ELIMBAH
STATE SCHOOL

ANNUAL REPORT
2018
Queensland State School Reporting

Contact Information

Postal address:	School Road Elimbah 4516
Phone:	(07) 5432 1333
Fax:	(07) 5432 1300
Email:	principal@elimbahss.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:	Leisa Wood – Principal

Every student succeeding.
State Schools Strategy
Department of Education

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 2018 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

School overview

Elimbah State School is a located in the Glasshouse Mountains region and serves approximately 480 students enrolled from Prep to Year67. 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, and learning support teacher work collaboratively with students, families and teachers where required.

School progress towards its goals in 2018

Our Explicit Improvement Agenda for 2018 was to improve student achievement in Reading and Numeracy through the following strategies:
1. Continuing to embed a balanced literacy program
2. Establishing a balanced numeracy program
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

2018 Priorities	Progress
Continuing to embed a balanced reading program	This is an ongoing process and will continue into 2019. 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 2019.
Establishing a balanced numeracy program	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. Mental computation and number fact recall also became a focus during 2018. This is an ongoing process and will continue into 2019.
Engaging all students by catering for individual needs	Extension programs have provided opportunities for higher achieving students to participate in challenging activities in both Literacy and Numeracy. School wide differentiation programs in reading writing and numeracy began in 2017 and will continue in 2019. Planning processes were refined and data used to inform groupings and planning for individual students.
Analysing data to inform decision making and align resources	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. 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.
Fostering teams through performance development processes	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.

Future outlook

Our priority for 2019 is to increase student achievement in Writing and Numeracy by implementing the following strategies:-

Strategy 1: Continue to embed a balanced literacy program
- Introduce a whole school writing program
- Continue to implement whole school reading program
- Ensure new staff receive induction in school literacy programs
- Continue to prioritise literacy block time to minimise interruptions
- Embed teacher accountability and ownership of reading room processes
- Continue to ensure links to Explicit Teaching model
- Provide coaching opportunities to build capacity with modelled/shared reading & writing
- Establish expectations for inclusion of writing in daily literacy blocks
- Continue to use a 5 star scale of success criteria linked to A-E standards in writing
- Ensure links between Reading and Writing programs across all KLAs
- Embed 'essential vocabulary' into all KLA planning
- Promote reading and introduce writing as a priority in newsletter, website, parent sessions
- Provide opportunities for sharing best practice with relation to the teaching of reading and writing
- Identify and prioritise areas of need from NAPLAN/PAT-R/PROBE and PM analysis
- Continue to develop central bank of resources to compliment quality literacy lessons
- Embed whole school spelling program using C2C lists

Strategy 2: Continue to embed a balanced numeracy program
- Ensure new staff receive induction in whole school numeracy programs
- Continue coaching cycle focusing on problem solving, grappling, number fact fluency and warm ups
- Identify and prioritise areas of need from NAPLAN/PAT-M and PLC data analysis
- Continue to embed non-negotiables around numeracy block including grappling, explicit teaching of problem solving and number fact fluency
- Maintain consistent method of recording, displaying and providing feedback about numeracy goals
- Continue to embed school wide consistent problem solving strategies – metalanguage/artefacts
- Continue to use a 5 star scale for success criteria linked to differentiated target teaching groups
- Provide opportunities for sharing best practice for effective numeracy learning

Strategy 3: Engaging all students by catering for diverse learners
- Implement a range of intervention and extension programs, across literacy and numeracy that identify students at various levels (Target Teaching groups, Guided reading groups, SAT)
- Review and implement plans for students at risk including ICPs, ISPs Indigenous Plans, ESPs, IBSPs
- Introduce a whole school social/emotional program (Reboot)
- Continue to embed school wide PBL program and align with Reboot
- Review and update PBL procedures (playground duty, use of visual behavior charts, T2R day)
- Review supervised Play room procedures and lunchtime programs for diverse learners
- Provide challenging learning experiences that further develop reading and numeracy expertise e.g. ICAS, robotics, AMC, CEEP program
- Develop teacher capacity to differentiate for U2B through coaching
- Implement whole school Co-Teaching framework as a support model for diverse learners
- Review and refine PLC data collection processes for ICP students
- Embed a more rigorous identification process for consideration for ICP

Strategy 4: Fostering teams through performance development processes
- Implement Annual Performance Process as per the school's Professional Learning Plan
- Introduce an individualised approach to providing performance feedback
- Continue to use explicit teaching model as focus for instructional leadership
- Provide informal coaching opportunities (HoC, CC, peers)
- Provide opportunities to share best practices and embed into staff meeting cycle
- Develop teacher capacity to provide peer coaching and feedback
- Provide opportunities for peer teacher observations around key school programs
- Develop a data base of teacher strengths to access for coaching and promote 'expertise within' to provide Professional Development opportunities
- Revise EST agreements with relevant teaching staff to identify strengths and additional duties

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	507	496	437
Girls	243	234	211
Boys	264	262	226
Indigenous	22	27	25
Enrolment continuity (Feb. – Nov.)	92%	96%	96%

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

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

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	27	27
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

In 2018 the school implemented The Australian Curriculum in English, Mathematics, Science, HASS, The Arts, Music, Physical Education and LOTE. Significant professional learning for teachers and enhanced

resources were directed towards implementation. A Head of Curriculum 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 gradual release model as its signature pedagogy.

Co-curricular activities

- Year 6 one to one laptop program
- Yr 3-5 iEngage iPad program
- Instrumental Music
- Guitar, keyboard, recorder and xylophone lessons
- Interschool sports
- Regular lunch time clubs
- Buster Buddies
- Student Council
- UNSW competitions
- Choir (junior and senior)
- Xylophone ensembles
- Guitar ensembles

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 undertake regular skills based lessons to gain competence with a number of software applications. Year 3-6 students were offered the opportunity to participate in a BYO iPad program (iEngage).

