

Eimeo Road State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

I am very pleased to present the School Annual Report 2014 for Eimeo Road State School. The following report outlines the academic and social outcomes for the students in our school.

At Eimeo Road State School we have built a reputation as a caring school with excellent educational opportunities, including a quality curriculum, high behaviour standards and promoting of life-long learning challenges.

2014 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 continued our major focus on maximising the learning outcomes of all students, particularly in literacy and numeracy, using explicit instruction.

Our school values the input of our community very highly and we held many events throughout the year. These included Under 8's day, Book week, Multicultural Day, Come and Try days, Fun Run, excursions, homework program and breakfast program.

Finally I would like to thank all of our school community and businesses that support the school throughout the year. These partnerships allow us to provide students and families with a great education.

School progress towards its goals in 2014

Our school sets very high expectations in all areas of school life and 2014 saw continued outstanding achievements in our School Opinion Surveys (Parents, Students, Staff), and value added in our Year 3 to 5 NAPLAN data.

In 2014 our key areas for improvement were:

Priority One: Literacy and Numeracy

- Reading like a Writer – through the explicit teaching of sentence structure, children's reading improved through a major focus on writing complex sentences as part of the daily writing focus.
- The implementation of a fortnightly focus on strategies to be explicitly taught and communicated to staff, parents and students.
- Numeracy - Professional Development sessions with staff focussed on place value to support the teaching of number, maths mental and problem solving.
- Student performance and progress was tracked via hot and cold data and communicated to Admin via the Focus on Five discussions each term.

Priority Two: Explicit Instruction

- Explicit instruction was embedded in all classrooms and all staff displayed the process chart in their classrooms.
- Year levels worked with a Pedagogical Coach to improve practice.
- Opportunities were provided for teachers to watch others demonstrate explicit instruction. Staff meetings focussed on specific topics e.g. Anita Archer vignettes / book, CQ Explicit Teaching EdStudio and subject warm-ups to develop a common understanding, language and practice.
- Opportunities provided for some teachers to visit and observe teachers in other schools where explicit instruction was already embedded.

Priority Three: Wellbeing

- Continue to implement School Wide Positive Behaviour lessons through the school focusing on positive behaviours.
- Community partnerships are very important to the school and valued within our community and school.

Future outlook

Eimeo Road State School is a forward thinking school, striving to improve curriculum programs and delivery to maximise student learning. Our priorities for 2015, as detailed in our Annual Implementation Plan (AIP) are:

2015 Focus Areas

- Literacy – writing. Focus on sentence structure
- Numeracy – Focus on must knows, maths mental and misconceptions in Maths
- Pedagogy - Explicit Instruction, Inquiry, fluency, reasoning, understanding and problem solving
- Wellbeing - School Wide Positive Behaviour Support and attendance
- Differentiation - Use data to inform teaching practice
- Enhance productive partnerships with school community
- Support students in their entry and exit transitional phases of schooling

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	927	446	481	88%
2013	852	421	431	92%
2014	942	450	492	91%

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

Characteristics of the student body:

Imeoo Road School attracts a wide variety of students, most of whom reside in the catchment area.

- Prep to Year 6 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 with disabilities

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	20	23
Year 4 – Year 7 Primary	24	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	8	10	2
Long Suspensions - 6 to 20 days	4	0	0
Exclusions [#]	0	0	0

Cancellations of Enrolment	0	0	0
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Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

All of our students study English, Maths, Science, History, Geography, Art, Music and Physical Education. Languages Other Than English - Japanese is taught in Year 5 & 6.

Other distinctive curriculum offerings are:

- Instrumental Music Program that includes Woodwind Brass Band, Fife Band, African Drumming Group, Recorder and Strings groups;
- Performances;
- Learning and Behaviour Support programs;
- Ready Reader Program;
- Prep Metalinguistic (reading preparation) program;
- Gifted Education provision through differentiation of classroom curriculum and special events and online booster programs;
- Multicultural Day;
- Year 2 to 4 Swimming Program;
- Year 4 Bike Ed program;
- Year 5 & 6 Camping/Canberra programs linked to Health units and History unit;
- Year 5 & 6 Laptop Program.

