



Eimeo Road State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Queensland
Government

Contact Information

Postal address:	Post Box 425 Rural View 4740
Phone:	(07) 4969 7111
Fax:	(07) 4969 7100
Email:	principal@eimeoroadss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mary Orchard

School Overview

Eimeo Road State School opened in February 1934 with an enrolment of 23 children. The school is in a beautiful hillside setting in the rapidly growing Northern Beaches area, 15 kilometres from Mackay. We proudly provide an educational service from Prep to Year 6. Our student population draws from the surrounding beachside suburbs of Eimeo, Blacks Beach, Dolphin Heads and Rural View. Our vision is to improve social and academic outcomes for students through a whole-school focus on philosophical inquiry. The Philosophy program develops reasoning and inquiry skills that support and enrich literacy and numeracy learning. Literacy and numeracy are core priorities of the school, occurring every day, in every classroom and every year level. Students also learn English, mathematics, science, history, the arts, music, health and physical education, library (information) skills, LOTE (Japanese for Years 6,5,4) and information and communication technology skills. Laptop classrooms are also offered for Years 5 and 6 students. This school community proudly celebrates the academic, cultural and sporting achievements of students.

Principal's Foreword

Introduction

I am very pleased to present the School Annual Report 2016 for Eimeo Road State School. The following report outlines the academic and social outcomes for the students in our school.

2016 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.

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 of life-long learning challenges.

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 highly the input of our community 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.

Our efforts to meet the needs of our diverse range of students and improve the quality of educational experiences for all students drives everything we do. This report details the results of the quality teaching and learning programs

offered at Eimeo Road State School. We trust that you find the information contained in this report informative and enlightening.

School Progress towards its goals in 2016

In 2016, we continued with a strong focus on English and Mathematics as well as a focus on the use and analysis of student achievement data. Our goals focused on the following areas: English Curriculum – Writing with a focus on sentence structure; Mathematics Curriculum – Misconceptions in Maths, Maths Mentals and Must Knows; Use of individual student data and; Building teams and staff leadership capacity within and across the school.

Throughout 2016, we have continued with the implementation of the Australian Curriculum in Prep to Year 6 with a focus on English, Mathematics, Science, History and Geography using the Education Queensland “Curriculum Into Classroom” (C2C units) as the focus of teaching and learning programs.

We have implemented ongoing strategies to support the improvement in the Upper 2 Bands of NAPLAN and other school based testing programs.

A major focus on developing a culture of data analysis and differentiation to support improved student learning outcomes is an ongoing aspect of our teaching and learning programs.

We have also continued to develop and enhance a very strong sense of community and positive school climate that recognises our multi-cultural community and has an emphasis on high quality education for all.

Future Outlook

Eimeo Road State School is a forward thinking school, striving to improve curriculum programs and delivery to maximise students learning. Our 2017 core improvement priorities of “Feedback” in Reading and Writing to all students around their goals is the school’s Explicit Improvement Agenda.

Key strategies as outlined in our Annual Implementation Plan (AIP) for 2017 are:

- Feedback 1. Building capability of teachers and leadership teams to drive the feedback culture. 90% of students knowing their goals.
- Feedback 2. Providing authentic opportunities to learn together. 80% of students knowing how they can make their work better in English through teacher feedback and discussions and 100% of students writing displayed on the writing wall showing feedback.

Our School at a Glance

School Profile

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

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	942	450	492	107	91%
2015*	947	440	507	110	90%
2016	958	443	515	125	90%

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

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

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

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



Characteristics of the Student Body

Overview

Eimeo 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 10% of students are transient each year
- approximately 11% of students are of Aboriginal, Torres Strait or South Sea Islander descent
- approximately 3% of students with disabilities

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	22	24
Year 4 – Year 7	25	28	26
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Eimeo Road State School provides an educational program based on the Australian Curriculum as interpreted using Education Queensland's Curriculum into the Classroom (C2C) teaching units for English, Mathematics, Science, History and Geography, as well as the Essential Learnings for other KLA's. Our focus is on maintaining high standards in literacy and numeracy as well as building on each child's strengths and preparing them to take their place in the world.

We offer a comprehensive Prep Year Program and transition program for our feeder kindies.

