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Introduction

Eagle Junction State School catered for approximately 723 students in 2008, (6 students more than in the corresponding August 2007) from Prep to Year Seven as identified in the annual census. The population in February 2009 (Day 8) was 715.

This Annual Report contains information across a range of school activities and achievements for the 2008 school year.

I know that there are many stories which describe our school community and the high regard in which our school is held. I also know that you already have an intimate knowledge through your own personal experiences.

This Report contains information about the achievement of our students through their participation in a variety of activities and tests including some which have been set by external examiners. This, in a very limited way, will allow some judgments to be made about how our students are achieving when compared to the National standards particularly. It is important to note, however, that such tests are "point in time" and while comparisons have some validity I feel it is better to think in terms of "personal bests" and longer term averages, both at the student level and at the school level. For the first time this Annual Report will show the results of the school's participation in the National Assessment Plan Literacy and Numeracy (NAPLAN).

In particular, this report makes some comment about the progress made by the school in terms of stated plans for 2008 and, as well, it provides some information about the direction that the school will take in 2009.

We continue to endeavour to be a school which strives for a healthy, supportive and safe environment – a quality school which has set goals and targets, with the prime emphasis on student learning outcomes and student well being. As in 2007 the coming together of staff, students and parents, in a way which met expectations, has been crucial in the 2008 successes. Parent perceptions were not as high as they have been in the past. Nevertheless the school is well placed to continue as a quality school in 2009 and it is my intention that parent perceptions will be addressed in a constructive way to promote positive outcomes for all members of our school community.

Overview of 2008 improvement priorities and the future outlook

Numeracy and Literacy :

Numeracy: In 2008 students in Years 5,6 and 7 competed in the Maths Competition from the University of New South Wales. Students who attain levels in the top 11% of students in their year level in the State are awarded High Distinction and Distinction Certificates. The following table indicates the number of Eagle Junction Students who received those certificates in 2008:

	HIGH DISTINCTION	DISTINCTION
YEAR THREE	2	5
YEAR FIVE	1	8
YEAR SEVEN	3	13

In the Interschool Maths Tournament held annually for Year 6/7 students at Norris Road State School, four Eagle Junction teams competed. Eagle Junction teams were placed first and second out of a field of more than 50 teams. Added to this, the four Eagle Junction teams were placed in the top ten places in the Maths Tournament.

In Years 6 and 7 students are streamed for Maths. A differentiated Maths program is provided by teachers cooperatively planning and teaching students grouped in like ability groups in an endeavour to maximise learning and meet the needs of individuals.

It is intended that the Numeracy and Literacy results from the 2008 and 2009 National testing programs will help to inform some of the direction of numeracy and literacy in the school.

Literacy: It is intended in 2009 to address some of the issues associated with the school's Literacy Plan. The last major review occurred in 2003. Professional development has occurred mainly with the teachers of Prep to Year Three as well as teacher aides. Discussions have led to some comment regarding the standards of the reading material available to teachers particularly in the lower school. In 2009 it is intended to dedicate at least twenty thousand dollars to the purchase of new materials. Teachers in Years Four to Seven and all specialist teachers will also undertake a five day literacy course in 2009. These courses have been well received by staff and highlight the importance of explicit teaching in all literacies. For instance, literacy is not just "English". On the topic of plastic bags for shopping – a scientific report, debate, environmental analysis of a local creek, a poster, mime or piece of music all require specific knowledge and skills to communicate meaning.

Queensland Curriculum, Assessment and Reporting Framework:

In 2008 the Year 4 students undertook the first Statewide QCAT (Queensland Comparable Assessment Task) in Science. In 2009 all state schools in Queensland will undertake a similar task in English. It is expected that in 2010 the subject areas covered will be English, Science and Maths. A major outcome of the assessment task is that teachers will further develop assessment skills particularly those relating to moderation ie comparing standards of student work both from within the school and from other schools.

In 2008, across the eleven City Cluster schools in Brisbane Central and West District, teachers from like year levels met once a term to undertake "moderation" activities as Professional Development relative to the QCARF implementation.