Extra curricula activities

We offer extra Curricula activities that involve varying numbers of students from Prep to Year 6:

- Student Council
- Chess Club
- Year 6 Leadership Program
- Come and Try Day (trailing different Sports)
- Interschool Sport and Sporting Teams
- Debating team
- ANZAC Day Commemorative ceremony and parade
- Mackay Festival of the Arts – Whitsunday Voices Youth Literature Festival
- End of Year Concert
- Choirs - KMEA Choral Festival and Mackay & District Eisteddfod
- Maths Activities: McDonalds Maths Competition, Maths Olympiad, Fun with Maths
- UNSW Australian Schools Competitions (Maths, English, Science, Computer Skills)
- Science Activities – Science Enrichment Day
- Reading – Premier's Reading Challenge, Readers' Cup
- Transition Program – end-of-year orientation with next year's teacher, High School Year 6 transition activities in preparation for High School and Kindy to Prep transition program
- Tennis coaching during lunch breaks
- Extra – curricular activities organised by Outside School Hours Care
- Book Week – students dress up in their favourite book character for a book week parade

How Information and Communication Technologies are used to assist learning

ICTs are used as a tool to support teaching and learning at our school. All teachers used One School to enter student data. Reports were generated on One School. Teachers use the computer labs, Interactive Whiteboards and classroom computers and data projectors to develop children's computer skills and to enhance learning. The introduction of iPads for students in 2014 into Prep has been continued into Year 1 with the plan to establish year level sets.

A range of online and school purchased programs, support and extend students across the school in Mathematics and English. Some of these include: Reading Eggs, IXL Maths, Study ladder.

Individual students, groups and whole classes can be seen using ICT's in the following ways:

- 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 spread sheets, web pages, multimedia PowerPoint presentations;
- develop communication skills through virtual classrooms, edStudio, wikis, blogs and discussion boards in a safe environment;
- use digital and movie cameras and related software to create movies, art works, commercials, documentaries;
- All of our teaching areas from Prep to Year 6 are digitally rich (6 Interactive whiteboards, data projectors some interactive, laptops and desktops for students and teachers, internet cabling, wireless access). We have 5 eLearning classrooms in Year 5 & 6 which offer a one-to-one laptop.

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:

- **Transition Program** that ensures seamless, stress-free movement through year levels and into high school;
- 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.

Strategies used at our school to address bullying:

- The school's **Responsible Behaviour Plan** is monitored regularly and reviewed annually;
- Admin and staff **model** positive, caring relationships amongst all stakeholders in our students' education;
- Invitation to each student and parent to report bullying issues immediately;
- Requirement of staff to address bullying issues immediately;
- Students who have been bullied are supported with advice on how to manage difficult situations;
- Students displaying bullying behaviour are supported to modify their behaviour and understanding of consequences;
- **School-Wide Positive Behaviour Support Program** which supports our 3 School Rules (Be Respectful, Be Safe, Be Responsible). Features of the program include signage around the school, behaviour continuum, fortnightly behaviour focus supported with Beeaunts and an extensive reward and monitoring program;
- Students, staff, parents made aware of the stages in our behaviour continuum.
- Philosophy in the classroom's **Community of Inquiry** which establishes respectful interactions between students and staff;
- **Fish Philosophy** which promotes best practices in social and emotional learning, character education, classroom management and human behaviour;
- **Ambassador Program** in the early years playground promotes leadership skills in Year 6; 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 and understanding of our behaviour expectations;
- **Buddy Class Program** which develops caring relationships across year levels;
- **Chaplaincy** in Schools Program – our chaplain visits the school three days a week;
- **Year 6 Leadership Program**

