

Elliott Heads State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

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## School Overview

Elliott Heads State School is a small school in a rural coastal setting approximately 20 kilometres from Bundaberg in Queensland. We aim to have every child meet their maximum potential as future citizens by offering personalised learning in modern, well-maintained classrooms, within a friendly and supportive family oriented atmosphere. We offer an intensive learning support program in reading, writing and mathematics, as well as an extension program for gifted and talented students. The school is serviced by specialist physical education, music and LOTE (Japanese) teachers and is able to offer school, local, district, regional and state sporting opportunities. We also conduct an annual Learn to Swim program. We have several outdoor covered learning areas, a newly built library resource centre, a new tuckshop, a 1:4 computer ratio and interactive whiteboards in every classroom. Our school also conducts a highly successful Play Group and Kindy Club Program each week for preschoolers, in conjunction with our Early Childhood Education program. We participate actively in the Reef Guardian Schools Program in order to assist in maintaining our unique marine habitat of the Southern Great Barrier Reef. Our school has a very active Parents and Citizens Association. We enjoy close ties with, and are well supported by, our Coral Coast Cluster of Schools, including our local high school.

## Principal's Foreword

### Introduction

This report outlines the school's progress towards its goals for the 2017 school year, and projected goals for 2016. In addition, you will find information relating to the expertise of our staff, the make-up of our student cohort, their performance in the national testing program and the curriculum offered at our school. Our school continues to go from strength to strength and I would like to take this opportunity to thank our staff, the students, our P&C, our parents and our community volunteers for their hard work and continued support through 2016. **School Progress towards its goals in 2017**

## Future Outlook

(See attachment for complete document)

**Our Vision** – Inspiring minds, Creating opportunities, Shaping Queensland's future.  
**Our purpose** – Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

### 2018 Explicit Improvement Agenda

**Our Focuses:**  
**Numeracy, English and Wellbeing**

*Every Student Succeeding*

**TEACHING AND LEARNING FOCUS**

**Elliott Heads State School**  
**Every Hour Strive for Success**

*Improvement priority – Building an expert teaching team and developing a 'Whole School' approach to teaching Mathematics by ensuring consistency in pedagogical practice, moderation practice, analysis of student data, curriculum planning and documentation, regular and thorough observation and feedback practices and by targeted use of school resources.*

**School Improvement**

An explicit improvement agenda

Analysis and Discussion of Data

A Culture that promotes learning

Targeted used of School Resources

An expert teaching team

Systemic Curriculum Delivery

Differentiated teaching and learning

Effective Pedagogical Practices

School-Community Partnerships

**Improvement Priorities (linked to AIP)**

**Numeracy**

- Consistently implement diagnostic 'show me' papers to students at the beginning and end of each term.
- Build capability to mark show me papers and utilise the data placements to plan a term of mathematics that caters for all students (differentiation) and targets best practice methods.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content and focus on 'The Big 4' e.g. Number Lines, Operate/Calculate, Place Value and Fraction/Decimal/Percentage
- Identify student goals and communicate with students & parents using Track Ed & SPT Reporting.
- USB's: Develop & Implement Extension Mathematics Program for Yr1-2
- Ensure balanced pedagogical practice within the proficiency strands of understanding, fluency, problem-solving and reasoning across the three content strands of mathematics: number and algebra; measurement and geometry; and statistics and probability.
- Develop Data Surfboards and provide support to students by planning and scheduling intervention programs.
- Provide the community with information in regards to mathematical concepts through the school newsletter.
- Gather NAPLAN & Track Ed data to assist teachers to identify misconceptions and support students in preparing for NAPLAN & setting goals
- Continue partnership with Regional HOD and Gympie alliance.