Feedback from the teachers was very positive on all occasions in regard to the “moderation” meetings. The networking and consensus decision making using the Essential Learnings provided a positive, supportive means introducing the new teaching practices for Primary teachers. The outcome is improved confidence in teacher assessment and consistency in teacher judgements in assessing and reporting on standards of work. The school continues to implement the requirements of the QCARF particularly those relating to assessment and reporting. The first “One School” report card was also used to communicate standards of achievement in Semester Two, 2008.

Early and Middle Phases of Learning

The Early Phase of Learning is focussed on the development and implementation of an Early Years Philosophy. Much of this has been completed and will continue into 2009 so that there are strong links between what is happening in Prep and what is happening in Years One, Two and Three.

The Middle Phase of Learning (MPL) used by Education Queensland refers to students in Years 4-9. In 2008 the teachers cooperatively developed the school MPL Philosophy. The MPL Action Plan will be further developed in 2009. The focus here is to adopt teaching practices that engage students in the middle years of schooling.

Inclusive Practices: The school has a range of practices and personnel to provide appropriate assistance to students who require some intervention with their learning or their ability to participate in school activities. During 2008 one prominent area was that associated with gifted education. An additional staff member was appointed in 2008 to assist with students with disabilities and as well as to support class teachers. A statement is being prepared to provide an overview of the school’s approach to Inclusive Practices. It will be placed on the school’s website by the end of Semester One 2009.

Gifted and Talented (G&T) Education Queensland

Provision for gifted students in the classroom is shown through a differentiated curriculum using tiered assignments and/or a compacted curriculum in particular KLA’s for individual students. The compacted curriculum is dependent upon the professionalism of the classroom teacher.

In 2008 staff revisited Gagne’s model of gifted education, developed a school action plan and used “descriptors” to identify the level of implementation of the Gifted Education Framework across the school.

Identification of gifted students is a priority. Parent provision of privately conducted psychometric reports also provides for identification of G& T students.

Three Gifted Education Mentors (GEMS) have been trained to support teachers on particular year levels. Another staff member is a former G& T Consultant. A referral process for G& T students operates through the Student Support Services Committee. The GEMS assist teachers to develop Individual Support Plans (ISP’s) for identified students.

Extension opportunities are provided for students in Years 5, 6 and 7 through the Young Scholars Program offered by the Queensland Academies – Queensland Academy of Creative Industries (QACI) at Kelvin Grove, the Queensland Academy of Science, Maths and Technology (SMT) at Toowong and the Queensland Academy of Health Sciences (HS) at the Gold Coast. A criterion provided by the Academies is used to identify students who then choose to nominate for the program. Year 6 and 7 students are nominated by the school for the High Achievers Program presented by Kelvin Grove State College. Check list criteria are used for selection of candidates for this 2 year program.

The school also provides enhancement and extension opportunities for students at different year levels in Chess, Sport, Opti-MINDS, Tournament of the Minds(TOM), Maths Tournament, Jumpstart(music), Queensland Debating Union debating and Public Speaking.

Professional Standards for Teachers and Professional Development:

Some consideration has been given to this area spread over three categories.

The first being the ongoing professional development activities for all staff covering department, school and individual requirements. There is a list of many of these activities later in the report. These activities have strong links to the Education Queensland Professional Development Agenda which identifies priorities that should be addressed to ensure that staff engages in appropriate professional development to maximise required outcomes.

The second is associated with future expectations of the Queensland College of Teachers in terms of teachers being able to retain their teaching registration. Consideration to date has been to familiarise teachers with some of the expectations and the timelines. This will be continued through 2009 and 2010.

The program will formally commence from 2011.

Thirdly there is the Developing Performance Framework for school leaders. This program is designed to assist leaders in building on, and developing capabilities. Familiarisation has occurred in 2008. The principal will develop his own performance plan early in 2009 and then be followed by the two deputy principals. Other staff will follow progressively.

