co Teachers support planning days & Sequence of Learning. Co Teacher support for individual teachers is flexible to assist with scope perspective, innovation and creativity; Co teachers support across the school and is not fixed to specific PLTs.</p> <p>Kellie – Tuesday, Wednesday, Thursday: Facilitates Literacy & Numeracy Prep – Year 1; Supports Prep & Year 1 Sequence of Learning for Reading, Writing and Mathematics. Expedites Prep and Year 1 Planning: Reading, Writing & Numeracy. Manages Science.</p> <p>Cleannah – Monday, Tuesday, Wednesday, Thursday, Friday: Facilitates Literacy & Numeracy Year 2; Literacy Year 3. Supports Year 2 Sequence of Learning for Reading, Writing & Mathematics; Year 3 Reading & Writing, Expedites Year 2 Planning: Reading, Writing & Numeracy & Year 3 Planning: Reading & Writing. Manages and facilitates Spelling Bee (with Bev), ICT Team, Raise a Reader.</p> <p>Simone – Monday, Tuesday, Wednesday, Thursday, Friday: Facilitates Literacy Year 4, 5 & 6. Supports Year 4, 5 & 6 Sequence of Learning for Reading & Writing. Expedites Year 5 & 6 Planning: Reading & Writing. Manages and facilitates Fact Frenzy, Manages IMPACT, Interschool Math Challenge.</p> <p>Megan – Alternate Tuesday, Wednesday, Thursday: Facilitates Numeracy Scope; Investigations. Supports Year 3, 4, 5 & 6 Sequence of Learning for Mathematics. Expedites Year 4 Planning: Reading, Writing & Mathematics; Year 3, 5 & 6 Numeracy Planning. Manages and facilitates Multiplication Challenge.</p>	<p>Leadership Team</p> <p>Supports through funding, systems management to ensure that teacher are professionally developed and supported</p> <p>Libby, Lara, Bev, Sarah, Felicity</p>

Specialist Team

Sarah Williamson - Monday – Friday: Well Being Support – Facilitates Social and Emotional Framework

Alexander Wearne, Elissa Clark, Karen Allen, Leonie Thornton and Jenny Zhang – SWD teacher

Sharon Sheppard – Tuesday, Wednesday, Thursday and Friday: Music Coordinator, Teacher, Choir Master, facilitates Instrumental Music and many musical events in the school and broader community

Jay Meaney – Tuesday, Wednesday, Thursday, Friday: Physical Education Teacher, P.E. Teacher, facilitates sports carnivals, cross-country, Fun-a-Thon, swimming and other events both inside and outside the school. Jay works as TRS on Mondays

Maria Shelvin, Monday – Wednesday: Facilitates **Oral Language** in partnership with DP and Co Teachers for **Prep to Year 3** by providing explicit oral language instruction (NCT) which interlinks with classroom programs and feedback to teachers.

Di Godfrey – Monday, Tuesday, Wednesday, and Thursday: Teacher of Language Other than English Year 5 & 6; Coding Year 3, 4, 5 and 6; Facilitates Website support, Technology Leader movie making; Assembly PowerPoints;

Tara Price – Monday – Wednesday and alternate Thursdays: Visual Art Teacher P – 6

Danika Rameshfar - Monday – Wednesday and alternate Thursdays: Drama Teacher P – 6

Community & Student Learning Support Team

Teacher Aides: Student Learning Support – Ali, Andrea, Angel, Betty, Caron, Donella, Emmelyn, Gail, Helen, Jackie, Jo, Julie, Karen, Lee, Mandy, Megan, Mikayla, Nicole, Rachel, Rachel, Shannon

Tania McGee: Business Service Manager

Tiarna Mereszko, Amanda Richards: Administration Officers

Richard Ferrari: School Officer

Astrid Gates – Monday and Tuesday: Guidance Officer

Chappie Nick – Wednesday, Thursday, Friday: Facilitates all things for Breakfast Club, Community run 'Life Skill' workshops during playtimes on Monday, Tuesday, Wednesday, Woodwork Club and community support

Jackson Meyn – Monday, Tuesday, Thursday and Friday Technology Hardware Technician and extension Coding Facilitator Year 5 & 6

School Cleaners Team: Vanessa, Awhina, Donna and Noeleene

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	515	548	603
Girls	245	275	303
Boys	270	273	300
Indigenous	47	52	50
Enrolment continuity (Feb. – Nov.)	91%	91%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Overview

