


Queensland State School Reporting – 2010

Eimeo Road State School (0545)

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Principal's foreword

Introduction

This report outlines the academic and social outcomes for the students in our school.

2010 was another excellent year for Eimeo Road State School and its students with the community being very proud of the standards attained. The achievements of our students have been brought about by the positive efforts of the students, staff, parents and volunteers. Once again the satisfaction levels of parents, students and staff remained high.

The school had a major focus on maximising the learning outcomes of all students, particularly in literacy and numeracy. Eimeo Road State School continued as a Literacy and Numeracy National Partnership School. The Literacy Coach, who was appointed as part of this program, has been working to develop teachers' competencies in teaching reading, writing and spelling. This level of Professional Development has enabled teachers to improve outcomes for students.

Copies of this report are available from the school office. Parts of the report will be communicated through the school newsletter.

School progress towards its goals in 2010

The emphasis of teachers' Professional Learning focussed on how to teach Reading Comprehension. This focus supported the development of a balanced whole school reading program which uses proven teaching strategies such as SCORE strategy and 3 Level Guide.

Revision of the First Steps Mathematics Professional Learning has reinforced our daily focus on Place Value and Number Facts in all classrooms. Students' competence in these areas is developing.

Our Science whole school program was implemented.

Philosophy was taught using literature in every classroom each week in 2010 to develop our students' higher order thinking skills.

Future outlook

Eimeo Road State School is a forward thinking school, striving to improve curriculum programs and delivery to maximise student learning. In 2011, the major areas of focus supported with Professional Learning will be:-

- Familiarisation with and readiness for 2012 implementation of Australian Curriculum in English, Maths and Science.
- Literacy particularly Reading inferential comprehension and spelling via word study.
- Numeracy particularly place value and number facts.
- Science particularly consolidating our whole school program.
- Philosophy for Children program in every classroom each week.

School Profile

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 . Nov 2010)
762	375	387	80%

Characteristics of the student body:

- Prep to Year 7 are offered
- coeducational student body
- students are keen, cooperative and supported by caring families
- our community sees literacy as vital to lifelong learning
- approximately 20% of students are transient each year
- approximately 10% of students are of Aboriginal, Torres Strait or South Sea Islander descent
- approximately 3% of students have Special Needs

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

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep . Year 3	23	87%	67%	20%	13%
Year 4 . Year 7	26	87%	60%	27%	13%
All Classes	25	87%	63%	23%	13%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	2
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Distinctive to our school is:

Philosophy is taught from Prep to Year Seven. This is a literature-based program designed to develop higher order thinking. The children participate in ordered, rigorous discussions about topics/issues which are important to them. They are encouraged to develop hypotheses, give examples, build on each other's ideas, give reasons, justify decisions and recognise inconsistencies in arguments.

Other distinctive curriculum offerings are:

- Instrumental Music Program that includes Brass Band, Fife Band, Recorder and Strings groups;
- Queensland Arts Council and other performances;
- Six Kinds of the Best+Values Education program;
- Learning and Behaviour Support programs;
- Prep Metalinguistics (reading preparation) program;
- Gifted Education provision through differentiation of classroom curriculum and special events;
- Multicultural Day;
- Prep to Year 7 Swimming Program;
- Year 4 Bike Ed program;
- Year 5 to 7 Camping/Canberra programs linked to Health units and SOSE Democracy unit;
- Year 6 and 7 Laptop Classrooms.

Extra curricula activities

We offer extra curricula activities that involve varying numbers of students from Prep to Year 7:

- Robotics Teams;
- Student Council;
- Come and Try Day (trailing different Sports);
- Interschool Sport and Sporting Teams;
- Debating team;
- ANZAC Day Commemorative ceremony and parade;
- Fanfare;
- Mackay Festival of the Arts . Lunch Box Concerts, Whitsunday Voices Youth Literature Festival;
- Christmas Concert;
- Choirs - KMEA Choral Festival and Mackay & District Eisteddfod;
- Maths Activities: McDonalds Maths Competition, Maths Olympiad, Fun with Maths;
- UNSW Australian Schools Competitions;
- Science Activities . Science Enrichment Day, Crest Awards;
- Reading . Premier's Reading Challenge, MS Readathon, ReadersCup;
- Transition Program . end-of-year orientation with next year's teacher, Pioneer High School Year 7 transition activities and Year 6 Orientation.

