



Eimeo Road State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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, Principal Eimeo Road State School

School Overview

Eimeo Road State School is in a beautiful hillside setting in the 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. The school vision is for every child to succeed in becoming responsible, respectful, confident, self-motivated and co-operative individuals who aspire to achieve their maximum potential. The school engages a range of strategies to ensure responsiveness to the individual needs of all students. Literacy and numeracy are core priorities of the school, occurring every day, in every classroom and every year level. Individual learning needs are addressed through the provision of differentiated programs. Eimeo Road School has an active, supportive community, evidenced through the Parents and Citizens Committee.

Laptop classrooms are also offered for Years 5 and 6 students. This school community proudly celebrates the academic, cultural and sporting achievements of students. Distinctive curriculum and extracurricular offerings are detailed on our school website.

The school motto is “Consider Others”.

Principal’s Foreword

Introduction

I am very pleased to present the School Annual Report 2017 for Eimeo Road State School. The following report outlines the academic and social outcomes for the students in our school. This report is available on the school’s website and a paper copy will be given to families upon request.

2017 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.

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 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 the input of our community. We held many events throughout the year including Under 8’s day, Book Week, Multicultural Day, Fun Run, Excursions, Homework Program, Breakfast Program and our bi-annual School Fair.

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 drive 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 2017

In 2017, 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 - establishing Learning Journeys with Guides to making Judgement and Knows and Do’s. Writing walls were evident in all classrooms along with feedback to students on their writing.
- Mathematics Curriculum - Misconceptions in Maths, Maths Mentals and Must Knows: Use of individual student data.
- Building teams and staff leadership capacity within and across the school.

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 a very strong sense of community and positive school climate, recognising our multicultural community with an emphasis on high quality education for all.

Future Outlook

Our 2018 explicit improvement agenda is:

1. Using a Whole School Approach to embedding the Australian Curriculum and aligning ERSS Pedagogical Framework. Building the capacity of teachers and leadership teams to drive systemic curriculum alignment from P-6.

Targets: By December 2018



- 80% Teachers and students creating and engaging with a Learning Journey in English.
 - 90% Teachers embedding the Australian Curriculum using ERSS Whole School Curriculum Plan with validity.
 - 80% Teachers confident in using Explicit Instruction to teach new critical concepts in Key Learning Areas. Coaching and peer feedback occurs to improve quality of teaching skills.
2. Whole School Approach to Feedback and Goal Setting. Engaging students and teachers in ongoing learning and growth through ERSS feedback and Goal Setting cycles.

Targets by December 2018:

- 80% Students can articulate Learning Goals in reading, writing and numeracy.
- 80% Students can articulate GTMJ critical content expectations in English each term and how they can improve their A-E achievements through teacher feedback.
- 100% Parents informed of Learning Goals each term.
- 80% Teachers profiled twice a year on ESCM (Semester One and Semester Two).
- 100% Teachers participating in WOW feedback linked to 2018 pedagogical framework priorities (Explicit Instruction).
- 80% Recommendations from previous Walk Throughs implemented.
- 100% Teachers engaged in Focussed Improvement meetings (FIM) each term with line manager.

Our School at a Glance

School Profile

- Coeducational or single sex:** Coeducational
- Independent Public School:** No
- Year levels offered in 2017:** Prep Year - Year 6
- Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	947	440	507	110	90%
2016	958	443	515	125	90%
2017	998	466	532	143	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 offered
- Coeducational student body
- Students are keen, cooperative and supported by caring families
- Community sees literacy as vital to lifelong learning
- Approximately 14% of students are Aboriginal, Torres Strait or South Sea Islander descent
- Approximately 10% of students are transient each year



- 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	2015	2016	2017
Prep – Year 3	22	24	23
Year 4 – Year 6	28	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Eimeo Road School provides an educational program based on the Australian Curriculum as interpreted using Education Queensland's Curriculum into the Classroom (C2C) teaching units for all subjects. 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 programs for our feeder kindergartens.

Other distinctive curriculum offerings are:

- Instrumental Music Program that includes Woodwind Brass Band, Steel drums Marching Band, African Drumming Group and Strings group performances
- Learning and Behaviour Support Programs
- Gifted Education provision through differentiation of classroom curriculum, special events and online booster programs
- Multicultural Day
- Year 2 to Year 4 Swimming Program
- Year 4 Bike Ed Program
- Year 5 & 6 Camping / Canberra program linked to Health Units and History Units
- Year 5 & 6 Laptop Programs

Co-curricular Activities

We offer Extra-curricular activities that involve varying numbers of students from Prep to Year 6.