The Eagleby area is historically a low socio-economic area and the student body is represented by 31 different ethnic backgrounds. Predominantly, 32% of students are from New Zealand, with 19% of Australian Caucasian heritage. The other races represented by more than one family are from Afghanistan, Bosnia and Herzegovina, China, Cook Islands, England, Fiji, Iraq, Papua New Guinea, Philippines, Samoa, Scotland, South Africa, Tonga and Turkey. Approximately 15% of the student population is of Aboriginal or Torres Strait Islander descent and 30% of the student body are ESL students. Throughout the year, there is approximately a 25% transient population of students moving into and outside of the Eagleby area.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	27	23	24
Year 4 – Year 6	24	28	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

Our approach to curriculum delivery

- Literacy and Numeracy Block Learning: Explicit Instruction, Differentiated Groups, Strategy Groups
- Differentiated Learning through extensive formative data systems to ensure every student is in their stretch zone
- Student with Disabilities support
- Atomic Theory Science in Prep to Year 6 which explore Chemistry, Biology, Physics and Space
- Extension programs in Reading, Writing, Mathematics, Science and Technology with Advanced Coding
- Intervention programs in Reading, Writing, Mathematics and Oral Language
- Computer Science – Coding and Robotics Year 3 - 6
- Embedded Technology in all classrooms; laptops, iPads, robotics, interactive whiteboards
- University Partnerships and visits
- Extensive Student Leadership opportunities which are formalised from Year 3 - 6
- Instrumental Music- Brass, Percussion, Strings, Keyboard, Uke, Recorder and Choir
- Drama program Prep to Year 6
- Visual Art program Prep to Year 6
- Sports Program with after school opportunities in several areas
- Swimming for Prep-Year 2 students in Term 4 each year
- Integrated Team Sports – Year 4 – 6 every Friday afternoon
- Various sporting workshops throughout the year delivered by profile players from ARL and AFL
- 1-2-3 Parenting
- Playgroup offered to parents and children aged between 0 - 5 years old
- Whole School Well Being program; Social Emotional Learning, Extensive play program e.g. knitting club, computer club, disco, yoga, magic, drumming

Co-curricular activities

- Academic Excellence Program
- Music Excellence Program
- Arts Excellence Program
- Sports Excellence Program
- Student Leadership opportunities: School Captains, Sports Captains, Music Captains, Community Leaders and Technology Leaders in Year 6

- Year 4, 5 & 6 Interschool Competition Teams; Eagleby Diamonds – Netball; Eagleby Stingers – Basketball; Eagleby Wolf Pack – Rugby League
- Year 5 Environmental Leaders
- Student Council Year 3 – 6
- Power Rangers Prep to Year 6
- Excursions throughout the year linked Life Experiences e.g. Art Gallery, Beach, Science Centre, Museum, Brisbane River
- Camps for Year 5 & 6 students
- The Choir perform at a number of venues throughout the year
- Breakfast club is offered five days per week
- The Computer club is available during break times
- Play Adventures & Life Skills program every play time
- The Chess club is available to students during break times
- Wood work Club facilitated at Palm Lake Men’s Shed
- Knitting and Sew Classes
- Garden club, Recycling club, Vegetable growing and Worm Farm Club happen every day
- Dance club operates during break times
- Learning Club operates once per week before school
- YFS, PCYC, Kids Mentor interactive workshops for students
- Life Skill courses are offered throughout the year
- Participation in student ANZAC services in Beenleigh and Palm Lake Resort

How information and communication technologies are used to assist learning

The school has Wi-Fi throughout the entire school, as well as an extended broadband width X6; every teaching block has their own laptop trolley and a large number of iPads, to assist the scope of learning opportunities to be extended across all learning areas. ICTs are embedded in learning, with teacher professional learning around mobile devices (iPads and lap-tops) and how learning can be enhanced.

Students participated in the regional Project 600 programs and IMPACT programs (digital learning) in both mathematics, writing, reading and thinking skills. The aim of continuous learning in ICTs is further supported by the Computer Science program Year 3 – 6 and during lunch breaks and the Green Room for whole class use. Students in Year 5 & 6 have the opportunity to be a part of the Advanced Coding Program. The students’ engagement with Mathematics is further enhanced through participation in the “Mathletics” on-line program. All classrooms are equipped with Interactive Whiteboards and Apple iTVs to further enhance teaching and learning.

Social climate

Overview

Eagleby State School is a happy place, with a determined focus on the whole child. There is an open door policy at all times for parents and community members to be able to talk with Principal and Deputy Principal. It is noted that many parents came into the school in the mornings and afternoons to catch up with each other. Many groups remain socializing, when students move into their classrooms. Parents often take the opportunity to meet with the Principal and Deputy Principals at the beginning of the day to express ideas, communicate concerns or to seek advice or understanding.