How Information and Communication Technologies are used to assist learning:

ICTs are used as a tool to support teaching and learning at our school. Individual students, groups and whole classes can be seen using ICTs to:

- publish stories, reports, other writing;
 - develop literacy and numeracy skills using software programs, learning objects, websites;
 - practise touch typing skills;
 - do guided research in database programs and on the internet;
 - design spreadsheets, web pages, multimedia PowerPoint presentations;
 - create digital art;
 - use software programs, such as Google Sketchup in design tasks;
 - develop programs for use in Robotics;
 - develop communication skills through virtual classrooms, wikis, blogs and discussion boards in a safe environment;
 - use digital and movie cameras and related software to create movies, art works, commercials, documentaries;
- Some Year 6 and 7 students participate in a 1- to-1 Learning Program in laptop classrooms;
- 6 classrooms make use of interactive whiteboards to enhance learning;
- All classrooms are equipped with data projectors which allow the teachers and students more scope in presenting information.

Students at Eimeo Road State School are preparing for their future in which Information & Communication Technologies will be an integral part of career options.

Social climate

A warm and nurturing culture is actively encouraged in our school community with:

- Admin and staff modelling positive, caring relationships between all stakeholders in our students' education;
- The school's Responsible Behaviour Plan is monitored regularly and reviewed annually;
- Philosophy in the classroom's Community of Inquiry which establishes respectful interactions between students and staff;
- Six Kinds of Best Values Education program which outlines six core values for becoming a person of good character and for leading a happy and successful life;
- Fish Philosophy which promotes best practices in social and emotional learning, character education, classroom management and human behaviour;
- Transition Program that ensures seamless, stress-free movement through year levels and into high school;
- Ambassador Program in the early years playground promotes leadership skills in Year 7; positive relationships across year levels; excellent role models for younger students;
- Buddy System for new students which encourages a warm welcome and comfortable transition to our school;
- Buddy Class Program which develops caring relationships across year levels;
- Chaplaincy in Schools Program . our chaplain visits the school once a week;
- Carefully planned and promoted school and community events throughout the year provide opportunities to showcase the spirit and achievements of our students at our school.

Our school at a glance

Eimeo Road State School is committed to providing a safe, respectful and disciplined learning environment for students and staff.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours including bullying. Through our school plan shared expectations for student behaviour are made plain to everyone.

Bullying, which is continued verbal or physical aggression by one or more students on another child is dealt with by a range of responses which include:

- Regular discussions by staff and admin team with all students to ensure a clear understanding of bullying behaviour;
- Use of whole school High 5 Strategy;
- Support and/or counselling for victims;
- Immediate response by staff and/or admin team to reports of bullying;
- Supervised counselling via our %Cooperation Corner+for students who display bullying behaviour in order to support their return to mainstream play areas.

Parent, student and teacher satisfaction with the school	
Percentage of parents/caregivers satisfied that their child is getting a good education at school	80%
Percentage of students satisfied that they are getting a good education at school	97%
Percentage of parents/caregivers satisfied with their child's school	95%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	92%
Percentage of staff members satisfied with morale in the school	100%

Our school at a glance

The following table is a sample of additional data from our 2010 School Opinion Survey:

STUDENTS satisfied/very satisfied...	% Satisfaction	Above State
That their teacher helps them to do their best	95	Yes
With the interest the teacher takes in their learning	95	Yes
With the behaviour of students at this school	85	Yes
That they feel safe at this school	95	Yes
That they are treated fairly at this school	88	Yes
That they are getting a good education at this school	97	Yes
PARENTS satisfied/very satisfied ...	% Satisfaction	Above State
With the encouragement this school gives their child	92	Yes
With the interest the teacher(s) take in their child	90	Yes
That school staff are approachable when they want to talk	95	Yes
That the school makes them feel welcome	98	Yes
With the behaviour of students at the school	70	Yes
With student discipline at this school	75	Yes
That their child is safe at this school	88	
That their child is treated fairly at this school	93	Yes
That their child is getting a good education at this school	80	
With the school	95	Yes
STAFF satisfied/very satisfied ...	% Satisfaction	Above State
That staff and community relations at this school are good	100	Yes
That they get on well with students at this school	100	Yes
That they are treated with respect in this school	100	Yes
That staff and students respect each other at this school	96	Yes
With morale in the school	100	Yes
With access to professional development opportunities that relate to school and systemic initiatives	92	Yes

Our school at a glance

Involving parents in their child's education.