- Year 6 Leadership Program
- Student Council
- Chess Club
- Interschool Sport and Sporting Teams
- ANZAC Day Commemorative ceremony and parade
- Mackay Festival of 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
- Discos

How Information and Communication Technologies are used to Assist Learning

Our vision is to achieve the best possible educational outcomes for every student at Eimeo Road School by enabling improved learning through the integration of Information Communication Technologies (ICTs) into the curriculum and by providing support structures to ensure that the equipment is well maintained and teachers are supported in using ICTs in classrooms.

Computers and other Information Communication Technologies are viewed as valuable tools that engender interest, enthusiasm and a willingness to explore new ways of learning as well as giving students valuable skills and knowledge



necessary to be involved in our technologically connected world. All classes are supported by a number of computers and all teachers have their own laptops. The school also has two dedicated computer labs.

Social Climate

Overview

At Eimeo Road School a strong focus is on our school values of being Safe, Respectful and Responsible while Considering Others enhances our whole school community. These values are revisited and highlighted regularly through class activities and school parades.

A very positive, proactive approach to managing student behaviour has been implemented at the school. All teachers have a Classroom Management Plan which is aligned to the School Responsible Behaviour Plan.

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;
- 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 understand consequences;
- BUZ Gimme 5 Bully-Proofing tactics taught explicitly in classrooms;
- 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	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	97%	96%
this is a good school (S2035)	98%	96%	96%
their child likes being at this school* (S2001)	99%	99%	94%
their child feels safe at this school* (S2002)	99%	97%	98%
their child's learning needs are being met at this school* (S2003)	100%	96%	88%
their child is making good progress at this school* (S2004)	100%	97%	90%
teachers at this school expect their child to do his or her best* (S2005)	99%	99%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	97%	94%
teachers at this school motivate their child to learn* (S2007)	99%	96%	92%
teachers at this school treat students fairly* (S2008)	97%	96%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	99%	100%
this school works with them to support their child's learning* (S2010)	100%	97%	94%
this school takes parents' opinions seriously* (S2011)	97%	96%	94%
student behaviour is well managed at this school* (S2012)	99%	89%	86%
this school looks for ways to improve* (S2013)	98%	99%	96%
this school is well maintained* (S2014)	100%	96%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	93%	97%
they like being at their school* (S2036)	89%	93%	93%
they feel safe at their school* (S2037)	93%	93%	93%
their teachers motivate them to learn* (S2038)	96%	99%	95%
their teachers expect them to do their best* (S2039)	99%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	97%
teachers treat students fairly at their school* (S2041)	87%	93%	86%
they can talk to their teachers about their concerns* (S2042)	85%	92%	89%
their school takes students' opinions seriously* (S2043)	88%	87%	80%
student behaviour is well managed at their school* (S2044)	75%	90%	76%
their school looks for ways to improve* (S2045)	97%	96%	99%
their school is well maintained* (S2046)	94%	94%	90%
their school gives them opportunities to do interesting things* (S2047)	97%	97%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	95%	95%
they feel that their school is a safe place in which to work (S2070)	97%	97%	97%
they receive useful feedback about their work at their school (S2071)	93%	94%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	96%	93%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	97%	94%	93%
student behaviour is well managed at their school (S2074)	83%	89%	79%
staff are well supported at their school (S2075)	90%	94%	83%
their school takes staff opinions seriously (S2076)	83%	90%	71%
their school looks for ways to improve (S2077)	100%	98%	96%
their school is well maintained (S2078)	98%	97%	93%
their school gives them opportunities to do interesting things (S2079)	100%	95%	90%

* 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 School are given many and varied opportunities to be involved in their child's education;

- Teacher- Parent Communication Books
- Parent-teacher nights,
- Interviews - formal and informal
- Volunteering time in classrooms to assist regularly or for special events
- Cultural, special and sporting events
- P&C meetings, events
- Tuckshop and Uniform Shop volunteers
- School Banking volunteers
- Formal reporting to parents done twice a year. Formal written reports provided at the end of Term 2 and Term 4
- Religious Instruction volunteers
- Grandparents Day
- Under 8's Day
- Mother's Day and Father's Day gift stall
- Welcome Back Dance
- Swimming Carnival
- Indigenous Homework Club

Eimeo Road School has a proactive Parents and Citizens Association which values the building of a sense of community at the school. In 2017 the P&C and school held a very successful Fun Run and School Fair. These events were successful in fostering relationships between students, families and teachers.