Other distinctive curriculum offerings are:

- Instrumental Music Program that includes Woodwind Brass Band, Steel drums Marching Band, African Drumming Group, Recorder and Strings group performances;
- Learning and Behaviour Support programs;
- Ready Reader Program;
- Kids Hope 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.

Co-curricular 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 (trials of different Sports)
- Interschool Sport and Sporting Teams
- 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,
- ICAS Australian Schools Competitions (Maths, English, Science, Computer Skills)
- Science Activities – Science Enrichment Day
- Reading –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.

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 (Interactive whiteboards, data projectors most 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.

Each classroom is supported by a number of computers and all teachers have their own laptop. The school also has two dedicated computer labs.

Social Climate

Overview

The Eimeo Road State School community enjoys very healthy, positive and respectful relationships between its members.

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.
- Parents actively involved in the school in a variety of ways. Our Parents and Citizens Association and School Council have a close working relationship with the Principal and staff.

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;
- **Positive Behaviour Learning Program** 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 Beaus and an extensive reward and monitoring program;
- Students, staff, parents made aware of the stages in our behaviour continuum.
- **BUZ Gimme 5 Bully-Proofing** tactics taught explicitly in classrooms.
- **Fish Philosophy** which promotes best practices in social and emotional learning, character education, classroom management and human behaviour;
- **Student Leadership 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;

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	99%	100%	97%
this is a good school (S2035)	97%	98%	96%
their child likes being at this school* (S2001)	96%	99%	99%
their child feels safe at this school* (S2002)	99%	99%	97%
their child's learning needs are being met at this school* (S2003)	98%	100%	96%
their child is making good progress at this school* (S2004)	96%	100%	97%
teachers at this school expect their child to do his or her best* (S2005)	99%	99%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	99%	97%	97%
teachers at this school motivate their child to learn* (S2007)	95%	99%	96%
teachers at this school treat students fairly* (S2008)	93%	97%	96%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	99%
this school works with them to support their child's learning* (S2010)	98%	100%	97%
this school takes parents' opinions seriously* (S2011)	91%	97%	96%
student behaviour is well managed at this school* (S2012)	92%	99%	89%
this school looks for ways to improve* (S2013)	98%	98%	99%
this school is well maintained* (S2014)	99%	100%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	93%
they like being at their school* (S2036)	96%	89%	93%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they feel safe at their school* (S2037)	96%	93%	93%
their teachers motivate them to learn* (S2038)	98%	96%	99%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	99%
teachers treat students fairly at their school* (S2041)	94%	87%	93%
they can talk to their teachers about their concerns* (S2042)	94%	85%	92%
their school takes students' opinions seriously* (S2043)	93%	88%	87%
student behaviour is well managed at their school* (S2044)	92%	75%	90%
their school looks for ways to improve* (S2045)	96%	97%	96%
their school is well maintained* (S2046)	98%	94%	94%
their school gives them opportunities to do interesting things* (S2047)	98%	97%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	97%	95%
they feel that their school is a safe place in which to work (S2070)	99%	97%	97%
they receive useful feedback about their work at their school (S2071)	94%	93%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	100%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	96%	97%	94%
student behaviour is well managed at their school (S2074)	88%	83%	89%
staff are well supported at their school (S2075)	88%	90%	94%
their school takes staff opinions seriously (S2076)	90%	83%	90%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	97%	98%	97%
their school gives them opportunities to do interesting things (S2079)	88%	100%	95%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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,
- 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, events
- Tuckshop volunteers

- School Banking volunteers
- Formal reporting to parents is done twice a year. Formal written reports are provided at the end of Term 2 and 4
- School Council
- Religious Instruction volunteers
- 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 2016 the P&C and school held a very successful Hero Fun Run. These events, were successful in fostering relations between students, families and teachers.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The School's Wellbeing Program is developed using "The Learning Curve" Program. It is built around six elements of wellbeing.

1. Positive Engagement: focusing your energies on the bright side of life.
2. Meaning and Purpose: Having passion and a reason for doing what you do.
3. Skills and Achievement: Building your capabilities to strive, thrive and flourish.
4. Relationships and Optimism: Focusing optimistically and believing you and others matter.
5. Strengths and Emotions: Being in charge of your emotions through your strengths.
6. Exercise and Health: Having a healthy body and healthy mind.

