

Eight Mile Plains State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training

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School Overview

Eight Mile Plains State School provides opportunities for students to achieve and reach their potential. Beginning with a strong play-based program in Prep, our learning experiences support and scaffold children's learning and development providing foundations for life-long learning and the pursuit of excellence. We focus on the curriculum areas of literacy and numeracy embedding children's learning in experiences which enhance their understandings in Science, The Arts and Studies of Society and the Environment. We integrate information and communication technology into all aspects of student learning. Our multi-age groupings and philosophy enable us to differentiate the curriculum. Our core business is to improve student learning outcomes for every student in our school. Eight Mile Plains State school is a learning community where success and improvement is encouraged, created, noticed and acknowledged in all areas. This includes academic improvements, social development, musical achievement and excellence and participation in sport and leadership. Through an extensive range of school programs the students have a sense of pride in themselves, their achievements, their school and each other. We believe **'Success Breeds Success'**

Principal's Forward

Introduction

School Progress towards its goals in 2016

Following the School Review undertaken in 2015, the Explicit Improvement Agenda of Reading continued to be key focus led by the Curriculum Leadership Team (CLT) comprised of the Principal, Head of Curriculum, School Improvement Leader and Support Teacher Literacy and Numeracy (STL&N).

A detailed Action Plan was developed to prioritise the Professional Development for staff to ensure the consistent teaching of reading practice using our school designed Quality Standards for Reading, explicit benchmarks/success criteria and targets for student reading achievement and staff performance. To support the Explicit Improvement Agenda of Reading, significant investment in professional development and coaching for staff was prioritised as well as the purchasing of additional high quality reading resources to meet the demands of enrolment growth and need for a great range of books.

In consultation with the staff, the Keys to Successful Reading at Eight Mile Plains State School was developed to encapsulate the significant suite of resources and school wide expectations to support the consistent teaching of reading.

Over 2016, coaching for teachers and teacher aides continued to support the consistent practices in Reading as well as providing invaluable feedback to inform our professional development as we aim towards embedding the reading focus across our whole school.

Learning Walks continued in 2016 whereby the Curriculum Leadership Team and Lead Principal questioned students about their learning with an explicit reading focus, This reflective inquiry process provided valuable information for our school on the impact on student achievement as a result of the focus on Reading, It also promoted a positive learning culture across the school as teachers and leaders from other schools now joined the Learning Walks. The findings from the Learning Walks were discussed with staff who then offered valuable ideas for further refinement of their work. In our second year of implementation there was significant evidence of consistent practice in the teaching of reading across the school

Significant improvement in our students' reading achievement was demonstrated across the school however more importantly the students now understand how they can improve their reading performance following high quality regular feedback from their teachers.

Each term, the teachers collaboratively analysed their students' reading data facilitated by the STL&N. The students' achievement and rate of improvement was tracked on Class Data Maps. From the Class Data Maps, Reading into Data Plans were developed with targets for improvement, explicit teaching strategies and learning goals differentiated to student's needs. The teachers developed individual learning goals in reading for their students and ensured they were referred to regularly in class. Each teacher developed tracking and monitoring processes in their classrooms with their students that ensured students had an ownership of their progress towards achieving their goals. These learning goals have now become a great source of pride for our students who have shown increasing confidence and ability to use their learning goals to improve their reading.

Future Outlook

2017 will be the third year of the Explicit Improvement Agenda of Reading where the priority will be on ensuring the sustainability of our work in Reading before progressing to writing in 2018.

Our mantra this year of '*How can we better our better*' resonates in all that we will do as we look to embedding the teaching of Reading practice across our school.

We will use an Inquiry Model for School Improvement to scan and asses, prioritise, develop our action plan, implement explicit strategies for improvement and review our work throughout the year.

To quality assure our work, we will be seeking feedback from the Lead Principal and principal colleagues to provide feedback and considerations for continued improvement.

Towards the second half of 2017, the Inquiry Model for School Improvement will used to gather information on current practices in the teaching of writing to prioritise the focus for our work in 2018.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	256	119	137	13	91%
2015*	272	132	140	11	95%
2016	277	124	153	8	95%

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 sch).

Characteristics of the Student Body

Overview

After Eight Mile Plains State School experienced growth in enrolments in 2015 however this has steadied over 2016 following the introduction of an Enrolment Management Plan. Our school is held in high regard in the local area recognized and a medium size school offering a strong supportive school culture.

The school embraces students from a range of cultures, religious beliefs and socio-economic backgrounds which provide a rich environment for learning and friendships. Multi-cultural groups represented in the school include: Indigenous, Torres Strait Islander, Chinese, Korean, Maori, Samoan, Middle East, Africa, Pakistan, India, Pacific Islands and European. Families from these groups blend seamlessly into our school community and our school community regards this diversity as an invaluable component of the positive school culture.