Our P & C is a robust partner in all school decision making. Communication with our community has been a strong motivation. This occurs through our electronic board at the front of the school, our school Facebook page and parent texting. This is supported by parent letters, flyers and calls home. The community is strongly involved in decision making, with opportunities for new ideas to be trialed and then put to a community vote before becoming embedded.

The school maintains a zero tolerance to “bullying” and school processes and procedures are in place to minimize each child’s risk of school bullying. The school works closely with parents to ensure that all students abide by the school rules of “Be Safe, Be Respectful & Be Responsible”. We have a full time Well Being Coordinator who leads an expert team. The community recognizes the importance of opportunities to enhance imagination, fun and creativity into our playtimes. The notion of punishment versus child development is a cultural shift when responding to inappropriate behavior – ‘will this response and consequence bring behavior change for this student.’ A strong community interagency support focus is maintained. The ratio of monthly behaviour incidents continued to decrease, with the number of suspensions was 95 in 2013 and 22 in 2019.

A Chaplaincy program has operated at the school for a number of years, having a profoundly positive effect on the social climate of the school. Our school chaplain has successfully integrated his influence across all school sectors and is a great support to families as well as staff. The school has a number of other support personnel including a Head of Special Education, Guidance Officer, Indigenous Support Worker and Well Being Coordinator.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	95%	100%	100%
• their child feels safe at this school* (S2002)	98%	100%	100%
• their child's learning needs are being met at this school* (S2003)	97%	98%	100%
• their child is making good progress at this school* (S2004)	97%	100%	98%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	100%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	98%	98%
• teachers at this school motivate their child to learn* (S2007)	98%	98%	97%
• teachers at this school treat students fairly* (S2008)	98%	98%	100%
• they can talk to their child's teachers about their concerns* (S2009)	98%	100%	98%
• this school works with them to support their child's learning* (S2010)	98%	98%	100%
• this school takes parents' opinions seriously* (S2011)	97%	98%	100%
• student behaviour is well managed at this school* (S2012)	95%	98%	100%
• this school looks for ways to improve* (S2013)	98%	100%	100%
• this school is well maintained* (S2014)	98%	100%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	100%	97%
• they like being at their school* (S2036)	97%	100%	97%
• they feel safe at their school* (S2037)	97%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	97%
• their teachers expect them to do their best* (S2039)	99%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	97%
• teachers treat students fairly at their school* (S2041)	93%	100%	91%
• they can talk to their teachers about their concerns* (S2042)	89%	95%	100%
• their school takes students' opinions seriously* (S2043)	93%	100%	100%
• student behaviour is well managed at their school* (S2044)	87%	100%	91%
• their school looks for ways to improve* (S2045)	94%	100%	100%
• their school is well maintained* (S2046)	94%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	97%	100%	100%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	98%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	86%	81%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%

Percentage of school staff who agree# that:	2017	2018	2019
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	97%	100%	98%
• staff are well supported at their school (S2075)	97%	100%	100%
• their school takes staff opinions seriously (S2076)	97%	100%	98%
• their school looks for ways to improve (S2077)	97%	100%	100%
• their school is well maintained (S2078)	97%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	97%	100%	100%

* 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.

Parent and community engagement

The school continued to provide more opportunities for family and community engagement. Communication with our community has been a strong motivation with the introduction of the electronic board at the front of the school and our school Facebook page and parent texting. This is supported by parent letters, flyers and calls home. This is strongly supporting attendance, along with other initiatives to ensure that school is a great place to be. A number of community facilitated innovative programs offered a high quality, enriched education for all students including the Drum Beat program with PCYC, a Self-Esteem and Development program with YFS called The Club and Life Education (Sponsored by local State member). Our Active After School program continued to be extremely popular, as well as the many Life Skills programs offered.

The Music and Choir Program continued to thrive with extensive performances throughout the community and its fourth school sleepover. The Arts Showcase was held in Mibunn Hall. This year due to student population growth, our Concert on the Green was again held on our stage on the oval. We held our Year 6 Graduation in Mibunn Hall, which was highly successful. The formal ceremony was in the hall with a disco and shared food in the bottom undercover area. Assemblies continued to be responsive to specific Year Level need, with a three week rotation between P – 6, P – 3 and 4 – 6.

