



Everton Park 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

Contact Information

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## School Overview

Everton Park State School was established in 1934 and is very proud of its students' academic, social, sporting and artistic achievements. Our school, is situated on 3.4 hectares of land, has a population of approximately 500 with students attending from Prep to Year 6. Our commitment is to ensure quality educational delivery so our students discover a love of learning, and have opportunities for maximum success. We encourage our students to develop into caring, capable, confident and contributing members of our global knowledge-based society. Our school has a growing reputation for knowing, understanding and catering for all students through a differentiated and rigorous curriculum. Enrichment programs and learning support are an integral part of our classrooms every day. Our curriculum emphasis is focussed on literacy, numeracy and science. At Everton Park State School we have a shared belief that every student can learn. We are committed to ensuring that every day; every student takes another step forward in their journey of lifelong learning. We have an inclusive curriculum in which all students are working towards common year level goals. We acknowledge individual learning needs and learning styles and shape our curriculum to foster individual growth. We believe that success is best achieved through a collaborative, evidence based approach within a no blame culture in which teachers assume high accountability for individual student achievement. Our teachers create classroom environments in which all students are expected to learn successfully and they are well supported in their endeavours to do this. We set high expectations for all students to consistently work to their full potential. Teachers also set goals and targets for individual students, groups, cohorts and their whole class and use these aspirational targets to create a differentiated classroom. As a school we hold high expectations for all students, for behaviour and academic achievements. We welcome the great assistance we receive from our school community as we work together to nurture the innate potential of each and every child and provide appropriate educational opportunities for our students. The staff, parents and students of Everton Park State School take a collective responsibility to make and grow our school to be the very best it can be.

## Principal's Forward

### Introduction

The 2016 School Annual Report for Everton Park State School will provide details around the initiatives and targets set for our school and our students. Data will also be included to give an indication of how successful teachers and staff have been in achieving targeted academic goals.

At Everton Park State School our overarching goal is to provide high quality education that improves students' academic outcomes and makes a positive difference to all students. Our school is a co-educational state primary school that is welcoming and supportive. Our school achieves outstanding academic results and our staff and community are committed to a wide range of programs in the academic, sporting, musical and citizenship areas. While our curriculum priorities centre on literacy and numeracy, our students are provided with a broad range of enriching learning opportunities and experiences.

Being a medium sized school close to the city, we enjoy many benefits, where all individuals are known and valued. We encourage all students to participate to the best of their ability in all aspects of school life. Students, staff, parents and community members collaboratively model our school values: 'Responsibility, Respect, Caring, Cooperating, Achieving' and associated behavioural expectations; 'Be Safe, Be Respectful and Be an Active Learner'. As our school motto says, we must strive for 'Success with Honour'.

### School Progress towards its goals in 2016

|  |  |
|--|--|
| Reading – continue to implement the Everton Park State School reading program with a focus on guided reading.                  | In progress – continue to embed in 2017 using coaching and mentoring.                                |
| Writing – implement the Everton Park State School writing program with a focus on explicit feedback based on success criteria. | In progress – continue to embed in 2017.   |
| Positive Behaviour for Learning – implement and embed a whole school approach to develop a consistent school culture.          | In progress – continue to refine and deepen practice in 2017 utilising Classroom Profiling and ESCM. |

### Future Outlook

Reading – continue to embed the Everton Park State School Reading Framework with a focus on Guided Reading through coaching and mentoring.

Writing – consolidate our Writing Process using formative assessment with a focus on explicit feedback based on success criteria.

Learning and Wellbeing – Personal and Social Capabilities – consolidate a whole-school approach using Positive Behaviour for Learning.

## Our School at a Glance

### School Profile

|  |                    |
|--|--------------------|
| <b>Coeducational or single sex:</b>        | Coeducational      |
| <b>Independent Public School:</b>          | No                 |
| <b>Year levels offered in 2016:</b>        | Prep Year - Year 6 |
| <b>Student enrolments for this school:</b> |                    |

|              | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| <b>2014</b>  | 480   | 241   | 239  | 31         | 96%                              |
| <b>2015*</b> | 475   | 248   | 227  | 25         | 94%                              |
| <b>2016</b>  | 482   | 240   | 242  | 23         | 98%                              |

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

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

In 2016, there were no students enrolled in a pre-Prep\*\* program.