School Based Triennial Review recommendations:

A number of areas for further consideration were raised during the course of the school review information collection process. It is recommended that these aspects be evaluated within the context of both departmental initiatives and school based decision making over the life of the next triennium. Action plans will be developed accordingly. The areas were drawn from the perceptions of parents, staff and students.

Aspects included:

- Better use of school website for such information as term plans and newsletters. Newsletters have been evident for some time. Year level term plans were posted for Term Two 2009.
- Addressing the levels of neither satisfied nor satisfied in parent opinion surveys. This was particularly evident in the 2008 results. A school committee "School Well Being" will address the item responses during Term Two 2009. It is also envisaged that a parent group, perhaps through the Parent Network, will review the results as well.
- Communication comments cover a range of issues including knowledge about what goes on in the school. As a topic it does receive ongoing review to increase its target audience and to enhance the quality and quantity of information that is distributed.
- Many physical aspects received levels of comment. The funding provided through The State Schools of Tomorrow and the Building Education Revolution will go a long way to addressing many concerns. A school master planning committee consisting of staff and parents has been established to address "Building EJ's Future."

- Computers in the school generally draws lower levels of satisfaction despite the number of computers including laptops increasing dramatically in the last two years. All of the recent purchases are capable of internet access either by landline or wireless. The teacher librarians also have increased the level of use of computers and the data projector in accessing and presenting information. The Information and Computer Technology committee will look particularly at increasing the use of the computers in the curriculum, increasing teacher skills and providing higher levels of information to parents.
- The need for higher levels of continuity and commonality in classes and year levels is being addressed by year level meetings and the requirement to adopt a set of essential learnings (a set of knowledge and understandings which every student should know at certain points in their primary education.)

Facilities and Buildings Development:

2008 was a quieter year in terms of facilities and buildings development compared to 2006 and 2007; However, a number of projects did proceed:

A significant amount of planning went into the Tuckshop, clothes shop and bookshop configuration. This was as a result of an expression of interest from the tuckshop and clothing store members. However three factors intervened to cause the project to be at least postponed; high cost, building compliance and the school building master plan. The P&C has retained the original provision of seventy five thousand dollars to be allocated in accordance with the Master Plan.

Additional fences in the Prep area and the pool area were installed in March 2009 following decisions made in 2008. Fences are mainly to provide additional security.

The final shade was erected in the Prep area. We were then able to declare that the Prep building program was complete in terms of the funding which had been set aside.

Towards the end of 2008 planning was in place for the construction of a second lift. This was completed early in 2009.

An additional Titan shed was erected near the existing sheds to provide storage for some fete equipment and the school's gymnastics mats.

An investigation into the provision of a building to replace the play shed went as far as obtaining quotes. The project had the future needs of EJ Kidscare in mind but again there were some issues and no further progress has been made.

The school obtained Federal and State funds through programs called Community Water Grants and Lifestyle Water Grants. These funds enabled cold water bubblers to be installed in some parts of the school, water bladders under "B" Block, tanks at the Prep buildings and the water tanks under the pool grandstand.

The school pool underwent some major works including recaulking, repainting, replacement of pumps and the replacement of the chlorine/acid control regulator. In 2009 the solar controller will be replaced as well as one section of the solar roof mats.

Two major funding programs have become available which should provide a minimum of \$3.3 million to the school – all being well. Some planning was commenced in 2008 but the major progress particularly in the planning process and the maintenance programs will take place in 2009. A master planning group with parents and staff representatives has been formed and will provide advice on preferred school directions. The major programs are called State Schools Of Tomorrow and Building Education Revolution. It is hoped that one significant outcome will be a new Resource Centre (library).

School Audits and Accountability Requirements:

The school successfully met all obligations relating to accountability requirements. The Workplace Health and Safety Officer conducted an audit of school safety aspects. All requirements such as the annual operation plan, annual budget, the strategic review and the annual report were approved by the Parents and Citizens Association and signed off by the Executive Director Schools. The principal Internal Auditor – Greater Brisbane Region conducted a full audit of school financial systems and management procedures. The school attained high ratings on most areas leading to the comment from the Regional Human Resource manager that, “ This looks like there must be exemplary HR practices at Eagle Junction – I have not seen a report as good as this before.” Action plans have been put in place to achieve even higher levels of best practice at the next official audit.

