



Eimeo Road State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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 all children 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”.

School progress towards its goals in 2018

In 2018, our key priorities were:

- Whole School Approach to embedding the Australian Curriculum and aligning Eimeo Road State School Pedagogical framework. Building the capacity of teachers and leadership teams to drive systemic curriculum alignment from P-6.
- Whole School Approach to Feedback and Goal Setting.
- 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.

Our priorities from 2017 that continued as ongoing agendas in 2018. They are:

- English Curriculum - establishing Learning Journeys with Guide to making Judgement, Knows and Dos.
- 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 explicit improvement agenda for 2019 is:

1. To build a culture that promotes learning and wellbeing.
2. To put faces on the data.
3. To build more confident and capable writers.
4. To lift academic achievement through STEM.

Strategies to achieve this will include:

- Appointment of Co-teachers. Classroom teacher to be supported 2 hours a week by a Co-teacher in English, with a focus on improving A-E Data.
- Implementing a Co-teaching Model using the school’s expert teams to enact and support any required changes in teacher practice around writing.
- Maintaining planning days each term with Executive Leadership Team and expert teams to deepen teacher pedagogical content knowledge and understanding of writing in all learning area.
- Engaging students in STEM projects each term that are linked to the curriculum and Inquiry Model.

The school improvement agenda for 2019 also highlights:

- Maintaining Focus on Five – release for one hour a week to enable teachers to provide feedback and develop learning goals especially in writing.
- Implementing the Investing for Success strategies.
- Extend purchasing 0.2 Speech Pathologist to support Prep and Year 1 oral language programs.
- Maintain EAL/D support.
- New classroom accommodation to cater for Senior Schooling, Years 5 & 6.



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	958	998	980
Girls	443	466	445
Boys	515	532	535
Indigenous	125	143	145
Enrolment continuity (Feb. – Nov.)	90%	91%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Eimeo Road State School is the largest primary school in Mackay. It 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	23
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 also 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
- Year 5 & 6 Laptop Classrooms

Co-curricular activities

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

- Year 6 Leadership Program
- 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)
- 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 on our 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.

Eimeo is fortunate to have a highly active and supportive parent body who endorse and reflect the values the school strives to uphold. There is a shared sense of responsibility from all stakeholders to optimise learning opportunities, create a safe and supportive learning environment, and maintain modern and fully equipped facilities for our students.

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 per week.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	96%	97%
• this is a good school (S2035)	96%	96%	93%
• their child likes being at this school* (S2001)	99%	94%	95%
• their child feels safe at this school* (S2002)	97%	98%	95%
• their child's learning needs are being met at this school* (S2003)	96%	88%	97%
• their child is making good progress at this school* (S2004)	97%	90%	91%
• teachers at this school expect their child to do his or her best* (S2005)	99%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	94%	96%
• teachers at this school motivate their child to learn* (S2007)	96%	92%	93%
• teachers at this school treat students fairly* (S2008)	96%	92%	93%
• they can talk to their child's teachers about their concerns* (S2009)	99%	100%	95%
• this school works with them to support their child's learning* (S2010)	97%	94%	97%
• this school takes parents' opinions seriously* (S2011)	96%	94%	89%
• student behaviour is well managed at this school* (S2012)	89%	86%	79%
• this school looks for ways to improve* (S2013)	99%	96%	93%
• this school is well maintained* (S2014)	96%	94%	93%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	97%	98%
• they like being at their school* (S2036)	93%	93%	96%
• they feel safe at their school* (S2037)	93%	93%	94%
• their teachers motivate them to learn* (S2038)	99%	95%	97%
• their teachers expect them to do their best* (S2039)	98%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	97%	98%
• teachers treat students fairly at their school* (S2041)	93%	86%	92%

Percentage of students who agree# that:	2016	2017	2018
• they can talk to their teachers about their concerns* (S2042)	92%	89%	91%
• their school takes students' opinions seriously* (S2043)	87%	80%	85%
• student behaviour is well managed at their school* (S2044)	90%	76%	77%
• their school looks for ways to improve* (S2045)	96%	99%	95%
• their school is well maintained* (S2046)	94%	90%	94%
• their school gives them opportunities to do interesting things* (S2047)	97%	90%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	95%	94%
• 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)	94%	88%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	93%	94%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	94%	93%	93%
• student behaviour is well managed at their school (S2074)	89%	79%	86%
• staff are well supported at their school (S2075)	94%	83%	84%
• their school takes staff opinions seriously (S2076)	90%	71%	80%
• their school looks for ways to improve (S2077)	98%	96%	97%
• their school is well maintained (S2078)	97%	93%	93%
• their school gives them opportunities to do interesting things (S2079)	95%	90%	88%

* 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

Eimeo Road State School regards a close parent, teacher and child relationship as essential to effective learning. Parents are encouraged to communicate regularly with classroom teachers at appropriate times. In this way, a child's progress can be carefully monitored and any problems that may arise can be attended to promptly and rectified before major difficulties develop. A child who is active and happy in their environment will learn readily and progress effectively.

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 stalls
- 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 2018 the P&C and school held a very successful Fun Run fundraiser. This event was successful in fostering relationships between students, families and teachers.

Respectful relationships education programs

Eimeo Road State 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	15	21	35
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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. 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	312,941	330,965	329,625
Water (kL)	4,714	1,681	3,621

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb	Go	
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	72	34	6
Full-time equivalents	66	22	5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	8
Bachelor degree	52
Diploma	3
Certificate	0

*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 2018 were \$43 401.

The major professional development initiatives are as follows:

- Dr Anita Archer – Classroom engagement
- Sheena Cameron – Supporting student's writing and editing
- Advancing STEM Conference and PD
- Business Managers Conference
- Cohort planning sessions
- School Wide Positive Behaviour Support
- Essential Skills Classroom Management Training
- 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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	91%	91%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	93%	92%
Year 1	92%	93%	92%
Year 2	94%	93%	93%
Year 3	95%	94%	92%
Year 4	94%	94%	94%
Year 5	95%	94%	93%
Year 6	94%	94%	93%

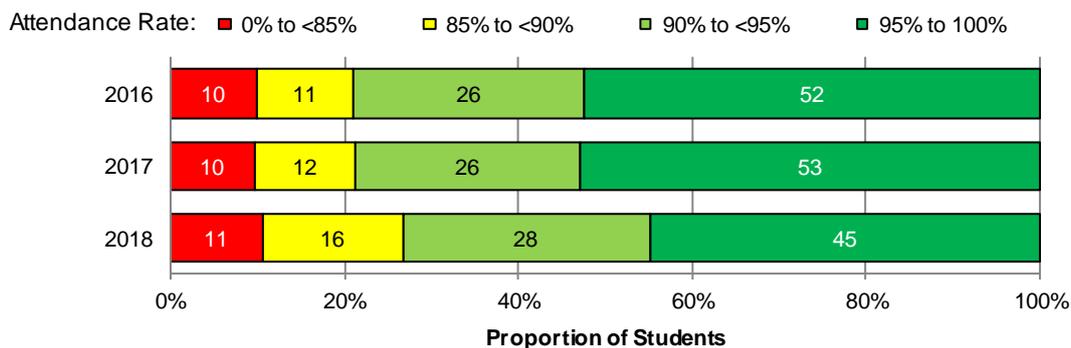
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.