



Elimbah State School

Elimbah State School



ANNUAL REPORT 2016

Queensland State School Reporting

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Elimbah State School

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This report is produced by the School Principal to meet the school's reporting obligations to the Queensland and Australian Governments



Elimbah State School

School Overview

Elimbah State School is located in the Glasshouse Mountains region and serves approximately 500 students enrolled from Prep to Year 7. The school has a very strong sense of shared ownership and pride and is a key focal point for the local community. The school offers a broad curriculum that supports all learners to succeed. Programs and activities supporting the needs and interests of children include an active sporting program, music, choirs, an instrumental music band, ensembles, academic extension programs and support for those with learning difficulties. A well-developed strategy is in place to provide team support for those needing assistance and a team including a school guidance officer, chaplain, responsible behaviour project officer and learning support teacher work collaboratively with students, families and teachers where required.

Principal's Foreword

Elimbah State School prides itself on being a community minded organisation that works closely with local businesses and families.

We value the partnership that exists between home and school and aim to work together with families to provide an education that not only prepares students for the future they will create, but provides the skills and processes to access ongoing learning and information for life. Our staff are committed and caring, and work to ensure our students continue to improve academically, socially and emotionally.

Our programs engage students in learning through the delivery of relevant, contemporary and challenging programs. We have a strong focus on meeting the developmental needs of all students in both the early phase and middle years of schooling.

We ensure that our teaching practices are current and take into account recent educational research about effective teaching and learning. We offer innovative programs such as the upper school 'Laptop Program' and the 'iEngage' (bring your own device) programs. Our classrooms are fitted with current technology and students have access to e-learning as well as hands-on concrete materials.

The following report gives an overview of the performance of the school across the 2016 school year. This report provides a contextual snapshot of the school and its community so that learning and organisational data can be understood.

Mrs Leisa Wood – Principal, Elimbah State School



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School Progress towards its goals in 2016

Our 2016 Explicit Improvement Agenda was improving student achievement in Reading and Numeracy.

This was addressed by:

1. Continuing to embed a balanced reading program
2. Developing numeracy rich routines with a focus on problem solving
3. Engaging all students by catering for individual needs, including U2Bs
4. Analysing data, including attendance trends, to inform decision making and align resources
5. Fostering teams through performance development processes

2016 Priorities	Progress
Continuing to embed a balanced reading program	<p>This is an ongoing process and will continue into 2017.</p> <p>Coaching has provided teachers with the opportunity to work with likeminded teachers in order to improve their teaching of Reading skills. This has allowed teachers to observe their peers in the classroom and afterwards provide feedback to each other. This coaching process will continue into 2017.</p>
Developing numeracy rich routines with a focus on problem solving	<p>The implementation of 'grappling' as a numeracy pedagogy began in 2016. Teachers received coaching to develop their capability and to assist with embedding this new way of teaching across the school.</p> <p>This is an ongoing process and will continue into 2017.</p>
Engaging all students by catering for individual needs, including U2Bs	<p>Extension programs have provided opportunities for higher achieving students to participate in challenging activities in both Literacy and Numeracy. This will continue to be a focus in 2017.</p> <p>Planning processes were refined and data used to inform groupings and planning for individual students.</p>
Analysing data, including attendance trends, to inform decision making and align resources	<p>Teachers meet regularly with administration team and other teachers in their cohort to discuss data and make decisions regarding this information. This process will continue to be a priority for Elimbah State School.</p> <p>Processes to address absences have been embedded, and office staff ensure that families are contacted regularly and are made aware of the 'Every Day Counts' philosophy.</p>
Fostering teams through performance development processes	<p>The implementation of our PLCs has provided teachers the opportunity to work with their peers and improve their pedagogy. All staff met with a member of the Leadership team to develop their Individual Performance Plan. These meetings identify teachers' individual goals for the year.</p>



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Future Outlook

Our priority for 2017 is to improve student achievement in Reading and Numeracy through the following strategies:

1. Continuing to embed a balanced **reading** program
2. Embedding **numeracy** rich routines with a focus on problem solving
3. **Engaging all students** by catering for individual needs
4. **Analysing data** to inform decision making and align resources
5. Fostering teams through **performance development** processes

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	537	255	282	16	94%
2015*	501	241	260	26	95%
2016	507	243	264	22	92%

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>).