School Profile

Relevant figures at the beginning of 2008 included 707 students (including 94 Prep students) in Prep to Year Seven. Census figures taken in August 2008 indicated 723 students in Prep to Year Seven. Figures for 2009 and through to at least 2015 indicate that there should not be any significant change in the school population which should remain in the range of 715 to 740. These students should be accommodated in twenty nine classes similar to 2008 and 2009. There is a possibility that the years 2010 and 2011 may see an increase to thirty classes. As of 2008 approximately 53% of the school's population lived in the catchment area. Figures also indicate that of the students in the catchment area who attend state schools, 75% attend Eagle Junction.

In 2008 the school provided instruction to students from Prep to Year Seven in a coeducational context. You will know that Eagle Junction was first established as a coeducational state school in 1895. It was then known as the Clayfield School in First Avenue. Some name changes have occurred since then but it is still a state coeducational learning institution which caters for the needs of prep aged children and primary school aged children in Years One to Seven. The school to this day maintains the quality reputation that has been built up over many decades.

Interestingly, it was the railway expansion into the Clayfield area in 1882 which brought with it development and easy transport into the city. Perhaps this was the first wave of suburbia. This local expansion allowed our school to open in 1895 with a population of 279 students. The introduction of electric trams in 1901 increased the suburban sprawl more rapidly. It is said that by 1916 the school had an average attendance of one thousand students. It increased even further through the thirties.

Today it is a school situated on a very small area of land which has some physical restrictions. The school is tucked into a relatively quiet residential area. The nearby suburbs contain a number of high schools, both government and non government, which provide a high level of choice for student secondary destinations. Eagle Junction has established some links with Kelvin Grove State College, Aviation High and Kedron High.

The school has a very professional staff, very supportive parents and willing students, who operate in an environment which values education as a lifestyle path.

Staff numbers and movement are relatively stable. Significant changes are not experienced in the short term but tend to happen over longer periods of time. For example there are only five teachers and the principal on staff who have reached the twenty years or more milestone at Eagle Junction.

The school's enrolment is controlled by an Enrolment Management Plan. This restricts automatic entry to students who live in a designated area or who are siblings of students already at the school. If there are class vacancies then sometimes students are taken from a waiting list.

The P&C undertakes a number of activities to support the well being of the school. The tuckshop, book shop and the clothing store provide essential services to the school community and raise funds to provide for resources and facilities. The P&C also operates a voluntary contribution scheme and runs a school fete every two years. The Parent Network is a valuable group in promoting community interaction as well as providing some funding for students in need.

Our school at a glance

Curriculum offerings

The P&C is the sponsor of the Out of School Hours Child Care group – EJ Kidscare – which is well supported and has become an integral part of our school life.

This school offers a range of curriculum offerings which are consistent with the syllabus documents and other documents provided through Education Queensland and the Queensland Studies Authority. Our Language Other than English is Japanese

There is a concerted effort to provide offerings which meet the diverse needs of the students of the school who require programs including intervention, enrichment, learning difficulties and disabilities.

Extra curricula activities: The school provides resources for our students to be involved in a number of extra curricular activities. These include:

Swimming club	instrumental music	Meanjin Writers Camp
Interschool sport	leadership activities	Tournament of Minds
Opti Minds	Sports competitions	High Achievers program (Kelvin Grove
Aeronautics (Aviation High)	School Camps	State College)

In 2009 it is expected that public speaking, chess, debating and perhaps drama will be trialled. Such programs are likely to be on a user pays basis. Some of our students will be involved in a program similar to the High Achievers program called the Young Scholars program involving the two Academies (Creative Arts and the Maths, Science and Technology) at Kelvin Grove and Toowong.

