Principal's foreword

Introduction

Everton Park is a caring school and we are proud of the warm spirit that characterises our school family. Our school achieves outstanding academic and sporting 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, numeracy and science, our students are provided with a broad range of enriching learning opportunities and experiences.

School progress towards its goals in 2010

2010 saw a strong improvement for student achievement in NAPLAN school results for both Literacy and Numeracy. Our school wide goals focussed on an improvement in reading and numeracy.

Literacy- The school adopted QAR as a cohesive strategy for the teaching of reading across the school. The implementation was supported by the National Partnership- Literacy Coach. Differentiated QAR reading lessons were also implemented across the school supported by the Teacher Librarian, Teacher Aides and the Support Teacher- Literacy and Numeracy.

Numeracy- The school trialled the use of Mathletics to complement our Mathematics Program.
Our teachers also commenced a Numeracy block with an explicit focus on Number concepts each day.

### Future outlook

In 2011 we will begin to explore the Australian Curriculum. This includes using the units of work developed by the Teaching and Learning Branch of Education Queensland with an explicit focus on Reading and Numeracy.

Continue to engage in the National Partnership agreement focussing on a QAR approach to the teaching of Reading.

Development and implementation of Whole School Tracking Tools to enable teachers to make differentiated decisions on students based on evidence.

Engagement of whole school in EATSIPS (Embedding Aboriginal and Torres Strait Islander Perspectives in Schools) Process

Commence ‘First Steps-Number’ training for all teachers. Train a facilitator for ‘Jump into Number’ training for our Prep- Year 1 teachers.

Development of ‘Whole School Gifted Education Plan’ and Gifted Identification Process.

Introduction of Developing Performance Framework (DPF) to support staff with their professional learning.

Implementation of School Based Coaching Model as a differentiated support mechanism to enhance capacity and capabilities.
School Profile

Everton Park is a caring school and we are proud of the warm spirit that characterises our school family.

Everton Park State School was established in 1934 in the north west of Brisbane. The school is situated in a suburban area servicing the suburbs of Everton Park, McDowall and Everton Hills. The school is situated on 3.4 hectares of land bounded by Deakin Street and Old Northern Road.

Everton Park is a ‘Learning Community’ which encourages staff, students and parents to involve themselves in all aspects of school life. Working together we can ensure that we instil a love of learning and allow every student to experience “Success with Honour”.

Our school achieves outstanding academic and sporting 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, numeracy and science, our students are provided with a broad range of enriching learning opportunities and experiences. We have comprehensive programs which emphasise the foundations of learning required for today, as well as up to the minute technology. Inspirational teaching and quality learning are cornerstones of our school.

At Everton Park, we aim to give every student the very best possible education in order to prepare them for high school and beyond. We have a clear focus on every child and accommodating their unique learning requirements. A very talented and totally committed staff make the happiness, security and development of each child central to our work.

We are also a National Partnership School- Literacy. The Literacy and Numeracy National Partnership includes a long-term commitment to improving student literacy and numeracy achievements and supporting teachers to develop enhanced skills. For more information about this initiative visit: www.education.qld.gov.au/nationalpartnerships
Our school population is steadily growing each year with numbers in 2011 reaching 427 and an expected 440 students in 2012.

Coeducational or single sex: Coeducational

Year levels offered: Prep- Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>380</td>
<td>193</td>
<td>187</td>
<td>93%</td>
</tr>
</tbody>
</table>

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
<td>89%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>27</td>
<td>86%</td>
</tr>
<tr>
<td>All Classes</td>
<td>24</td>
<td>88%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>5</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
### Curriculum offerings

**Our distinctive curriculum offerings for 2010**

1. **Maths** - Developed Numeracy teaching blocks across the school and trained a First Steps Numeracy facilitator.

2. **English** - Continued literacy groups across the school, work of literacy coach on improving student writing (semester one) and reading (semester two) through modelling, coaching and mentoring. QAR lessons resourced with additional teacher and teacher aide times.

3. **Differentiation of curriculum delivery** – Implemented of higher order thinking in all year levels; continued to expand teacher knowledge through GEMs tutor, expanded student interest clubs.

4. **Science** – Our school has a brand new Science Laboratory which is fully equipped and stocked for all year levels. A School Based Science teacher was employed to work with students across all grades. Implemented Science Connections as basis of Science program across the school.