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Characteristics of the Student Body

Overview

The school has a very stable environment and is highly valued within the community. Approximately 3% of students identify with an Indigenous background and lower than 1% of students have English as a second language. Enrolment numbers remain reasonably steady despite the fact that another primary school has opened in the area.

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	19	22	24
Year 4 – Year 7	26	27	26

*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 in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016 the school implemented The Australian Curriculum in English, Mathematics, Science, History and Geography. Significant professional learning for teachers and enhanced resources were directed towards implementation. A Literacy Coach and Master Teacher worked with teachers to build further capability in the use of high yield classroom teaching strategies. The school continued its use of the Dimensions of Teaching and Learning as its pedagogical framework.

Co-curricular Activities

- Year 6 one to one laptop program
- Yr 4 iEngage iPad program (since expanded to year 3, 4 and 5)
- Instrumental Music
- Guitar, keyboard, recorder and xylophone lessons
- Interschool sports
- Regular lunch time clubs
- Buster Buddies
- Student Council
- UNSW competitions
- Choirs and ensembles
- Homework Club

How Information and Communication Technologies are used to Assist Learning

Computers are used for learning across year levels and across the curriculum. All classes use an interactive smart board for learning. Students in years 2 and 3 undertake a weekly skills based lesson to gain competence with a number of software applications. For the first time in 2016, year 4 students were offered the opportunity to participate in a BYO iPad program (iEngage). In 2017 that program has extended to year 3, 4 and 5 students.



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Many student projects and tasks require learning to be presented digitally. A Science and Technology Centre is available for use and digital curriculum resources are being used extensively to support classroom implementation of the Australian Curriculum.

Social Climate

At Elimbah State School we aim to provide a happy, safe and nurturing environment which cultivates the academic, social and cultural development of all learners. We aim to support students in becoming responsible participants who can make informed decisions in a changing society. To help our students make responsible choices about their behaviour, our teachers explicitly teach the core values that underpin our Responsible Behaviour Plan for Students – Safety, Respect, Learning. Our school is held in high esteem within the community and is a sought after educational Centre, with many out of catchment applications submitted each year.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	97%	90%	96%
this is a good school (S2035)	99%	93%	96%
their child likes being at this school* (S2001)	96%	98%	98%
their child feels safe at this school* (S2002)	97%	95%	96%
their child's learning needs are being met at this school* (S2003)	96%	93%	88%
their child is making good progress at this school* (S2004)	94%	95%	92%
teachers at this school expect their child to do his or her best* (S2005)	99%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	92%	89%
teachers at this school motivate their child to learn* (S2007)	91%	92%	96%
teachers at this school treat students fairly* (S2008)	97%	93%	86%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	94%
this school works with them to support their child's learning* (S2010)	94%	88%	90%
this school takes parents' opinions seriously* (S2011)	91%	87%	88%
student behaviour is well managed at this school* (S2012)	88%	83%	88%
this school looks for ways to improve* (S2013)	94%	92%	94%
this school is well maintained* (S2014)	99%	98%	100%