In 2008 an Eagle Junction team won the Primary Division of the Language and Literacy category of the Tournament Of Minds Australasian Pacific finals. In a press release the Education and Training Minister, Mr Rod Welford, said, “The win demonstrates the great talent of our young Queenslanders in areas of creative problem solving, working as a team and thinking on their feet.”

There is also use of facilities for after school activities (tennis, swimming coaching, sports coaching and martial arts). Generally the use of the grounds and facilities are restricted to activities which benefit the students of the school.

Use of computers: An increasing allocation of resources (human and financial) has allowed students greater access to computers both within the classroom and in the library. The provision of thirty lap tops with a wireless facility has resulted in a greater use by the Years Six and Seven students. The teacher librarian conducts many lessons in the library using a data projector and computer while students are able to follow on individual desk tops. A charging trolley and seven laptops has also been added to the resources in the library. It is also intended that Year Three students will have access to laptops to improve use of computer knowledge as well as improving keyboard skills.

With the increasing access to computers for staff, through the Computers 4 Teachers program, and students, through increased wireless access, the use of desktop and laptop computers and the embedding of ICTs in all levels of planning, implementation and assessment of the curriculum has increased but there is still some way to go.

The Learning Place is becoming an integral part of many classrooms and a tool for teachers to access professional development opportunities both within and outside of ICTs.

A new focus for the lower school on improving resources and peer mentoring will improve long term skills for students as they enter middle schooling.

Our school at a glance

In 2009 17 new desktops will be purchased, wireless facilities will be expanded and consideration given to purchasing more laptops to supplement the numbers already operating within Year Three. The number of teachers holding Certificates and Technology licences is also expected to increase. The school will continue to use the ICT Learning Plan and the Index Report to guide future directions.

Social climate

Through opinion surveys the school community is categorized into the three groups of staff, parents and students and their levels of satisfaction recorded. The satisfaction surveys are measured on a five point scale ranging from 0 (strongly disagree) to 4 (strongly agree). The data in brackets indicate the previous period.

In terms of the staff satisfaction survey the category of relationships which deals with respect, students and the community, the staff over the three year period has averaged a high level of satisfaction at 3.31 (3.33) with this aspect of school life and an average satisfaction level of 3.37 (3.38) when referring to the staff morale. This category deals with team spirit, enthusiasm and happiness working at the school. In 2008 in terms of team spirit this translated to 84.5% (86.9%) while in terms of being happy working at school the satisfaction percentages were 96.6% (95.1%). Our target in 2009 is to maintain our long term average.

Over the last three years the parents have an average satisfaction level of 3.08 (3.12) when referring to the school climate. Their view of the safety and the happiness of their children at school is 3.28 (3.29) and 3.38 (3.34). Their view of student behaviour and school discipline is still below 3 with 2.83 (2.9) and 2.87 (2.98). In 2008 parents who hold the view that this is a good school was only 87.5% (92.5%). Further, only 77.5% (92.3%) of parents were satisfied that they are getting a good education from the school. Parent and teacher groups will review possible causes and recommendations for changing perceptions.

Over the last three years the students have an average satisfaction level of 3.16 (3.18) when referring to the school climate. Their view of their own safety and their happiness to come to school is 3.47 (3.46) and 3.38 (3.43). Their view of other students' behaviour is below 3 at 2.7 (2.77). In 2008 students hold the view that this is a good school 3.54 (3.63). Further, 92.5% (87.5%) of students are satisfied that they are getting a good education at the school.

A strong focus is the belief that our successes at EJ reflect the good efforts of many. Our student leadership program encourages high values and work ethics and inclusivity. Communication across year levels is evident through the work of the Student Council and Senior Leaders.

Overall it may be summarised that in the 2006 – 2007 – 2008 triennium, parents were less satisfied than for the previous triennium. There was a noticeable drop from 2007 to 2008. The students' responses and the staff responses continue to show high levels of satisfaction in most areas. In 2009 there will be a concerted effort directed at the number of respondents who are listed as neither satisfied nor dissatisfied. The percentages for some of these questions are higher than what one would like to see.

More detailed data about the school's performance in a number of areas is available later in this report.