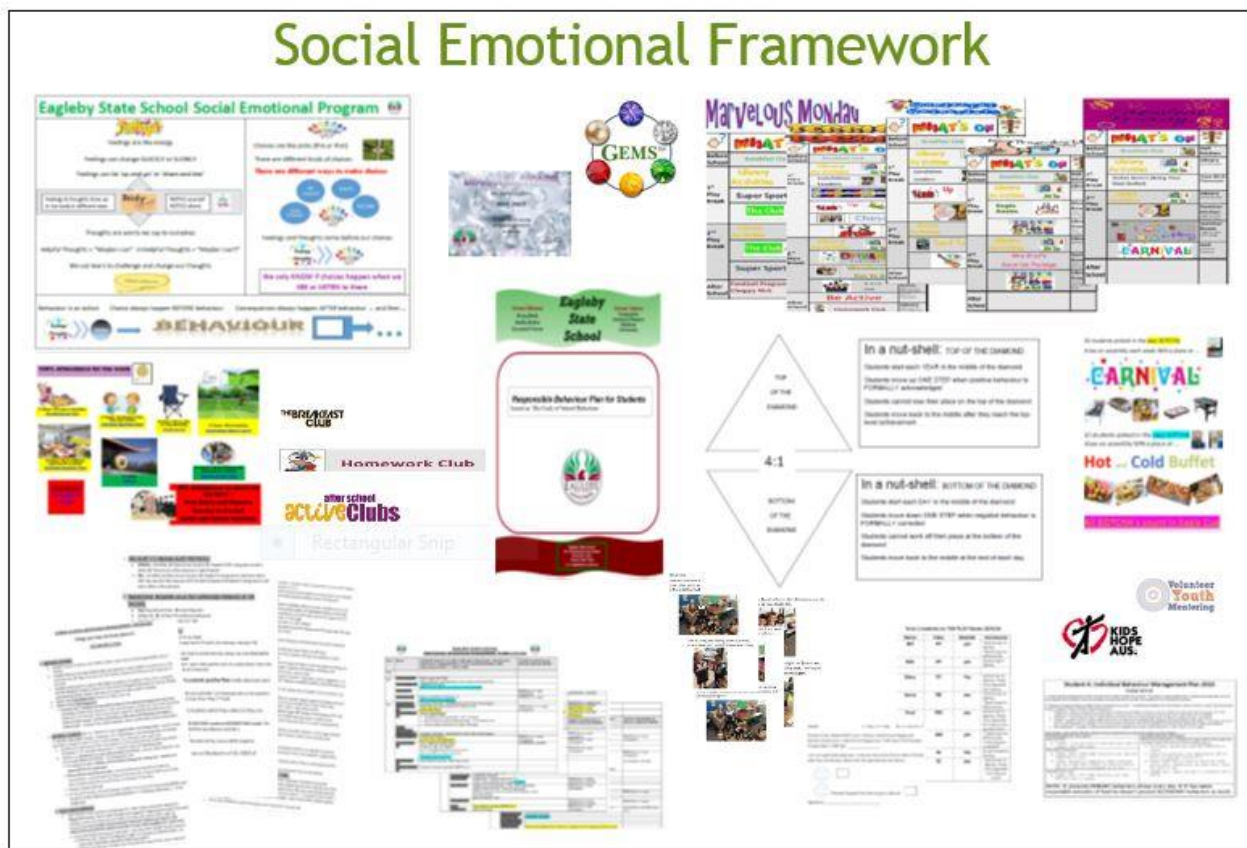
Our community links were further extended by our “Village People” program with Palm Lakes Resort. Residents contributed to support numerous programs: Breakfast club, Reading club, Woodwork club, Chess club, Grandparent’s morning, ANZAC events, and Extension Science and Writing mentor programs. Community links were further extended as Beenleigh Uniting Church provided a large number of volunteers as part of the Kids Mentor Program, where students build a relationship with an adult over many years. QUOTA continued with their reading support program and an effective partnership continued with our Local City Council. Provision for our community continued through our State and Federal members, along with our local Police Beat. Parent engagement was further extended through initiatives such as Science Week, NAIDOC, Literacy & Numeracy Weeks, Spelling Bee, Multiplication Challenge, Fact Frenzy, Early Year Day, Easter Bonnet Parade, Mother’s Day and Father’s Day special parent celebrations, Walk to School Day, Raise a Reader and 1-2-3 Parenting. We continued to build strong relationships with our local Child Care centers and support families and children before they begin school through our Butterfly Wings program and Library Visit program where Child Care centers visit the Eagleby State School library and Prep classes on a weekly

basis.

We celebrated our P & C and volunteers with a special dinner, World Teachers Day with a magnificent lunch provided by our P & C and Office Staff, Cleaners and School Officers Day with an afternoon tea. The school continues to research strategies to further engage the community.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.



