

Elliott Heads State School

# ANNUAL REPORT

# 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

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Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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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 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 2016 school year, and projected goals for 2015. 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 2016

This report outlines the progress of Elliott Heads State School as measured against the school priorities that are, in turn, set against The Department of Education, Training and Employment's agenda and systemic priorities. Also summarised are various aspects of the school including data around academic achievement, enrolment, educational offerings and opinions from students, parents and the community as to progress against key aspects of the school.

FOCUS AREAS	SCHOOL PRIORITIES 2016	IMPROVEMENT STRATEGIES AND ACTIONS 2016	ADDRESSED
<p><b>Successful Learners</b></p> <p><i>Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.</i></p>	<p>Know your Learners</p> <p>Meet your learners' needs</p>	<p><b><u>Improve Student Attendance</u></b></p> <ul style="list-style-type: none"> <li>Analyse trends in attendance data at the whole school, class and individual student level.</li> <li>Implement both proactive and reactive strategies to increase student attendance to</li> <li>Communicate and promote student attendance rates in the wider community</li> </ul> <p><b><u>Upper 2 Bands Priority</u></b></p> <ul style="list-style-type: none"> <li>Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)</li> <li>Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, IMPACT-On Line Upper 2 Band Project, Rotary Reading, Reading Links, Kepnock State High School ACEs program)</li> <li>Provide challenging learning experiences that further develop reading and numeracy expertise</li> <li>Embed <b>differentiation</b> strategies across all year levels using diagnostic assessment processes and ACARA recommendations</li> </ul> <p><b><u>Literacy Priority</u></b></p> <ul style="list-style-type: none"> <li>Deliver oral language activities that target phonological and phonemic awareness (Dr Carol Christensen, Words Their Way, Soundwaves)</li> <li>Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – Reading Link, Rotary Readers</li> <li>Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.               <ol style="list-style-type: none"> <li><b>Reading Aloud to students</b></li> <li><b>Modelled Reading</b></li> <li><b>Shared Reading</b></li> <li><b>Guided Reading</b></li> <li><b>Independent Reading.</b></li> </ol> </li> </ul>	<p>✓</p> <p>✓</p> <p>NAPLAN - Upper two bands for numeracy increased from 2008 - 2016</p> <p>✓</p> <p>- National minimum standard for reading increased from 2008-2016 for both year 3 and year 5 students</p>

FOCUS AREAS	SCHOOL PRIORITIES 2016	IMPROVEMENT STRATEGIES AND ACTIONS 2016	ADDRESSED
<p><b>Great People</b></p> <p>Teaching Quality</p> <p><i>Teachers employing high quality, evidence-based teaching practices focused on success for every student</i></p>	<p><b>Develop Professional Knowledge</b></p> <p><b>Develop Professional Practice</b></p>	<ul style="list-style-type: none"> <li>Align reading framework to <b>Pearson's Gradual Release of Responsibility Model</b> (Refer Framework for the Teaching of Reading)</li> <li>Ensure the 5 aspects of reading are explicitly addressed i.e.:               <ol style="list-style-type: none"> <li><b>Fluency</b></li> <li><b>Broad and Deep Vocabulary</b></li> <li><b>Active comprehension Strategies</b></li> <li><b>Text and Textual features</b></li> <li><b>Knowledge of the World</b></li> </ol> </li> <li>Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through <b>observation and feedback</b></li> </ul> <p><b>Develop and embed a balanced writing program</b></p> <ul style="list-style-type: none"> <li>Develop a shared understanding and pedagogical practice of the 4 writing procedures:               <ol style="list-style-type: none"> <li><b>Modelled Writing</b></li> <li><b>Shared Writing</b></li> <li><b>Guided Writing</b></li> <li><b>Independent Writing</b></li> </ol> </li> <li>Embed Sheena Cameron writing strategies into the writing procedures</li> <li>Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of <b>inference</b> e.g. Sheena Cameron Comprehension Strategies</li> <li>Embed <b>comprehension strategies</b> into the reading procedures</li> <li>Align writing pedagogy to Pearson's Gradual Release of Responsibility Model</li> <li>Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing</li> </ul>	<p>✓</p> <p><b>Ongoing</b></p> <p>NAPLAN – Writing has been identified as an area for improvement</p>
<p><b>Great People</b></p> <p>Teaching Quality</p>	<p><b>Develop Professional Knowledge</b></p> <p><b>Develop Professional Practice</b></p>	<p><b>Numeracy Priority</b></p> <ul style="list-style-type: none"> <li>Embed <b>Numeracy Rich Routines</b> that address key aspects of number as identified through NAPLAN and internal data sources i.e. PAT M.</li> <li>With PEAAC support and cluster opportunities (<b>Best Practice Networks</b>), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics</li> <li>Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.</li> <li>Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation</li> <li>Practice and deepen number facts</li> </ul>	<p>✓</p> <p>NAPLAN - Upper two bands for numeracy increased from 2008 - 2016</p>