Involving parents in their child's education.

Community access follows three major strands:

COMMUNICATION: eg school assemblies (junior and whole school), newsletters, parent teacher information sessions, neighbourhood drops, P&C meetings, class letters, parent directory and school notice board. 2008 saw a higher use of electronic means to provide and receive information including newsletters available from the school's website. It was evident that some new enrolments had gathered information about the school by accessing the website.

PARTICIPATION : numeracy and literacy training by the key teacher, school ball, fete, parent network, year level representatives, P&C meetings, P&C committees, School Council, sports days, celebration days eg ANZAC Day and Easter, Music Concert, Orientation Day and class displays and performances, neighbourhood watch type activities from close neighbours, badge presentations and various other presentations. Daniel Lightfoot took up the invitation to be the Principal for the Day as part of Education Week.

FACILITIES: School facilities are shared to some extent. Consideration of the residential proximity limits extended use. The hall, a modular building, the oval, the pool and the tennis courts are used to some extent by private hirers, parents, out of school hours child care and the swimming club. There is some remuneration attached to the hiring out of the facilities which is credited to the P&C except for the funds raised from the pool use which are used by the school to fund pool maintenance.

A staff – parent group has been established to develop a building master plan for EJ's Future.

The Parent Network is an excellent vehicle for promoting the school. It is an organization of parents which contributes to the well being of students at the school. The organization also promotes a strong social network by utilising parent representatives on each class who promote out of school activities for parents and students. They also collect the information for, and publish, a parent directory. The parent directory lists the names of many of the parents and students in each year level and is available through the school community.

There is a well patronised Out of School Hours childcare facility on site and there is a strong, growing swimming club which meets on Saturday mornings through the warmer months.

During 2009 a parent joined the school's ICT committee and she will act as a knowledge conduit and advocate to the P&C. A master building plan group consisting of staff and parents was also formed with a view of obtaining the best possible outcomes for the school over a long period of time using the State Schools of Tomorrow and The Building education Revolution funding sources.

The school during past years has developed liaison with other agencies including Queensland Police (Adopt A Cop), Department of Families and the Department of Child Safety.

Parents are also involved in a range of classroom activities including supporting class programs, sharing expertise, attending excursions and some volunteer training programs. Their support and contributions are welcomed at our school.

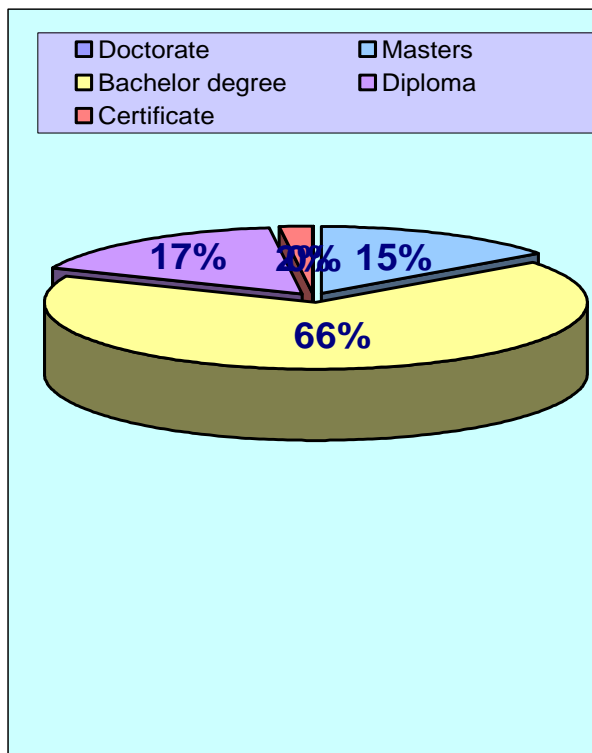
Other parents are very actively involved in the promotion and management required for students to participate in public speaking, debating, chess, Tournament of Minds and Opti Minds.