**English**

- Use diagnostic testing of spelling (Words Their Way), Jolly Phonics, Sight Words and NAPLAN data to develop a consistent approach to planning and teaching spelling
- Classroom Teachers & Curriculum Leader familiarise and build knowledge and capability by using 'Anchor Charts' and attending Professional Development to plan multi-age English Units
- Collaborative planning & moderation opportunities within school & region
- Develop Data Surfboards and provide support to students by planning and scheduling intervention programs.
- Development & Implementation of Whole School Assessment / Data and Target Schedule
- Jolly Phonics implemented for years Prep – Year 3
- Words Their Way implemented for years Prep – Year 6
- Consistent Homework Policy – Spelling Strategies consistent with Words Their Way & Phonics
- Diagnostic Spelling tools – Differentiated Spelling planning – teaching strategies

**Wellbeing:**

- Revise & refine 'Responsible Behaviour' Plan for Students' policy
- Establish & Revise Elliott Heads SS Charter of Expectations
- Staff Meetings – 'Sparky Bits' celebrate
- Schedule regular Support Staff Meetings to provide PD / Networking & Support
- Consistent OneSchool entries – positive & negative
- Display and celebrate positive student behaviour: student of the week certificates/photo/newsletter, Starfish Tokens & Achievement Ribbons (Bronze, Silver, Gold & Platinum), celebration days
- Establish Rules & Expectations – Rule of the Week
- Weekly Lessons on Positive Behaviour & Social Skills
- Friendship Club – School Chaplain & SWD teacher
- Art & Craft lunchtime social activity
- Buddy Bench
- Engage with Chaplaincy Service and other agencies to provide outreach service for students with mental health and other wellbeing issues
- Document Student Welfare & Support committee meetings and utilise GO service

**INQUIRY CYCLE**

**TARGETS-2018**  
**Australian Curriculum**  
**Achievement:**  
**Numeracy Targets:**

- NAPLAN - 100% students who are not verted or on an ICP are at, or above the national minimum standard
- NAPLAN - 20% or greater of students achieve USB
- 80% of students achieve a C or higher in Maths.

Mathematics Planning – All Staff; ACARA (C2C), Diagnostic 'Show Me' papers, Common Misconceptions, NCS Gympie Alliance Term Overviews/Placemats

**English Targets:**

- NAPLAN - 80% of students at, or above the national minimum standard in Spelling
- 80% of students achieve a C or higher in English – ICP for SWD and Learning Support where required
- 100% of teachers using ACARA: NCR State School Systematic Curriculum Delivery Small Schools English Planning

100% of teachers using a consistent approach to teaching spelling and phonics

% of children achieving C or above

	English		Math		Science	
Sem	2017	2018	2017	2018	2017	2018
Prep #	30	162.9	100			
Year 1	82.5	87.5	75			
Year 2	87.1	114.3	100.7			
Year 3	85.3	91.7	91.1			
Year 4	75	100	81.3			
Year 5	80	98.7	81.3			
Year 6	90.9	100	100			

# Prep – Working with and Above

## Our School at a Glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2017:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	80	30	50	11	85%
2016	101	42	59	21	99%
2017	103	43	60	17	76%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Our students are mostly more than third generation Australian, with 20% of our student population identifying as Indigenous, and a small number of Asian students.

The Elliott Heads community consists of people from a diverse range of socio-economic circumstances, including professionals, blue-collar workers, small crop and cane farmers, farm workers, people in service industries, self-employed people and families from a low socio-economic background. Several new housing sub-divisions in and around Elliott Heads are having an impact on the demographics of the area. These estates are providing accommodation, quality facilities and a desirable lifestyle for a more stable, permanent population. A bus service to local sub-divisions and an Enrolment Management Plan at neighbouring schools has also increased our opportunities for growing enrolments.