### Extra Curricula Activities

Our new hall constructed under the BER program means that our students have access to a range of after school activities run by private companies. In addition to this our staff also run numerous programs for our students, including:

- Cheerleading continued in 2010 with our students achieving 2nd place in the state
- Triathlon Training- In 2010 our school was recognised as having the highest number of participants in the Weetbix ‘Tryathon’
- Optiminds for students in years 5-7
- Readers Cup
- Queensland Volleyball Competition
- Instrumental Music
- ICT Club
- Two Choirs
- Winners of the South East Queensland Junior schoolboys soccer competition.
- Soccer and a strong partnership between the local Mitchelton Football Club
Our school at a glance

- Leadership Program for Year 7 Students
- Student Council
- Prep-Year 7 buddies
- Under 8s day
- A camping program for students in Years 4 and 5 and students from years 6 and 7 travel to Sydney and Canberra (every second year).

How Information and Communication Technologies are used to assist learning

- In 2010 several teachers engaged in the ICT agenda by obtaining their ICT certificate.
- The new computer lab funded under the BER program has been a great resource for classes enabling them to participate in online communities, research and learning opportunities.
- An extra curricula ICT club for students was held in semester two.
- Teachers in the upper school also looked at cyber safety, while our prep students investigated the use of Bee Bots.
- Some classes also implemented the use of Virtual Classrooms where students and parents can stay connected to the school and the curriculum.

Social climate

Our students share our values of sincerity, perseverance, inclusively, respect, responsibility, integrity and thoughtfulness and link these directly to our You Can Do It goals of student resilience, confidence, getting along, organisation and persistence. The result of this has been a decrease in bullying and significant improvements in positive behaviours.

We have revised our existing policies and procedures through Safe and Healthy Schools Program and Responsible Behaviour Plan for Students. We have a school based Behaviour Management Team and celebrate student achievement and positive behaviour through class awards and Gold Card Day, a whole school event. 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. Below is a graph comparing our students’ satisfaction to the state mean for 2010.
Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>69%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>77%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child's school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>94%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education.

A school is only as strong as its community spirit and Everton Park State School is blessed with a wonderful parent group who volunteer to assist our students every week. At Everton Park State School, we encourage our parents to become involved in their child’s education in many ways.

Parents from more than a third of our families are actively and regularly involved in our school programs and assist teachers with activities such as our perceptual motor program, swimming and sporting programs, classroom reading and mathematics activities, group rotations, excursions, art and other activities. They support students in intensive interschool sporting activities, sports carnivals and tuckshop and uniform shop and through numerous fundraising endeavours.

Parent information 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 / children. Parents are regularly invited to school to view and celebrate student learning, including every Friday to our weekly assemblies.

Reducing the school’s environmental footprint

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity</th>
<th>Water</th>
<th>Gas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>KwH</td>
<td>KL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MJ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>$31,250</td>
<td>$20,586</td>
<td>$6,017</td>
<td>$442</td>
<td>$4,205</td>
<td>$0</td>
<td>$0</td>
<td>106,620</td>
<td>1,761</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$28,167</td>
<td>$18,638</td>
<td>$0</td>
<td>$0</td>
<td>$1,572</td>
<td>$0</td>
<td>$0</td>
<td>111,512</td>
<td>1,571</td>
<td>0</td>
</tr>
</tbody>
</table>

% change 2009 - 2010

- 11%  10%  N/A  N/A  167%  N/A  -100%  -4%  12%  N/A
Performance of our students

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>28</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>23</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
</tr>
</tbody>
</table>

[Diagram showing qualifications distribution]

2010 School Annual Report
Performance of our students

Expenditure on and teacher participation in professional development.
The total funds expended on teacher professional development in 2010 was $16,131.

The major professional development initiatives are as follows:

- QAR and the teaching of reading
- Differentiation
- ICT Pedagogy
- QCAR

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.
From the end of the previous school year, 93% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010
The average attendance rate for the whole school as a percentage in 2010 was 95%.

Student attendance for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are provided to class teachers weekly and returned to administration for recording on the School Management System (SMS). Rolls are marked by class teachers twice daily. Parents are required to sign students in and out through the office when arriving late or leaving school early.

Everton Park State School monitors student attendance on a regular basis. Teachers refer attendance concerns to the Student Services Committee. Each semester parents of students with unexplained absences are supplied with their child’s attendance report and are required to return the report to administration for processing.

Excessive student absence is followed up with parents in line with SMS-PR-029 with includes parents meeting with administration 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.
Achievement – Years 3, 5, 7, and 9

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

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

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

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

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

100% of our Indigenous students achieved a C or higher in English and Mathematics in Semester One and Two.

Our Indigenous students achieved a higher mean score on NAPLAN in Year 5 and Year 7—Spelling and Grammar and Punctuation.

In 2011 the school will commence the EATSIPS Process- Embedding Aboriginal and Torres Strait Islander Perspectives in Schools.