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

Overview

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

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)	96%	95%	97%
• this is a good school (S2035)	96%	92%	95%
• their child likes being at this school* (S2001)	98%	97%	97%
• their child feels safe at this school* (S2002)	96%	94%	98%
• their child's learning needs are being met at this school* (S2003)	88%	92%	89%
• their child is making good progress at this school* (S2004)	92%	95%	92%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	90%	90%
• teachers at this school motivate their child to learn* (S2007)	96%	94%	92%
• teachers at this school treat students fairly* (S2008)	86%	92%	92%
• they can talk to their child's teachers about their concerns* (S2009)	94%	95%	100%
• this school works with them to support their child's learning* (S2010)	90%	90%	97%
• this school takes parents' opinions seriously* (S2011)	88%	87%	93%
• student behaviour is well managed at this school* (S2012)	88%	87%	92%
• this school looks for ways to improve* (S2013)	94%	93%	97%
• this school is well maintained* (S2014)	100%	97%	100%

* 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)	95%	99%	96%
• they like being at their school* (S2036)	93%	94%	93%
• they feel safe at their school* (S2037)	95%	94%	96%
• their teachers motivate them to learn* (S2038)	97%	96%	100%
• their teachers expect them to do their best* (S2039)	96%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	98%
• teachers treat students fairly at their school* (S2041)	93%	91%	90%
• they can talk to their teachers about their concerns* (S2042)	93%	90%	97%
• their school takes students' opinions seriously* (S2043)	89%	94%	94%
• student behaviour is well managed at their school* (S2044)	89%	91%	93%
• their school looks for ways to improve* (S2045)	97%	95%	96%
• their school is well maintained* (S2046)	92%	94%	97%
• their school gives them opportunities to do interesting things* (S2047)	87%	94%	99%

* 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)	98%	94%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	96%
• they receive useful feedback about their work at their school (S2071)	91%	90%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	88%	85%
• students are encouraged to do their best at their school (S2072)	100%	98%	96%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	98%	96%	94%
• student behaviour is well managed at their school (S2074)	92%	88%	93%
• staff are well supported at their school (S2075)	94%	79%	91%
• their school takes staff opinions seriously (S2076)	92%	84%	89%
• their school looks for ways to improve (S2077)	96%	96%	96%
• their school is well maintained (S2078)	100%	98%	96%
• their school gives them opportunities to do interesting things (S2079)	89%	86%	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.

Parent and community engagement

Our 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. In 2017 and 2018, our P&C raised funds to completely air condition all classrooms across the school. This initiative will be finalized at the beginning of 2019.

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 education 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

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	41	28	19
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

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	117,677	125,119	127,944
Water (kL)			

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

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	35	22	0
Full-time equivalents	30	14	0

*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	1
Graduate Diploma etc.*	3
Bachelor degree	19
Diploma	12
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 $47, 977.00

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 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.	97%	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	93%	94%	93%
Attendance rate for Indigenous** students at this school	95%	93%	92%

* 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.

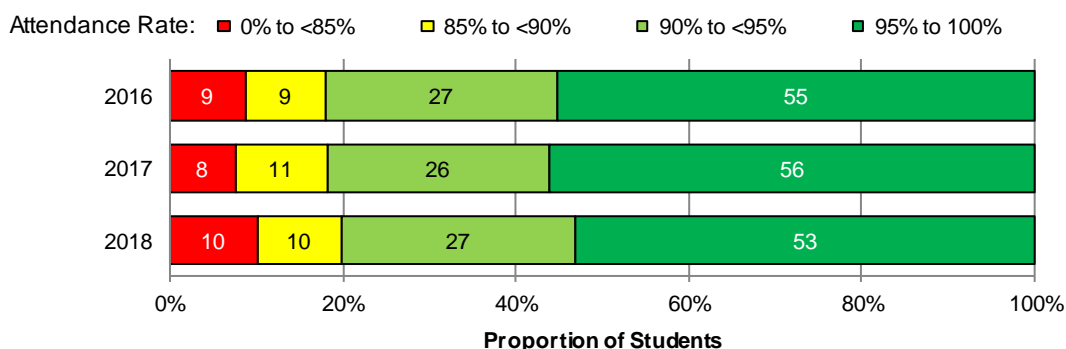Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	94%	96%
Year 1	93%	94%	94%
Year 2	94%	95%	93%
Year 3	94%	96%	93%
Year 4	92%	93%	93%
Year 5	95%	93%	92%
Year 6	90%	94%	93%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	9	9	27	55
2017	8	11	26	56
2018	10	10	27	53

Proportion of Students (0% to 100%)

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.

Rolls are marked twice per day. Parents of students with unexplained absences receive a text message at approximately 10am each day. Unexplained absences are followed up with a phone call to parents and caregivers on the third consecutive day of absence. Where required, parents are contacted directly by a member of the school administration to discuss any concerns about poor attendance.

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.

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 '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.

Conclusion

Our school motto is *'Only our best is good enough'*

We apply this motto to everything we do and we encourage students to always apply their best effort and to be the best that they can be.

We teach our students that it is more important to be *YOUR* best than it is to be *THE* best. We cater for all students from those requiring support through to those who benefit from extension through our innovative reading, writing and numeracy programs which group students according to their needs and ability levels.

We have a range of social and emotional programs that we offer students at both a whole school and individualised level. Our students enjoy a large range of sporting and arts programs, including music, visual and performing arts. If you'd like to find out more about the opportunities we can provide, please give us a call on (07) 5432 1333.