This has contributed to steady enrolment numbers. The classes offered in 2017 were a Prep class, a Year 1/2 class, a Year 2/3 class a Year 4/5 class and a Year 5/6 class. Elliott Heads State School enjoys a solid core of students and their families who have been at the school since Prep and remained in the community and at the school for the duration of their primary schooling. Elliott Heads State School has a good reputation for assisting students with disabilities, with an enrolment of 9% in that category. Many parents believe that the small school atmosphere is beneficial for their children.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	19	25	18
Year 4 – Year 6	26	26	23
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Japanese program Years 4-6 by a specialised LOTE teacher.
- Music lessons from P-6, by a specialist Music Teacher
- Physical education/sport lessons P-6 by a specialist Physical Education Teacher
- P-6 Swimming Program
- Challenge Maths Program leading to District Maths Team Challenge event
- Coral Coast cluster Enrichment and Enhancement Program
- High student/computer ratio
- Online learning programs for all students
- Kindy Club – Pre Prep transition to school program
- Weekly Playgroup for 0-5 year olds

### Co-curricular Activities

Elliott Heads participates in a number of extra curricula activities including:

- Interschool sport
- Choir
- Student leadership team
- A full range of representative sporting opportunities
- Local community events such as ANZAC Day, Australia Day, Carols By Candlelight
- Discovery Challenge – Engineering

## How Information and Communication Technologies are used to Assist Learning

Every class at Elliott Heads State School has access to well-maintained computers. All computers are connected to the Internet. Prep/1 students have a group logon with individual user folders on their H Drive, while Grades 2-6 have individual logons, email accounts and drive space.

All classrooms have interactive whiteboards to assist teachers and students in the delivery of an increasingly digital curriculum. The resource centre has a wide screen television, data projector and interactive whiteboard.

The curriculum server provides every student with access to programs that assist in their everyday learning. Students use computer and online programs to develop reading and Mathematics skills, as well as to research topics using the Internet, to communicate with each other and the outside world and to complete learning and assessment tasks using electronic media.

## Social Climate

### Overview

Elliott Heads is situated in a semi-rural coastal community approximately 20 kilometres from the large regional centre of Bundaberg. The school is well equipped, and enjoys excellent community support. The school continually reviews and modifies its Responsible Behaviour Plan for Students and enjoys a great record of student behaviour. Bullying issues are dealt with immediately; initially by the classroom teacher and then, if necessary, by the principal. The school participates in the annual "Bullying? NO WAY!" event, using senior students as peer support leaders.

The school Chaplaincy Program also provides pastoral care for students, staff and parents including a breakfast club running on Fridays. The school maintains close ties with its Guidance Officer and has developed an individual plan for students who need additional support. We have a Support Teacher: Literacy and Numeracy and a Special Education Program Teacher who assists in developing programs for our students with a disability.

The school has an 'open door' policy where parents and students are encouraged to bring any problems immediately to staff attention, so that they can be dealt with promptly, by the most appropriate person and in an open and transparent manner. Parents always receive feedback following the outcome of an incident.

During 2017, the school continued to maintain very strong ties with the wider Elliott Heads, Coral Cove and Innes Park communities. This occurred through very successful participation by school leaders and students in the local community ANZAC Day ceremony, community participation in the school's ANZAC Day ceremony, and celebration of NAIDOC week. We maintain excellent relationships with the community through weekly Play Group, Kindy Club and participate in vital transition to High School programs.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	92%	94%
this is a good school (S2035)	100%	92%	100%
their child likes being at this school* (S2001)	93%	92%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	94%
their child is making good progress at this school* (S2004)	100%	100%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	83%	94%
teachers at this school motivate their child to learn* (S2007)	100%	92%	88%
teachers at this school treat students fairly* (S2008)	93%	77%	88%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	94%
this school works with them to support their child's learning* (S2010)	100%	92%	94%
this school takes parents' opinions seriously* (S2011)	93%	92%	94%
student behaviour is well managed at this school* (S2012)	100%	77%	88%
this school looks for ways to improve* (S2013)	93%	92%	94%
this school is well maintained* (S2014)	93%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	94%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	97%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	97%	94%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	95%	100%
they can talk to their teachers about their concerns* (S2042)	100%	92%	100%
their school takes students' opinions seriously* (S2043)	100%	94%	94%
student behaviour is well managed at their school* (S2044)	100%	89%	100%
their school looks for ways to improve* (S2045)	100%	97%	100%
their school is well maintained* (S2046)	100%	97%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	97%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	93%
they receive useful feedback about their work at their school (S2071)	78%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	89%	100%	71%
student behaviour is well managed at their school (S2074)	100%	100%	79%
staff are well supported at their school (S2075)	89%	100%	86%
their school takes staff opinions seriously (S2076)	100%	100%	85%
their school looks for ways to improve (S2077)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school is well maintained (S2078)	89%	100%	86%
their school gives them opportunities to do interesting things (S2079)	100%	92%	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.