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	99%
this is a good school (S2035)	95%	100%	97%
their child likes being at this school* (S2001)	98%	100%	96%
their child feels safe at this school* (S2002)	100%	97%	99%
their child's learning needs are being met at this school* (S2003)	100%	90%	98%
their child is making good progress at this school* (S2004)	100%	93%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	97%	99%
teachers at this school motivate their child to learn* (S2007)	100%	97%	95%
teachers at this school treat students fairly* (S2008)	95%	93%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	96%
this school works with them to support their child's learning* (S2010)	100%	98%	98%
this school takes parents' opinions seriously* (S2011)	97%	97%	91%
student behaviour is well managed at this school* (S2012)	93%	93%	92%
this school looks for ways to improve* (S2013)	98%	100%	98%
this school is well maintained* (S2014)	100%	100%	99%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	97%	98%
they like being at their school* (S2036)	83%	95%	96%
they feel safe at their school* (S2037)	94%	92%	96%
their teachers motivate them to learn* (S2038)	93%	98%	98%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	94%	98%
teachers treat students fairly at their school* (S2041)	90%	89%	94%
they can talk to their teachers about their concerns* (S2042)	86%	82%	94%
their school takes students' opinions seriously* (S2043)	82%	90%	93%
student behaviour is well managed at their school* (S2044)	88%	82%	92%
their school looks for ways to improve* (S2045)	94%	94%	96%
their school is well maintained* (S2046)	93%	98%	98%
their school gives them opportunities to do interesting things* (S2047)	95%	98%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	91%
they feel that their school is a safe place in which to work (S2070)		99%	99%
they receive useful feedback about their work at their school (S2071)		94%	94%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		94%	96%
student behaviour is well managed at their school (S2074)		93%	88%
staff are well supported at their school (S2075)		96%	88%
their school takes staff opinions seriously (S2076)		88%	90%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	97%
their school gives them opportunities to do interesting things (S2079)		94%	88%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

We believe that Parents are an integral part of 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
- Interviews - formal and informal
- Ready Reader Program
- Volunteering time in classrooms to assist regularly or for special events
- Cultural, special and sporting events
- P&C meetings, working bees, events
- Tuckshop volunteers
- School Banking volunteers
- Formal reporting to parents is done at interview at the end of Term 1 and Term 3. Formal written reports are provided at the end of Term 2 and 4
- School Council
- Religious Education volunteer teachers
- Surveys, Teaching and Learning Audit
- Book Fair
- Grandparents Day
- Under 8's Day
- Mothers Day and Fathers Day
- Welcome Back Dance
- Swimming Carnival
- Indigenous Homework Club
- Indigenous Awards presentation

Eimeo Road State School has a proactive Parents and Citizens association which values the building of a sense of community at the school. In 2014, a Super Hero Fun Run and our School Open Evening were held. These events, were successful in fostering relations between students, families and teachers.

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 and in classrooms
- Installation of water tanks near library for use in gardens
- Installation of dual flush toilets in all toilets
- Installation of spring loaded drinking taps
- Allocation of recycle bins (cardboard, compost and recycling receptacles) throughout the school
- Use of bore water on play areas
- Vegetable gardens for all classes to use
- Member: Reef Guardian School
- Clean Up: Adopt a Beach program
- Wetlands Expo Day
- Prep Year's vegetable garden and composting program
- Trial school for National Solar Schools Program and Solar and Efficiency Program for Queensland State Schools:
 - air conditioners turned off if room is vacant/door left open
 - timer control of air conditioners and security lights
 - air conditioner temperature set
 - air conditioners turned on terms 1 and 4 only
 - solar panels installed for school use and to feed into grid

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	292,139	5,202
2012-2013	280,110	6,057
2013-2014	274,019	0

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.