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

### Characteristics of the Student Body

#### Overview

Everton Park State School has a diverse student population in terms of culture and language background. We have slightly more boys than we do girls. At present, there are 20 classes from Prep to Year 6. Our school continues to increase the number of students in the early phase of learning.

#### 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       | 24   | 26    | 22   |
| Year 4 – Year 7     | 23   | 25    | 24   |
| 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

Everton Park State School ensures that the individual needs of all students are targeted through a collaborative approach to the review and analysis of student achievement. Intervention and extension programs are implemented. A clear referral process ensures that no child is left behind. Our pedagogical framework is based on the Gradual Release of Responsibility Model and ensures that



every student is provided with the level of scaffolding that they require to reach their full potential.

Our students participate in academic competitions such as ICAS, Chess competitions and District Mathematical Challenges.

Other curriculum offerings include, Instrumental Music Program, Junior and Senior Choirs, Footsteps Dance Class and Art Club.

### **Co-curricular Activities**

- Inter-school Sports
- Cheerleading
- Triathlon program
- Leadership Program for Senior students
- Student Council
- Prep and Year 6 Buddy Program
- An outdoor education program for students in Year 4 to 6
- Before School Walk and Talk Program
- Environmental gardening club
- Easter Hat parade for the early years
- Gold card reward days
- Participation in the Gaythorne RSL events – ANZAC Day March, Vietnam Veterans' Day
- Chess club
- Robotics club

### **How Information and Communication Technologies are used to Assist Learning**

As part of the Australian Curriculum our students develop ICT capability that supports and enhances learning across all areas of the curriculum. Our students develop the knowledge and skills to use ICTs in a range of tasks within meaningful, authentic and safe contexts. They learn to use the appropriate social and ethical protocols and develop awareness of being cybersafe in digital environments. At Everton Park State School, teachers are committed to the continual development of their digital pedagogy and providing learning environments where their learners' knowledge is deepened, transformed and created through the use of digital tools, resources and environments. All classrooms are equipped with electronic interactive whiteboards, allowing teachers to engage students in multimodal learning experiences. Our teachers provide online spaces and virtual classrooms where students can; access and upload information, communicate through blogs and forums, and interact through online learning objects and other web links in a 24/7 online environment.

With the digital environment creating more demand on literacy and numeracy skills our aim is to provide students with access to high quality resources such as electronic interactive reading books and online Mathematics programs like Mathletics. Our school recognises that new technologies and mobile devices are changing the ways that people share and communicate with ICT. Networked computers are located in classrooms and in our computer laboratory. Wi-Fi access is available throughout the school. iPads are also used throughout our school and provide an authentic digital tool for students to investigate, communicate and create across a range of tasks. This technology adds depth and richness to student learning. Everton Park State School is currently updating the classroom interactive whiteboards. In time, these will be replaced with interactive LCDs.

## Social Climate

### Overview

At Everton Park State School we value individual differences and as a school take a stand against bullying and anti-social behaviour. Everton Park State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. The Everton Park State School Responsible Behaviour Plan (RBP) for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. We consider the RBP to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs. Our RBP outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through the RBP, shared expectations for student behaviour are clear to everyone, assisting Everton Park State School to maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process. Students who effectively work within our school rules demonstrate a knowledge and understanding of our agreed set of School Values. Our School Values are:

- Responsibility
- Respect
- Caring
- Cooperating
- Achieving

Our school community has identified the following school rules to promote and teach high standards of responsible behaviour:

- Be Safe
- Be Respectful
- Be an Active Learner

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. We celebrate student achievement and positive behaviour through class awards and Gold Card Day. Each week on assembly we acknowledge students who demonstrate positive citizenship behaviours through our 'Bees Knees' program. Also each week, individual students are recognised on assembly and in the class newsletters for individual achievements. We have a strong uniform policy which is endorsed by our P&C in which every child is expected to wear the correct uniform every day. Our school is very proud to know the culture we build makes a considerable difference to the behaviour standards of our children. Our students want to come to school, want to learn and they treat each other with respect and courtesy.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

| Performance measure  | 2014 | 2015 | 2016 |
|--|------|------|------|
| Percentage of parents/caregivers who agree <sup>#</sup> that:      |      |      |      |
| their child is getting a good education at school (S2016)          | 96%  | 98%  | 95%  |
| this is a good school (S2035)                                      | 97%  | 96%  | 99%  |
| their child likes being at this school* (S2001)                    | 96%  | 98%  | 96%  |
| their child feels safe at this school* (S2002)                     | 95%  | 98%  | 93%  |
| their child's learning needs are being met at this school* (S2003) | 92%  | 93%  | 96%  |
| their child is making good progress at this school* (S2004)        | 93%  | 93%  | 93%  |

| <b>Performance measure</b>   |             |             |             |
|--|-------------|-------------|-------------|
| <b>Percentage of parents/caregivers who agree<sup>#</sup> that:</b>                                    | <b>2014</b> | <b>2015</b> | <b>2016</b> |
| teachers at this school expect their child to do his or her best* (S2005)                              | 96%         | 100%        | 100%        |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 92%         | 98%         | 96%         |
| teachers at this school motivate their child to learn* (S2007)   | 92%         | 95%         | 95%         |
| teachers at this school treat students fairly* (S2008)   | 92%         | 98%         | 89%         |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 93%         | 96%         | 95%         |
| this school works with them to support their child's learning* (S2010)                                 | 92%         | 91%         | 99%         |
| this school takes parents' opinions seriously* (S2011)   | 84%         | 86%         | 90%         |
| student behaviour is well managed at this school* (S2012)  | 88%         | 86%         | 85%         |
| this school looks for ways to improve* (S2013)   | 95%         | 93%         | 95%         |
| this school is well maintained* (S2014)  | 95%         | 89%         | 77%         |

### **Student opinion survey**

| <b>Performance measure</b>  |             |             |             |
|---|-------------|-------------|-------------|
| <b>Percentage of students who agree<sup>#</sup> that:</b>                         | <b>2014</b> | <b>2015</b> | <b>2016</b> |
| they are getting a good education at school (S2048)                               | 95%         | 96%         | 97%         |
| they like being at their school* (S2036)  | 92%         | 94%         | 91%         |
| they feel safe at their school* (S2037)   | 91%         | 96%         | 92%         |
| their teachers motivate them to learn* (S2038)                                    | 95%         | 94%         | 92%         |
| their teachers expect them to do their best* (S2039)                              | 98%         | 96%         | 99%         |
| their teachers provide them with useful feedback about their school work* (S2040) | 92%         | 97%         | 96%         |
| teachers treat students fairly at their school* (S2041)                           | 91%         | 90%         | 79%         |
| they can talk to their teachers about their concerns* (S2042)                     | 88%         | 85%         | 86%         |
| their school takes students' opinions seriously* (S2043)                          | 91%         | 93%         | 86%         |
| student behaviour is well managed at their school* (S2044)                        | 86%         | 81%         | 86%         |
| their school looks for ways to improve* (S2045)                                   | 94%         | 94%         | 93%         |
| their school is well maintained* (S2046)  | 89%         | 93%         | 91%         |
| their school gives them opportunities to do interesting things* (S2047)           | 94%         | 91%         | 92%         |



## Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:  | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069)   | 96%  | 100% | 95%  |
| they feel that their school is a safe place in which to work (S2070)   | 100% | 100% | 95%  |
| they receive useful feedback about their work at their school (S2071)  | 93%  | 90%  | 83%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 89%  | 100% | 93%  |
| students are encouraged to do their best at their school (S2072)   | 100% | 100% | 98%  |
| students are treated fairly at their school (S2073)  | 100% | 100% | 95%  |
| student behaviour is well managed at their school (S2074)  | 96%  | 95%  | 90%  |
| staff are well supported at their school (S2075)   | 92%  | 90%  | 81%  |
| their school takes staff opinions seriously (S2076)  | 88%  | 90%  | 83%  |
| their school looks for ways to improve (S2077)   | 100% | 100% | 95%  |
| their school is well maintained (S2078)  | 89%  | 100% | 83%  |
| their school gives them opportunities to do interesting things (S2079)   | 92%  | 95%  | 90%  |

\* 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 Everton Park State School there is a strong sense of community spirit. We encourage parents to become involved in their child's education in many ways and we have a supportive parent group who volunteer to assist our students each week.