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	25	23	24
Year 4 – Year 7	23	28	27
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

Eight Mile Plains State School offers a rich curriculum base around literacy and numeracy and the Key Learning Areas of English, Mathematics, Science, History, Geography, Technology, LOTE (Languages Other Than English) HPE (Health and Physical Education) and The Arts.

Literacy – All students participate in the home reading program called Reading Squad – an integral part of our home-school partnerships funded annually by the P&C. Reading Eggs (on-line literacy learning) is provided free for Prep to Year 2 students for learning at school and at home. Book Week is celebrated annually and selected students participate in Readers Cup. Extension program in writing for identified student is offered by the Teacher Librarian weekly with the student's work being published in our school.

Numeracy – All students have free access to Mathletics (on-line learning program) provided by the P&C for learning at school and at home.

LOTE – Mandarin Chinese for Years 5 and 6 students provides rich and vibrant language and cultural learning experiences for our students.

Environmental Education – Students grow vegetables and herbs in the school gardens. Produce from the garden is used in cooking lessons. A worm and composting program and paper/card recycling program run by students has been operating over the past 5 years

Co-Curricular Activities

Students are encouraged to participate in extra-curricular activities including academic, social/personal performing arts and sport.

Academic – Participation in UNSW Competitions – Mathematics Science and English. Year 6 students participate in the Rochedale Challenge, Year 5 students participate in Science Extension at Rochedale State High School.

Extension- Identified students from Prep to Year 6 undertook a range of projects facilitated by HOC, Principal and class teachers that were submitted to the Ekka Schools Competition.

Social/Personal – Year 4-6 Camp. In March 2016, the students attended a 3 day Survivor Camp at Maroon Dam where the students set up and slept in tents, cooked their breakfast on their own camp fires, captained small boats to fish for local fresh water fish in the dam, participated in canoeing, raft building on the water and participated in a teacher developed orienteering course.

A Student Leadership Program is embedded in the school that develops the skills in the early years for our future Year 6 Senior Leaders.

Performing Arts – Instrumental Music Program Years 4-7, School Choir, Eight Mile Plains Got Talent, student performances at end of year Family Picnic Night.

In 2016, the Senior Choir practiced and participated in the annual Singfest held at the old Queensland Museum with choirs from other schools and led by a recognized conductor. Their work was celebrated with a public performance in the evening for parents and staff.

Assembly Performances – Introduced in 2016, each class performs a class item (song, dancing and /or drama) for the school community. These performances have now become a valued experience for our students and community.

Sport – Cross Country, Athletics Carnival, District Sports Trials and Competitions, Prep – Year 2 Swimming Program at a local swim school. In 2016, students represented the school at the All Schools Queensland Touch Football Championships.

School Events – ANZAC Ceremony, Under 8's Day, Easter Bonnet Parade, Fire Education, Book Week, Pyjama Day Fundraiser for Cancer, School Discos, Family Picnic Night and Year 6 Graduation.

How information and Communication Technologies are used to Assist Learning

ICT continues to be a key focus of Eight Mile Plains over 2016 with the staff participating in professional development, sharing of best practice as colleagues, integrating of ICT in teaching and learning, increased use of Computers for Teachers (C4T), using the full suite of features of OneSchool as the Education Queensland database for documenting curriculum planning, student behaviour and learning achievements as well as parent communication.

All classrooms have interactive whiteboard installed and teachers demonstrate a high level of expertise and use of the interactive whiteboards increased to enhance the teaching and learning. Interactive whiteboards are an integral tool used by teachers and students daily. Staff members regularly present professional development at staff meetings on more sophisticated use of the interactive whiteboards.

iPads are extensively used in classrooms and to support students with special needs. Teachers participated in Professional Development on effective teaching strategies to enhance student learning.

On-line learning continued to be a feature of the students' literacy and numeracy development through Mathletics, Reading Eggs and World Book Online. Increased use of these programs at school and home was evident across the school.

Student to computer ratio is better than 1:5 which meets the Education Queensland standard. Students have access to a bank of computers in their classrooms as well as the Computer Lab in the Resource Centre. Laptops are in regular use in classroom.

In 2016, COWS (Computers on Wheels Trolleys) were introduced to ensure increased access for students to laptops in classrooms across the school offering more flexibility for students to access the laptops as required for their learning.