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Student opinion survey

Performance measure			
Percentage of students who agree* that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	97%	95%
they like being at their school* (S2036)	97%	97%	93%
they feel safe at their school* (S2037)	95%	97%	95%
their teachers motivate them to learn* (S2038)	98%	97%	97%
their teachers expect them to do their best* (S2039)	100%	99%	96%
their teachers provide them with useful feedback about their school work* (S2040)	100%	97%	96%
teachers treat students fairly at their school* (S2041)	97%	95%	93%
they can talk to their teachers about their concerns* (S2042)	96%	91%	93%
their school takes students' opinions seriously* (S2043)	99%	92%	89%
student behaviour is well managed at their school* (S2044)	92%	83%	89%
their school looks for ways to improve* (S2045)	100%	98%	97%
their school is well maintained* (S2046)	99%	94%	92%
their school gives them opportunities to do interesting things* (S2047)	100%	97%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	98%	98%
they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
they receive useful feedback about their work at their school (S2071)	96%	98%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	86%	88%
students are encouraged to do their best at their school (S2072)	98%	98%	100%
students are treated fairly at their school (S2073)	98%	95%	98%
student behaviour is well managed at their school (S2074)	94%	82%	92%
staff are well supported at their school (S2075)	98%	91%	94%
their school takes staff opinions seriously (S2076)	94%	86%	92%
their school looks for ways to improve (S2077)	96%	95%	96%
their school is well maintained (S2078)	98%	95%	100%
their school gives them opportunities to do interesting things (S2079)	94%	91%	89%

* 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.



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Parent and community engagement

The school's parent community is very involved in our school. Parents support students in a wide range of classroom and learning support programs, raise significant funds for school development, operate a tuckshop and uniform shop and take on membership of a number of planning committees. Our P&C Association operates a number of discos each year.

Parents also support the Chaplaincy program by assisting with fundraising and supporting the Chaplain with various events. A Breakfast Club operates once per week as a result of significant collaboration between Chaplaincy and parental and community input.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is delivered through our school's health education program.

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	21	27	41
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

Sustainability is an important part of our curriculum. The continued increase in student enrolments and additional facilities will continue to place pressure on this resource.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	117,258	0
2014-2015	119,947	
2015-2016	117,677	

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.



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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.



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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	26	0
Full-time Equivalents	32	15	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the sc
Doctorate	0
Masters	0
Graduate Diploma etc.**	3
Bachelor degree	20
Diploma	14
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 **\$71, 898**

The major professional development initiatives were as follows. Staff engaged in activities designed to build capacity in the areas of:

- Reading
- Numeracy routines
- Differentiation
- Collaborative planning, assessment and moderation
- PLC – data analysis

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



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Staff Attendance and Retention

Staff attendance

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

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

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).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	93%	95%

*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%	93%	91%	94%	91%	92%	93%	93%					
2015	93%	94%	93%	93%	94%	92%	93%						
2016	94%	93%	94%	94%	92%	95%	90%						

*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.

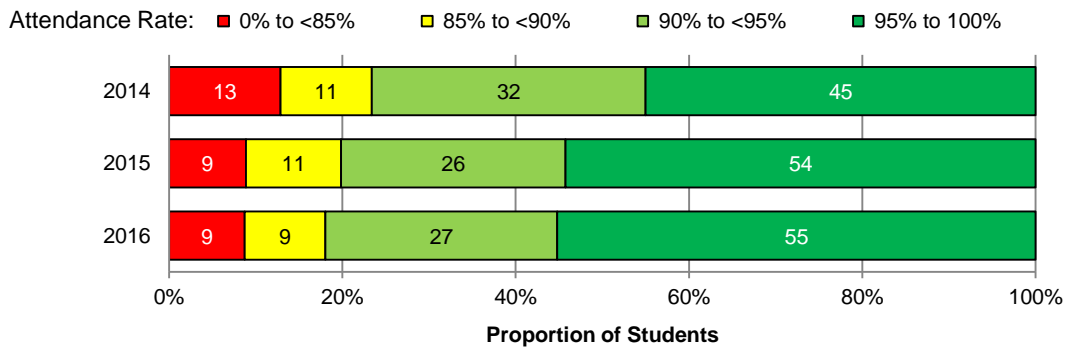
DW = Data withheld to ensure confidentiality.



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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.

Rolls are marked twice per day. Unexplained absences are followed up with a phone call to parents and caregivers after two days of absence. Where required, parents are contacted directly by a member of the school administration to discuss any concerns about poor attendance. In 2017 our school introduced the use of an SMS based notification system for unexplained absences. Parents receive a text message informing them that their child is absent from school if they have not already provided an absence reason.



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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**.

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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.