There is a very strong swimming club which encourages high levels of participation from a good number of families.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Bachelor degree	32
Diploma	8
Certificate	1



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$11000.00 .
- The major professional development initiatives are as follows:
 - Seminar for Music Teachers
 - Encouraging Diversity: Challenging the concept of Difference and G&T Differentiation and Planning for All; Eric Frangenheim workshops
 - IT Training Solutions; Working Smart with Microsoft Outlook; Virtual Classroom Workshop
 - Understanding and Working with Autism/Asperger's Syndrome
 - Queensland Studies Authority workshops; Curriculum, Assessment and Reporting
 - Tournament of Minds facilitators
 - Blue Card Training
 - Dealing with Challenging behaviour
 - Science in the Middle Years
 - New and Beginning Teachers
 - Gifted Education Mentor Program
 - Prep Reflections Day
 - Year of Physical Activity
 - Improving Boys' Education
 - Groundscare Professional Development

Our staff profile

- Teacher aides Numeracy Workshops
- Teachers Conference Overview of EQ priorities
- Teacher Aides Training in Literacy, Teacher Training in Literacy
- Learning Disabilities
- Principals' Leadership days
- Challenging Behaviours
- City Cluster of Schools for Leaders – Academic Retreat- Workplace Health and Safety workshops

- **The involvement of the teaching staff in professional development activities during 2008 was 95 %.**

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 100 % of staff were retained by the school for the entire 2008 school year.

Student attendance

- The average attendance rate as a percentage in 2008 was 95 %.

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9
Reading	Average score for the school	427	520	567	N/A
	Average score for Queensland	371.1	466.1	528.1	568.2
	For the school the percentage of students at or above the national minimum standard.	2008	99%	95%	97%
Writing	Average score for the school	423	498	546	N/A
	Average score for Queensland	391.8	468.9	522.7	555.3
	For the school the percentage of students at or above the national minimum standard.	2008	99 %	92 %	93 %
Spelling	Average score for the school	415	492	550	N/A
	Average score for Queensland	366.7	462.0	528.0	567.8
	For the school the percentage of students at or above the national minimum standard.	2008	98 %	95 %	97 %
Grammar and Punctuation	Average score for the school	433	519	556	N/A
	Average score for Queensland	370.4	476.6	518.0	563.2
	For the school the percentage of students at or above the national minimum standard.	2008	99 %	95 %	96 %
Numeracy	Average score for the school	400	501	582	N/A
	Average score for Queensland	367.9	458.2	539.0	570.7
	For the school the percentage of students at or above the national minimum standard.	2008	99 %	98 %	97 %

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading School mean average 2.63 Like schools mean average 2.60	80.2 % This cohort in reading does indicate a lower percentage of students not requiring support than a group of similar schools. However, the cohort mean average is higher than the mean average of the same group of similar schools. Additional funding has been provided to the group of students requiring extra assistance to achieve better outcomes.
Writing School mean average 2.61 Like schools mean average 2.27	86.5% This cohort in writing does indicate a lower percentage of students not requiring support than a group of similar schools. However, the cohort mean average is higher than the mean average of the same group of similar schools. Additional funding has been provided to the group of students requiring extra assistance to achieve better outcomes
Number School mean average 2.81 Like schools mean average 2.69	82% This cohort in numeracy does indicate a lower percentage of students not requiring support than a group of similar schools. However, the cohort mean average is higher than the mean average of the same group of similar schools. Additional funding has been provided to the group of students requiring extra assistance to achieve better outcomes

Value added

Eagle Junction continues to be held in high regard by its school community. The school over the long term continues to achieve high academic results. Students are involved in an ever increasing range of activities with the encouragement and effort of staff and parents. Public comment attests to the positive behaviours exhibited by our students both with on site activities and off site activities.

A recent letter from a parent in response to a request for school evaluation stated, “ Overall, I cannot fault the school as my son has been offered many opportunities to get involved – which he usually does with much enthusiasm. My husband and I feel blessed that there is such a good school close by.”

A second parent wrote, “Thank you for providing our children with a high quality of education, both academically and emotionally.”