Social Climate

Overview

Eight Mile Plains is a place where children learn in a safe, supportive and nurturing environment. Since 2011, a Social Skills program called You Can Do It! Has been implemented across the school This program has been a great success in providing a united approach for children to manage their social interactions in the school under the five Foundations for Success –*Confidence, Getting Along, Organisation, Persistence and Resilience*. Students participate in weekly lessons based on these foundations to build their skill and practice the recommended

strategies. Each week a student from each class is chosen to receive a 'Gotcha' award on assembly.

To acknowledge and celebrate the appropriate behaviour shown by the majority of children, mid-term and end-of-term rewards days were continued to be provided free of charge to the children.

In 2015, the Positive Passport was introduced to ensure that students met quality criteria to attend the Reward Day based around *Attendance (90% or better), Effort (C or above), Behaviour and Homework (80% completed)*. Over 2016, the Positive Passport was refined and is now embedded as a system for rewarding the majority of our students.

These reward days included: *Sports/Art Activities, Movie/Popcorn afternoons, Underwood Park Picnic Day, Fun Day, Water Play Day*. Over the course of the year, the number of children participating in these days steadily increased. The Reward Day program is now an integral component of the positive school culture in the school.

The Chaplaincy Program is an integral part of the school culture. The school chaplain works closely to support children 2 days a week as well as running the Breakfast Program which operates on 2 days of the week.

The Chaplain is a well-respected member of the school community and is called upon to support families beyond the school through a network of welfare agencies.

Leadership opportunities including Student Council, Student Leadership Program, and assistance at school events and supporting school fundraisers.

Parents and community members are encouraged to be involved in school decision making, events, volunteering and fundraising. To support positive learning culture the following programs are offered: *Support-A-Reader, Support-a-Talker, Meta-Linguistics, Oral Language*. Students have access to a range of specialist support staff including: *Support Teacher Literacy and Numeracy, Guidance Officer, Advisory Visiting Teachers, English as a Second Language, Behaviour Management Personnel, Speech Language Pathologist and qualified Teacher Aides*.

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)	81%	92%	86%
this is a good school (S2035)	75%	92%	86%
their child likes being at this school* (S2001)	94%	96%	95%
their child feels safe at this school* (S2002)	94%	96%	95%
their child's learning needs are being met at this school* (S2003)	75%	88%	82%
their child is making good progress at this school* (S2004)	75%	88%	91%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	94%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	88%	95%
teachers at this school motivate their child to learn* (S2007)	81%	88%	86%
teachers at this school treat students fairly* (S2008)	80%	80%	91%
they can talk to their child's teachers about their concerns* (S2009)	94%	92%	95%
this school works with them to support their child's learning* (S2010)	81%	88%	86%
this school takes parents' opinions seriously* (S2011)	85%	83%	81%
student behaviour is well managed at this school* (S2012)	87%	84%	77%
this school looks for ways to improve* (S2013)	80%	88%	86%
this school is well maintained* (S2014)	81%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	86%	95%
they like being at their school* (S2036)	91%	93%	92%
they feel safe at their school* (S2037)	95%	96%	96%
their teachers motivate them to learn* (S2038)	91%	97%	96%
their teachers expect them to do their best* (S2039)	96%	96%	95%
their teachers provide them with useful feedback about their school work* (S2040)	86%	89%	96%
teachers treat students fairly at their school* (S2041)	86%	83%	84%
they can talk to their teachers about their concerns* (S2042)	84%	80%	95%
their school takes students' opinions seriously* (S2043)	88%	81%	91%
student behaviour is well managed at their school* (S2044)	82%	79%	84%
their school looks for ways to improve* (S2045)	96%	94%	92%
their school is well maintained* (S2046)	91%	87%	93%
their school gives them opportunities to do interesting things* (S2047)	95%	88%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	97%	96%
they feel that their school is a safe place in which to work (S2070)	94%	97%	97%
they receive useful feedback about their work at their school (S2071)	79%	90%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	95%	94%
students are encouraged to do their best at their school (S2072)	97%	97%	92%
students are treated fairly at their school (S2073)	97%	93%	88%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	87%	93%	85%
staff are well supported at their school (S2075)	86%	97%	86%
their school takes staff opinions seriously (S2076)	89%	93%	90%
their school looks for ways to improve (S2077)	87%	94%	93%
their school is well maintained (S2078)	92%	94%	94%
their school gives them opportunities to do interesting things (S2079)	81%	93%	88%

* 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

At Eight Mile Plains State School we welcome and encourage a high level of community involvement. This is apparent across all grades as all school events are very well patronised. Parents assist with curriculum activities, supervising group work, assisting with excursions and camps, covering library books at home, volunteering for school fundraisers and being involved in the Parents and Citizens Association and Local Chaplaincy Committee.