Respectful relationships programs

The school has developed and implemented 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 our 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	2015	2016	2017
Short Suspensions – 1 to 10 days	12	15	21
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Eimeo Road School has worked to reduce our environmental footprint. We have requested that no lighting / air-conditioning / fans be left on when a room is not in use or overnight / weekends. Where possible we have water saving devices fitted to toilets and taps and use water from tanks around the school to maintain our gardens. We also have solar panels operating to feed back into the electricity grid.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	305,495	4,838
2015-2016	312,941	4,714
2016-2017	330,965	1,681

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

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	70	35	<5

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	64	22	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	8
Bachelor degree	50
Diploma	3
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 2017 were \$41 830.

The major professional development initiatives are as follows:

- Cohort planning sessions
- School Wide Positive Behaviour Support
- Essential Skills Classroom Management Training
- Leadership Development and Collegial Coaching Skills
- Coaching and mentoring to develop consistency in teaching of phonics
- Coaching and mentoring to develop consistency in writing across the school
- Coaching and mentoring to develop consistency of Back to Front Maths
- Curriculum and Pedagogy - Australian Curriculum
- Workplace Health and Safety - First Aid, Asbestos Training, Student Protection, Code of Conduct

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
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).	91%	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 2017 for all Queensland Primary schools was 93%.

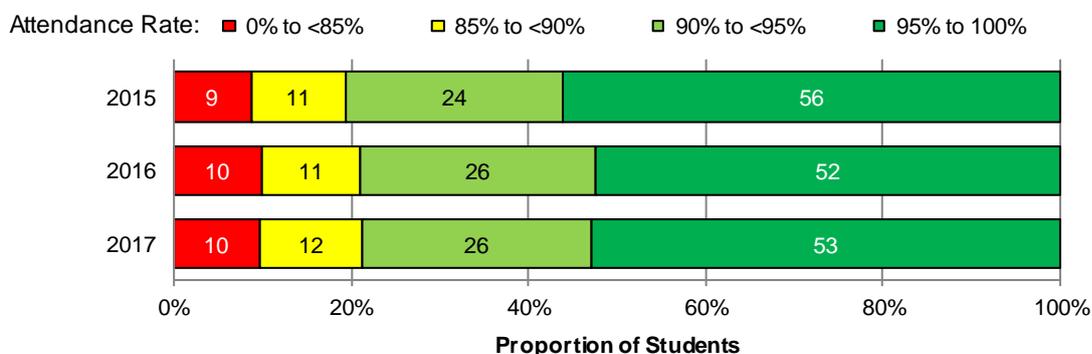
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	94%	94%	94%	95%	94%	95%						
2016	92%	92%	94%	95%	94%	95%	94%						
2017	93%	93%	93%	94%	94%	94%	94%						

*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 Department of Education 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 messages are sent daily to those not in attendance.
- The school will contact parent/carers if there has been a number of unexplained or high absences reported, or a pattern of late arrivals is detected.

Eimeo Road School also employs many positive ways to improve attendance including:

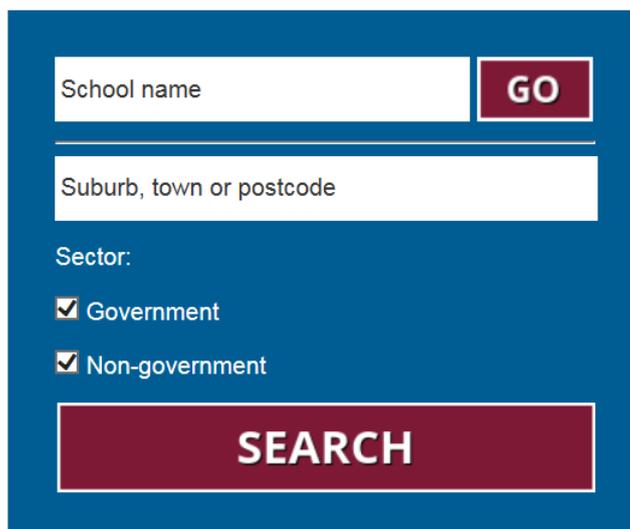
- Hosting of numerous 'fun' days throughout the year based upon curriculum including under 8's day, sports carnivals, Come and Try Days and excursions.
- Certificates and prizes are awarded to students with 100% attendance each term, semester and year.
- Encouraging staff-student relationships.

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.