### Parent and community engagement

Parents at Elliott Heads SS are involved in every aspect of school life. Many parents are involved in classrooms assisting with learning activities such as Science, Maths, Reading and Writing. Others are involved in classroom activities, but not directly with learning activities, e.g. changing students' home readers and class readers on a regular basis. Several parents and community volunteers are involved in intervention programs with individual students and have been trained as Rotary Readers. Some parents are involved with the sporting life of the school, while others offer to assist with educational excursions. There is also a dedicated group of parents who bring their toddlers to the school each Friday morning and assist teachers to provide a play based curriculum for playgroup children as well as students in our Prep/1 class.

Parents are invited to participate in the direction of their child's learning, through the writing of individual curriculum and/or behaviour plans, in conjunction with school staff, as required.

The school also has a very active P&C, which meets monthly and provides a great deal of financial and moral support to the school, its staff and the students. Several parents also support the school through their work in a voluntary capacity in the school tuckshop. The major fundraising event for the Parents and Citizen's Association was the 'Elliott Heads Cent Sale'. The school is very grateful for the support it receives from the P&C.

In 2017 the school held a 'Colour Run' to raise funds for Spina Bifida research. The community donated funds in support of a Prep Student and her family

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	2	1	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Staff and students work to reduce electricity and water usage by turning off lights during breaks, shutting down computers each afternoon, only using air conditioning when necessary, turning off taps when hand washing, planting water wise plants in gardens so that minimal watering is needed. The installation of solar panels is helping to decrease our electricity costs and we use our kitchen garden to educate students about the use of rainwater tanks and composting. The school actively participates as a Reef Guardian School.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	35,602	364
2015-2016	34,422	654
2016-2017	122,518	194

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	10	<5
Full-time Equivalentents	6	5	<5

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	6
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.



## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$6274.00.

The major professional development initiatives are as follows:

- Regional Mathematics – Gympie Alliance Project
- Small Schools Regional English Curriculum Planning & Moderation
- CPR Upgrade, Anaphylaxis Training
- Effective Writing Program
- AAP – Age Appropriate Pedagogies Training
- Early Start Data Collection Tool

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

## Staff Attendance and Retention

### Staff attendance

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

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

## Student Attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	85%	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 2017 for all Queensland Primary schools was 93%.

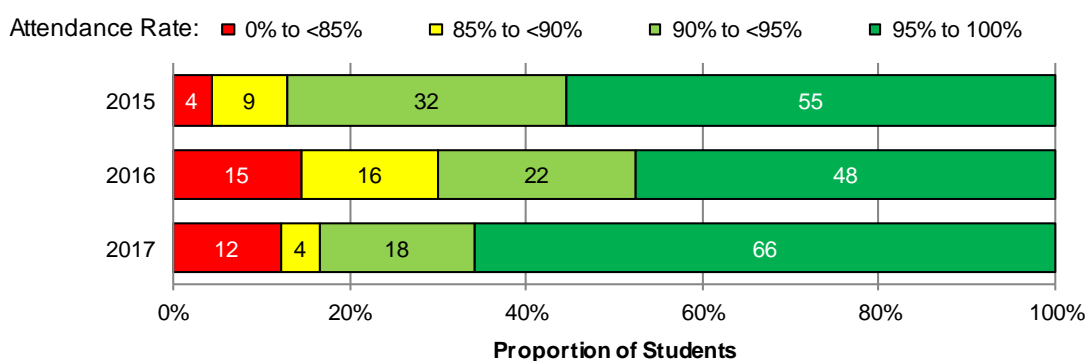
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	95%	95%	94%	96%	95%	92%						
2016	83%	90%	94%	95%	94%	95%	95%						
2017	92%	95%	94%	92%	97%	96%	95%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