Parents are invited to share their expertise in student learning activities such as art, science, sport, performing arts and ICT. In addition, parents are invited to classrooms to share in the learning journey of their children through showcases and performances.

The school has a very active and committed Parents and Citizens Association who are involved in decision making, fundraising and support for school events. Fundraising ventures are very well supported with a large number of volunteers providing support.

In 2016, over 100 volunteers were involved in the school and invited to attend the annual Volunteers Thank You Function in November.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. For staff, a set of Norms has been developed and enacted annually since 2014 that inform the expected behaviours for staff interaction.

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	12	20	14
Long Suspensions – 6 to 20 days	1	0	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.

Environmental Footprint

Reducing the school's environmental footprint

Over 2016, the school continued to experience growth in enrolments as well as the Regional Office personnel based at the school. The impact of increased water and electricity usage is evident. As a result the school utilises a number of strategies to reduce this impact including:

- reducing rubbish and encouraging the minimisation of packaged food
- recycling of paper and cardboard
- growing vegetables and herbs
- using natural ventilation where possible
- mulching gardens regularly
- turning off all electrical appliances when not in use.
- using recycled materials in classrooms for teaching and learning.
- using interactive whiteboards and online resources to reduce paper usage.

Class teachers also undertake environmental and sustainability teaching and learning across all year levels. A SEMP (School Environmental Management Plan) developed in 2011 outlines the strategic direction of the school for environmental sustainability.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	79,616	1,425
2014-2015	58,112	1,924
2015-2016	200,456	2,228

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.

Find a school

Sector:

Government

Non-government

SEARCH

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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	30	21	0
Full-time Equivalents	24	13	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	10
Bachelor degree	19
Diploma	1
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 \$48 673.

The major professional development initiatives are as follows:

- Teaching of Reading
- Coaching
- Assessment and Reporting
- Data Analysis
- OneSchool
- Special Needs Intervention
- Mandatory Education Queensland Modules
- Leadership Building
- English Unit Collaborative Planning

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%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2016.

Performance of Our Students

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).	92%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	88%	91%

*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%.

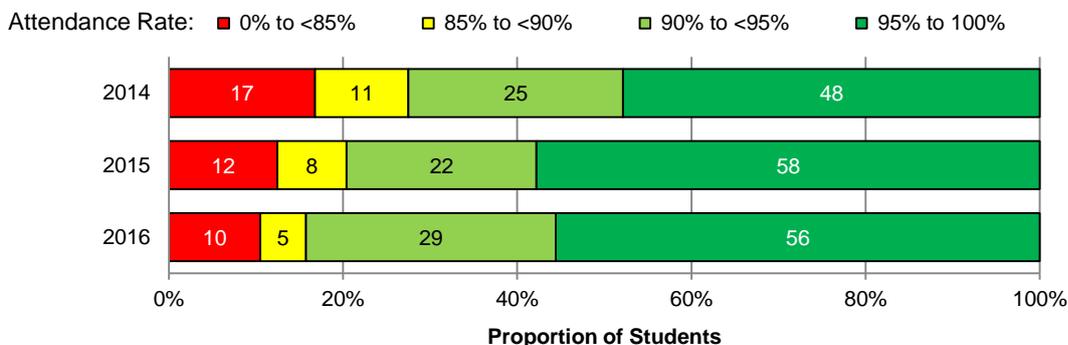
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	91%	90%	92%	93%	93%	92%	89%					
2015	96%	93%	95%	94%	94%	93%	94%						
2016	93%	94%	94%	95%	94%	92%	94%						

*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:



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.

.Our school has a range of procedures to maximise student attendance at school including:

- Using OneSchool for daily roll marking and tracking of student attendance and following Education Queensland formalised processes to address students with low attendance rates
- Rewards Days each term for those students meeting the eligibility criteria on the Positive Passport for 90% or above in attendance.
- 100% Attendance Certificates are presented to students each term.
- working closely with families as partners in their child's education.
- offering intellectually challenging and engaging learning
- monitoring student attendance and contacting parents after 3 consecutive days of absence.
- documentation of absences and communication to parents on OneSchool
- use of Communication Books between teachers and parents
- articles in newsletter about the need for regular attendance and publication of attendance data
- information provided for new enrolments – ***Every Day Counts***

When students have protracted absences, arrangements are made with families to minimise disruption by providing learning programs and access to on-line learning programs.

In Term 4, same day absence notification system was introduced that linked our OneSchool system to track absences with a text messaging service to provide instant notifications for unexplained absences to parents.

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.

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

As at 3rd February 2017. The above values exclude VISA students.

