



ELIMBAH
STATE SCHOOL



ANNUAL REPORT

Contact Information

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Every student succeeding.
State Schools Strategy
Department of Education

From the Principal



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.



School overview

Elimbah State School is located in the Glasshouse Mountains region and serves approximately 470 students enrolled from Prep to Year 6. 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.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	496	437	476
Girls	234	211	229
Boys	262	226	247
Indigenous	27	25	32
Enrolment continuity (Feb. – Nov.)	96%	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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	23	23	23
Year 4 – Year 6	27	27	27

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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Social climate

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.

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	95%	97%	95%
• this is a good school (S2035)	92%	95%	95%
• their child likes being at this school* (S2001)	97%	97%	97%
• their child feels safe at this school* (S2002)	94%	98%	94%
• their child's learning needs are being met at this school* (S2003)	92%	89%	95%
• their child is making good progress at this school* (S2004)	95%	92%	95%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	90%	98%
• teachers at this school motivate their child to learn* (S2007)	94%	92%	100%
• teachers at this school treat students fairly* (S2008)	92%	92%	93%
• they can talk to their child's teachers about their concerns* (S2009)	95%	100%	95%
• this school works with them to support their child's learning* (S2010)	90%	97%	97%
• this school takes parents' opinions seriously* (S2011)	87%	93%	93%
• student behaviour is well managed at this school* (S2012)	87%	92%	89%
• this school looks for ways to improve* (S2013)	93%	97%	93%
• this school is well maintained* (S2014)	97%	100%	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:	2017	2018	2019
• they are getting a good education at school (S2048)	99%	96%	98%
• they like being at their school* (S2036)	94%	93%	92%
• they feel safe at their school* (S2037)	94%	96%	94%
• their teachers motivate them to learn* (S2038)	96%	100%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	95%
• teachers treat students fairly at their school* (S2041)	91%	90%	94%
• they can talk to their teachers about their concerns* (S2042)	90%	97%	91%
• their school takes students' opinions seriously* (S2043)	94%	94%	92%

Percentage of students who agree# that:	2017	2018	2019
• student behaviour is well managed at their school* (S2044)	91%	93%	89%
• their school looks for ways to improve* (S2045)	95%	96%	95%
• their school is well maintained* (S2046)	94%	97%	91%
• their school gives them opportunities to do interesting things* (S2047)	94%	99%	98%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	94%	96%	98%
• they feel that their school is a safe place in which to work (S2070)	98%	96%	98%
• they receive useful feedback about their work at their school (S2071)	90%	93%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	85%	94%
• students are encouraged to do their best at their school (S2072)	98%	96%	98%
• students are treated fairly at their school (S2073)	96%	94%	96%
• student behaviour is well managed at their school (S2074)	88%	93%	90%
• staff are well supported at their school (S2075)	79%	91%	92%
• their school takes staff opinions seriously (S2076)	84%	89%	92%
• their school looks for ways to improve (S2077)	96%	96%	96%
• their school is well maintained (S2078)	98%	96%	98%
• their school gives them opportunities to do interesting things (S2079)	86%	93%	94%

* 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.

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 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 was 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	2017	2018	2019
Short suspensions – 1 to 10 days	28	19	22
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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	125,119	127,944	123,337
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.



The image shows a search interface with a dark red background. On the left is a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

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.

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	33	23	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

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

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 and 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	2017	2018	2019
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, 87% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	94%	93%	92%
Attendance rate for Indigenous** students at this school	93%	92%	91%

* 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

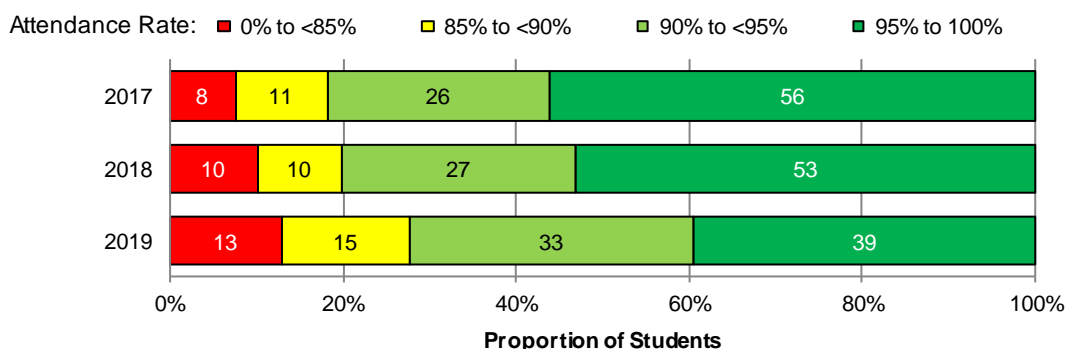
Year level	2017	2018	2019
Prep	94%	96%	93%
Year 1	94%	94%	93%
Year 2	95%	93%	92%
Year 3	96%	93%	92%
Year 4	93%	93%	92%
Year 5	93%	92%	94%
Year 6	94%	93%	91%

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.

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.

Search by school name or suburb

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.