The school also has implemented a program for bully proofing our students where they are explicitly taught the "Gimme 5" method where they Walk, Talk, Bounce, Get help, Bully Shield. This program teaches our students to be able to resolve conflicts respectfully and peacefully and to seek help from an adult if needed.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	2	12	15
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Our school has worked consistently to reduce our environmental footprint. We have requested that no lighting/air-conditioning/fans be left on when a room is not in use nor overnight / weekends. Where possible we have water saving devices fitted to all toilets and taps and use water from tanks around the school to maintain some gardens. We also have solar panels operating to feed back into the electricity grid.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	274,019	0
2014-2015	305,495	4,838



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	312,941	4,714

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	67	35	<5
Full-time Equivalents	62	21	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	8
Bachelor degree	49
Diploma	9
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$39025

The major professional development initiatives are as follows:

- Seven Steps Writing PD.
- Coaching and mentoring to develop consistency in writing across the school.
- Coaching and mentoring to develop consistency of Back to Front Maths.
- Coaching and mentoring to develop consistency in teaching of phonics.
- Breaking the National Minimum standards in Reading
- Developing Leadership and Collegial Coaching Skills.
- Year level planning sessions for teachers.
- School Wide Positive Behaviour Support.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	91%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

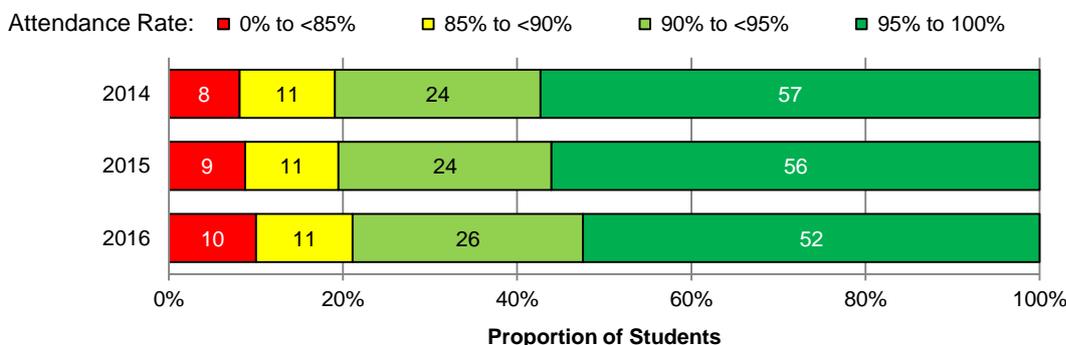
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	95%	95%	94%	95%	95%	93%						
2015	93%	94%	94%	94%	95%	94%	95%						
2016	92%	92%	94%	95%	94%	95%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

- 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, student communication book or email. SMS message is sent daily to those not in attendance.
- 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:-

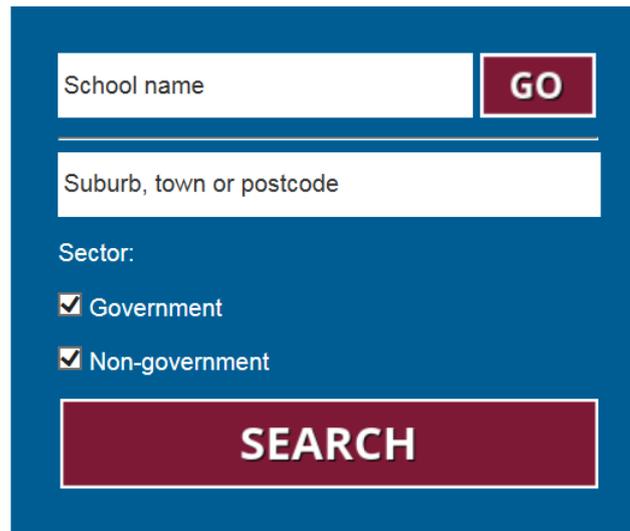
- Hosting of numerous 'fun' days throughout the year based upon curriculum including under 8's day, sports carnivals, Come and Try Day and excursion.
- Certificates and prizes are awarded to students with 100% attendance each term, semester and year.
- Encourage staff-student relationships.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.