School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	6	22	13
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school continued to embed its School Energy Management Plan in 2019. The school has water tanks installed for the toilet facilities and the garden & solar panels have also been installed. The school has a management plan in place to reduce energy usage; the air-conditioners are utilised only in Terms 1 & 4. The tuck-shop has significantly reduced the amount of packaging on sold items, as we have further progressed our smart choices agenda. The Environment Leaders continue to monitor power usage and develop further means of reducing the school's environmental footprint, including the allocation of class 'Power Rangers' led by the Environment leaders and supporting mentor teacher.

In 2019 the school began recycling all plastics, paper, tin, aluminum with students across P - 6 involved through both breaks.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	128,418	113,313	126,966
Water (kL)	8,124		9,003

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	47	35	<5
Full-time equivalents	42	20	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$390,000.

The major professional development initiatives are as follows:

- Differentiation, Literacy Blocks, Numeracy Blocks, Actively Based Learning, PACE and Purposeful Movement, Teaching Effective Reading, Student Learning Indicators, Sound Program, Spelling Program, Teaching Effective Writing, Planning by Design, Interactive Whiteboards and Short Term Data Cycles.

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
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 were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

A full School Review occurred in Term 1, 2017 and this report illustrates the depth and breadth of our whole school outcomes. It can be found on our school website. Our next review is in 2021.

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	91%	90%	90%
Attendance rate for Indigenous** students at this school	84%	89%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep	90%	91%	90%
Year 1	91%	92%	89%
Year 2	90%	89%	92%
Year 3	91%	89%	90%
Year 4	91%	88%	91%
Year 5	91%	89%	90%
Year 6	94%	89%	90%

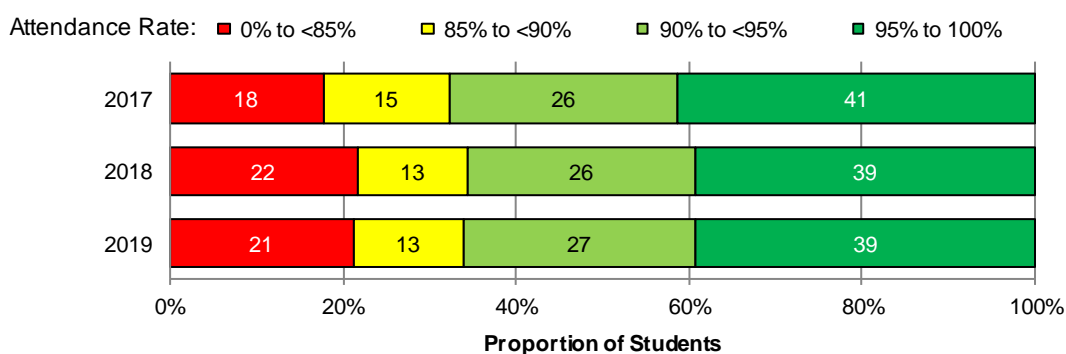
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the Department of Education 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.

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.

School rolls are marked twice daily; at the beginning of the school day and again in the afternoon. Administrative staff record the school rolls using ID Attend and a text message is sent before 9.30am each morning to inform families that their child is not at school and their absence is unexplained. Unexplained absences as well as repetitive explained absences are monitored and parents are contacted when necessary. Letters are posted home as per departmental policy if absenteeism is at an unacceptable level. Support personnel may be involved if necessary: Principal Indigenous Support Worker, Guidance Officer and Chaplain.

Eagleby State School provides a breakfast program five days per week as a measure to

improve student attendance, along with an extensive motivations for students to attend school every day on time.

Eagleby State School Attendance Snapshot

100% Attendance for the week

Daily checks for unexplained absences

Rubric Cube awarded at assembly to the class with the highest attendance over a three week period

Attendance Champions

Assembly power point for attendance champions

Rubric Cube awarded at assembly to the class with the highest attendance over a three week period

Attendance Certificate sent home at the beginning of Semester 2 for Semester 1's attendance & the last week of Semester 2 which includes terms

100% Attendance for the week

Letters sent home if unexplained absences are showing little or no improvement

Awesome Attendance - Academic Achievement Charts

Our weekly attendance countability & rewards

NAPLAN

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

How to access our NAPLAN results

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	<input type="button" value="Search"/>
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3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

<input type="button" value="School profile"/>	<input type="button" value="NAPLAN"/>	<input type="button" value="Attendance"/>	<input type="button" value="Finances"/>	<input type="button" value="VET in schools"/>	<input type="button" value="Senior secondary"/>	<input type="button" value="Schools map"/>
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au)) is an annual assessment for students in Years 3, 5, 7 and 9.