Parents/caregivers at Eimeo Road State School are given many and varied opportunities to be involved in their child's education:

- Teacher-Parent Communication Books as needed;
- Parent-teacher nights, Open nights, 75th Anniversary celebrations;
- Interviews - formal and informal;
- Support-A-Reader workshops;
- Volunteering time in classrooms to assist regularly or for special events;
- Cultural, special and sporting events;
- P&C meetings, working bees, events, QCPCA;
- Tuckshop volunteers;
- School Reports in June and December;
- School Council;
- Religious Education volunteer teachers;
- Surveys, TSR (QSR).

Reducing the school's environmental footprint

Efforts made by Eimeo Road SS to reduce our environmental footprint include:

- Use of recycle bins in teaching blocks;
- Installation of water tanks adjacent to new blocks for use in gardens;
- Installation of dual flush toilets in new blocks;
- Use of Bore water on play areas;
- Prep Years vegetable garden and composting program;
- Trial school for National Solar Schools Program and Solar and Efficiency Program for Queensland State Schools:
 - air conditioners turn off if room is vacant/door left open
 - timer control of air conditioners and security lights
 - air conditioner temperature set
 - air conditions term 1 and 4 only
 - solar panels installed for school use and to feed into grid

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$93,927	\$48,469	\$26,858	\$1,874	\$10,715	\$0	\$6,011	265,930	6,485	0
2009	\$74,565	\$38,376	\$0	\$0	\$7,498	\$0	\$28,691	247,093	5,199	0
% change 2009 - 2010	26%	26%	N/A	N/A	43%	N/A	-79%	8%	25%	N/A

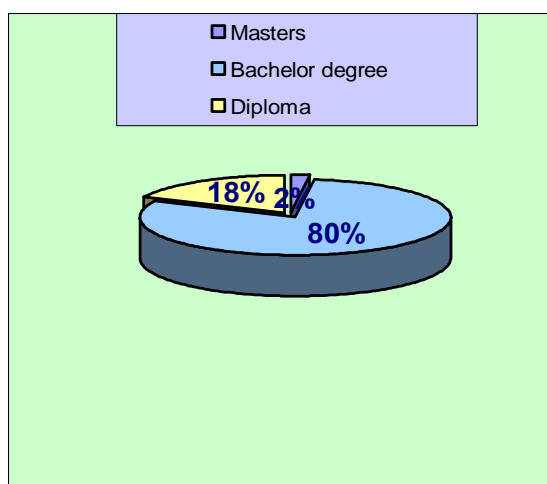
Performance of our students

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	50	22	<5
Full-time equivalents	43	13	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	1
Bachelor degree	40
Diploma	9



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$35 953 or 22% of the school grant budget.

A high proportion of PD was delivered on site via mentoring, workshops, class visits, tutoring, visiting experts, year level and staff meetings. The major professional development initiatives were:

- Spelling
- Reading comprehension
- Literacy Training
- ICT
- Philosophy
- Numeracy

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

Performance of our students

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 92%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	92%	93%	92%	93%	93%	92%

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.

- Class Rolls marked twice daily . morning and afternoon;
- Daily/Weekly monitoring of individual and class attendance;
- Contact (letter and phone) with parents about unexplained absences;
- Individual contracts involving positive rewards to encourage attendance.

Performance of our students

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/>

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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in "**Eimeo Road State School**" 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

The percentage of indigenous students in our school in 2010 was 10%.

- NAPLAN 2010 data indicate that in Reading, Writing and Numeracy in 2010 our year 3 indigenous students performed lower than those in the region and state. The gap widened significantly from 2009. A support plan was initiated to address this gap in indigenous students' learning.
- Indigenous students' attendance has improved from 2009 and is still slightly below non-indigenous. Due to the help of an Indigenous Community Education Officer in 2010 programs were initiated that encouraged and rewarded attendance. These have proved effective.
- Retention rate of indigenous students was on a par with non-indigenous students.