A parent representative from each class in the school attends a meeting regularly throughout the year to provide feedback to the leadership team on important initiatives within the school. These parents also provide valuable ongoing communication between the school and the home.

Parents are regularly involved in our school programs and assist teachers with activities such as our perceptual motor program, swimming and sporting programs, Morning Reading Club, Before School Walk and Talk, classroom reading and Mathematics activities, group rotations, sports carnivals, excursions, working bees, art and other activities. Parents also support students and the school in intensive inter-school sporting activities, sport carnivals, tuckshop and uniform shop, as well as through numerous fundraising endeavours.

Parent nights are held every year, in every class, in the first three weeks of the year. Parent/teacher interviews are conducted twice a year and are designed to keep parents informed on the progress of their child.

Parents are regularly invited to school to view and celebrate learning. Many parents attend our Friday morning assemblies and are able to share in our weekly celebrations of school and student success and achievement. This is also an opportunity for our school community to keep informed about what is happening in and out of the classroom.

### Respectful relationships programs

The school implements a program that focuses on appropriate, respectful and healthy relationships. This is adopted and adapted from the Curriculum to Classroom resources. Year 6 students participate in the Shine Program which focuses on self awareness and social awareness.

### 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 | 10    | 11     | 10   |
| Long Suspensions – 6 to 20 days | 0     | 0      | 0    |
| Exclusions                      | 1     | 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

We continue to model and teach sustainable approaches to reducing our environmental footprint. This includes reducing our printing and paper output.

The water use dramatically increased in 2016 as there were issues with the school pool. The pool required draining for major repairs to be conducted.

| ENVIRONMENTAL FOOTPRINT INDICATORS |                 |          |
|------------------------------------|-----------------|----------|
| Years                              | Electricity kWh | Water kL |
| 2013-2014                          | 165,291         | 1,717    |
| 2014-2015                          | 163,052         | 6,382    |
| 2015-2016                          | 157,227         | 7,130    |

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

GO

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                 | 37             | 20                 | <5               |
| Full-time Equivalents      | 32             | 12                 | <5               |

**Qualification of all teachers**

| TEACHER* QUALIFICATIONS        |   |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate                      | 0   |
| Masters                        | 6   |
| Graduate Diploma etc.**        | 3   |
| Bachelor degree                | 23  |
| Diploma                        | 4   |
| Certificate                    | 1   |

\*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 \$21086.74

The major professional development initiatives are as follows:

- 7 Steps to Writing PD
- Planning days
- Putting Faces on the Data PD
- Guided Reading PD

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. | 95%  | 95%  | 96%  |

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% 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). | 95%  | 95%  | 94%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 88%  | 93%  | 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   | 94%  | 95%    | 94%    | 95%    | 93%    | 95%    | 96%    | 94%    |        |        |         |         |         |
| 2015   | 95%  | 94%    | 95%    | 95%    | 96%    | 95%    | 93%    |        |        |        |         |         |         |
| 2016   | 96%  | 93%    | 94%    | 95%    | 95%    | 94%    | 92%    |        |        |        |         |         |         |

\*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.

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Everton Park State School was introduced electronic roll marking in 2015.

This allowed student attendance to be managed in a more timely manner. Student absence reports were run and followed up daily. In addition to this, patterns of student non-attendance were monitored by the leadership team at regular intervals throughout the year.

Excessive student absence was followed up with parents, in line with SMS-PR-029 which included parent meetings with members of the leadership team to discuss and resolve any concerns regarding non-attendance. Parents at Everton Park State School are vigilant in reporting student absence, hence it is in very rare cases that student attendance concerns reach this level.

### 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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Sector:

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Non-government

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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.