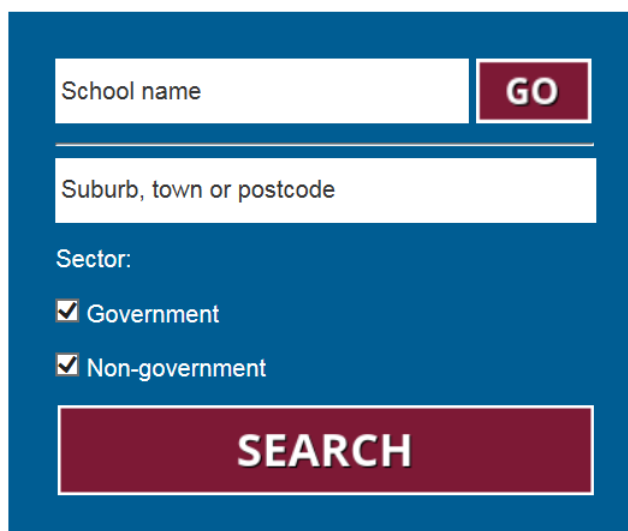
At Elliott Heads State School, rolls are marked twice daily, in accordance with policy. Elliott Heads State School has an absentee notification phone number where parents can text or phone in a student absence. PH: 0459880948. Classroom teachers mark rolls by 9:15am each morning. Parents/Carers of students marked absent will be telephoned directly by the Administration Officer who will update the electronic roll. Rolls are also marked at 1:45pm each afternoon. Chronic cases of non-attendance would be referred for further assistance, such as to the school's Guidance Officer.

□ End of Year major award presented at Presentation Day ceremony for each student with 100% attendance, as well as certificates for >96% attendance

## 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.

## Conclusion

Elliott Heads State School participated in a School Review in term four of 2016. The School Improvement Unit carried out the review and generated a report. The report presents an evaluation of the school's performance against the nine domains of the National School Improvement Tool.

Key Findings of the Review were:

- Elliott Heads SS is a welcoming school community with a belief that every student is capable of successful learning.
- Staff members believe that all students can learn effectively even though they may be at different stages in their learning and progressing at different levels.
- The Principal and staff members are committed to school improvement and to every student being successful with their learning.
- The Principal and curriculum leader articulate the importance of reliable student data as essential to improvement in student learning.
- The Principal has accepted personal responsibility for driving improvements in teaching across the school.
- A whole-school plan for curriculum delivery is continuing to be developed as the school transitions into the use and application of version eight of the Australian Curriculum.
- A whole-school understanding of and approach to inclusive practices is emerging.
- The school has developed many partnerships with community organisations, businesses, volunteers and parents to enhance the learning opportunities for students.

A detailed report of these findings along with 'Key Improvement Strategies' can be found on the school website [www.elliottheadsss.eq.edu.au](http://www.elliottheadsss.eq.edu.au)

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**Our purpose** – Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

# 2018 Explicit Improvement Agenda

## Our Focuses:

### Numeracy, English and Wellbeing

## Every Student Succeeding

### TEACHING AND LEARNING FOCUS

## Elliott Heads State School

### Every Hour Strive for Success



*Improvement priority – Building an expert teaching team and developing a 'Whole School' approach to teaching Mathematics by ensuring consistency in; pedagogical practice, moderation practice, analysis of student data, curriculum planning and documentation, regular and thorough observation and feedback practices and by targeted use of school resources.*