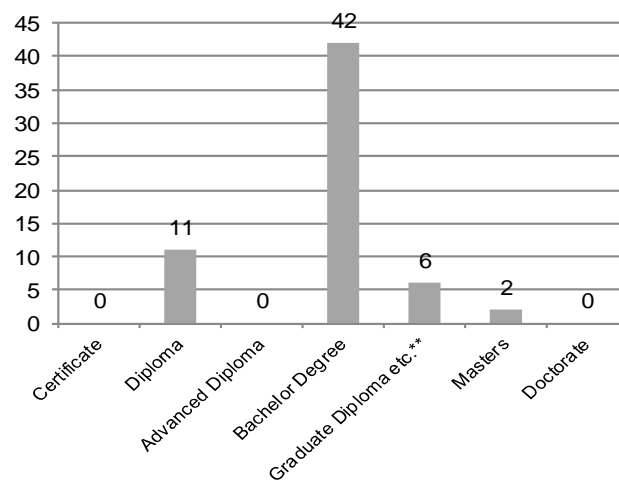
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	61	31	<5
Full-time equivalents	52	19	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	11
Advanced Diploma	0
Bachelor Degree	42
Graduate Diploma etc.**	6
Masters	2
Doctorate	0
Total	61



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$38715

The major professional development initiatives are as follows:

The major professional development initiatives were delivered by school personnel and outside providers: Improved learning outcomes and staff capacity building have been supported through:

- * Coaching and mentoring to develop consistency of Explicit Teaching
- * Year level planning sessions for teachers
- * Developing Leadership and Collegial Coaching Skills.
- * Reading and Writing
- * Numeracy
- * School Wide Positive Behaviour Support

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

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 2014 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school 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 given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%

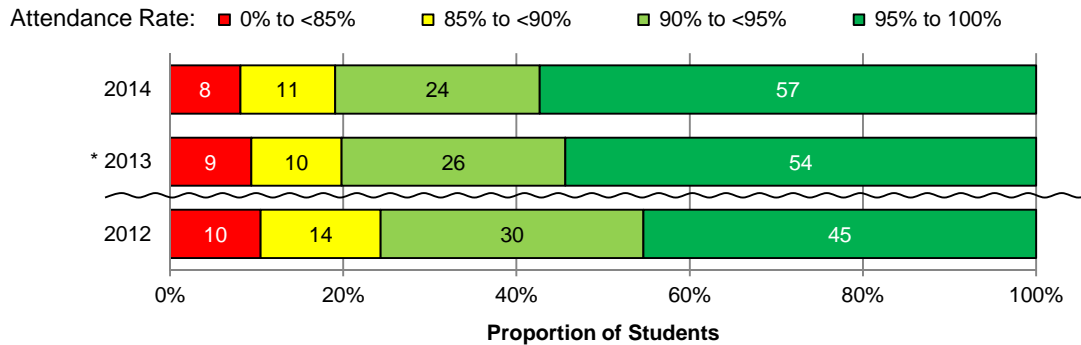
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	93%	92%	92%	93%	94%	91%	92%
2013	94%	94%	93%	94%	94%	95%	
2014	95%	95%	94%	95%	95%	93%	

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 are marked at the beginning of the day and at the commencement of the afternoon session
- Attendance is reported each semester on the student Report Card.
- Children who arrive late (after 9am) have the time of arrival and any reason for their lateness recorded.
- If a student is absent from school, parents are able to notify the school by written note, the office phone number or email.
- The school will contact parent/carers if there have been a number of unexplained or high absences reported, or a pattern of late arrivals is detected.

We also employ many positive ways to improve attendance including:-

- Hosting of numerous 'fun' days throughout the year based upon curriculum including under8's day, sports carnivals, come and try day and excursion.
- Certificates and prizes are awarded to students with 100% attendance each term, semester and year.

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 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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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**Eimeo Road State School has a percentage of approx.. 11% indigenous students (107 students in 942)**

Student attendance and academic achievement are tracked through our "Closing the Gap" data sets. In 2014, the gap was closing for Year 5 students in Reading and writing. In 2015 we are aiming to further increase these results for Year 3 students. Attendance is an area that we will continue to focus upon in 2015. Our current results indicate that Indigenous students attend 92% of school days compared to Non-Indigenous Students who attended 94.5% of school days. With the assistance of an Indigenous Community Officer we are continuing to encourage and reward attendance.