#### School Improvement



An explicit improvement agenda

Analysis and Discussion of Data

A Culture that promotes learning

Targeted used of School Resources

An expert teaching team

Systemic Curriculum Delivery

Differentiated teaching and learning

Effective Pedagogical Practices

School-Community Partnerships

#### Improvement Priorities (linked to AIP)

##### Numeracy

- Consistently implement diagnostic 'show me' papers to students at the beginning and end of each term.
- Build capability to mark show me papers and utilise the data placemats to plan a term of mathematics that caters for all students (differentiation) and targets best practice methods.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content and focus on 'The Big 4' e.g. Number Lines, Operate/Calculate, Place Value and Fraction/Decimal/Percentage
- Identify student goals and communicate with students & parents using Track Ed & SPT Reporting.
- U2B's: Develop & Implement Extension Mathematics Program for Yr1-3
- Ensure balanced pedagogical practice within the proficiency strands of understanding, fluency, problem-solving and reasoning across the three content strands of mathematics: number and algebra; measurement and geometry; and statistics and probability
- Develop Data Surfboards and provide support to students by planning and scheduling intervention programs.
- Provide the community with information in regards to mathematical concepts through the school newsletter.
- Gather NAPLAN & Track Ed data to assist teachers to identify misconceptions and support students in preparing for NAPLAN & setting goals
- Continue partnership with Regional HOD and Gympie alliance.

##### English

- Use diagnostic testing of spelling (Words Their Way), Jolly Phonics, Sight Words and NAPLAN data to develop a consistent approach to planning and teaching spelling
- Classroom Teachers & Curriculum Leader familiarise and build knowledge and capability by using 'Anchor Charts' and attending Professional Development to plan multi-age English Units
- Collaborative planning & moderation opportunities within school & region
- Develop Data Surfboards and provide support to students by planning and scheduling intervention programs.
- Development & Implementation of Whole School Assessment / Data and Target Schedule
- Jolly Phonics implemented for years Prep – Year 3
- Words Their Way implemented for years Prep – Year 6
- Consistent Homework Policy – Spelling Strategies consistent with Words Their Way & Phonics
- Diagnostic Spelling tools = Differentiated Spelling planning – teaching strategies

##### Wellbeing:

- Revise & refine 'Responsible Behaviour Plan for Students' policy
- Establish & Revise 'Elliott Heads SS Charter of Expectations'
- Staff Meetings – 'Sparkly Bits' celebrate
- Schedule regular Support Staff Meetings to provide PD / Networking & Support
- Consistent OneSchool entries – positive & negative
- Display and celebrate positive student behaviour: student of the week certificates/photo/newsletter, Starfish Tokens & Achievement Ribbons (Bronze, Silver, Gold & Platinum), celebration days
- Establish Rules & Expectations – Rule of the Week
- Weekly Lessons on Positive Behaviour & Social Skills
- Friendship Club – School Chaplain & SWD teacher
- Art & Craft lunchtime social activity
- Buddy Bench
- Engage with Chaplaincy Service and other agencies to provide outreach service for students with mental health and other wellbeing issues
- Document Student Welfare & Support committee meetings and utilise GO service

#### Inquiry cycle



## TARGETS- 2018

### Australian Curriculum

#### Achievement:

##### Numeracy Targets:

- NAPLAN - 100% students who are not verified or on an ICP are at, or above the national minimum standard.
- NAPLAN - 20% or greater of students achieve U2B
- 80% of students achieve a C or higher in Maths.

Mathematics Planning – All Staff: ACARA (C2C), Diagnostic 'Show Me' papers, Common Misconceptions, NCR Gympie Alliance Term Overviews/Placemats

##### English Targets:

- NAPLAN - 80% of students at, or above the national minimum standard in Spelling
- 80% of students achieve a C or higher in English – ICP for SWD and Learning Support where required
- 100% of teachers using ACARA: NCR State School Systematic Curriculum Delivery Small Schools English Planning

100% of teachers using a consistent approach to teaching spelling and phonics

% of children achieving C or above

Sem.	English		Math		Science	
	2017	2018	2017	2018	2017	2018
Prep #	50		92.9		100	
Year 1	62.5		87.5		75	
Year 2	57.1		71.4		85.7	
Year 3	83.3		91.7		91.7	
Year 4	75		100		81.3	
Year 5	80		88.7		81.3	
Year 6	90.9		100		100	

# Prep – Working with and Above