## Future Outlook

LEARNING AREA	STRATEGIES IMPLEMENTED IN 2017	TARGET									
<b>ENGLISH</b>	<p><b><u>Literacy Priorities</u></b></p> <ul style="list-style-type: none"> <li>• Deliver oral language activities that target phonological and phonemic awareness</li> <li>• Implement screeners to identify those students requiring assistance with phonological awareness and letter/sound relationships (phonics) and deliver programs to address these – Reading Links, Dr Carol Christensen’s Early Years Oral Language program, Rotary Readers</li> </ul> <p><b><i>Continue to embed a balanced reading program</i></b></p> <ul style="list-style-type: none"> <li>• A shared understanding and pedagogical practice for the teaching of reading, i.e.:               <ul style="list-style-type: none"> <li>○ 1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.</li> <li>○ Aligned to Pearson’s Gradual Release of Responsibility Model (Refer Framework for the Teaching of Reading)</li> <li>○ Sheena Cameron comprehension strategies</li> <li>○ Ensure the 5 aspects of reading are explicitly addressed i.e.: 1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World</li> </ul> </li> <li>• Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback</li> <li>• Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference e.g., Cars and Stars; QAR, Sheena Cameron Comprehension Strategies, Rotary Reading</li> </ul>	<p><b>NAPLAN Achievement</b></p> <p><b>Target: 45% of students achieving U2B</b></p> <table border="1" data-bbox="1447 448 2040 608"> <thead> <tr> <th>U2B</th> <th>Yr 3</th> <th>Yr 5</th> </tr> </thead> <tbody> <tr> <td>Reading*</td> <td>46%</td> <td>30%</td> </tr> <tr> <td>Numeracy*</td> <td>50%</td> <td>40%</td> </tr> </tbody> </table> <p>* Current situation based on 2016 data</p>	U2B	Yr 3	Yr 5	Reading*	46%	30%	Numeracy*	50%	40%
U2B	Yr 3	Yr 5									
Reading*	46%	30%									
Numeracy*	50%	40%									
<b>MATHEMATICS</b>	<p><b><u>Numeracy Priority</u></b></p> <ul style="list-style-type: none"> <li>• Embed <b><i>Numeracy Rich Routines</i></b> that address key aspects of number as identified through NAPLAN and internal data sources e.g. PAT M.</li> <li>• Continue to develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics</li> <li>• Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.</li> <li>• Build teacher capacity to recognise and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation</li> <li>• Practice and deepen number facts</li> </ul>	<p>NUMBER: 2016 Year 3 &amp; 5 NAPLAN data was statistically similar to the Nation and Improvement was greater than the Nation.</p> <p>2017 Target is to maintain 2016 results along with improving Teacher Quality &amp; Pedagogy.</p>									

LEARNING AREA	STRATEGIES IMPLEMENTED IN 2017	TARGET														
<b>ATTENDANCE</b>	<p><b><u>Improve Student Attendance</u></b></p> <ul style="list-style-type: none"> <li>Analyse trends in attendance data at the whole school, class and individual student level.</li> <li>Implement both proactive and reactive strategies to improve student attendance to 96%</li> <li>Communicate and promote student attendance rates in the wider community</li> <li>Implement the Same Day Reporting - Student Absence requirements</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="1429 389 1715 443">Attendance 2016</th> <th data-bbox="1715 389 1872 443">(% )</th> <th data-bbox="1872 389 2024 443">&lt;85%</th> </tr> </thead> <tbody> <tr> <td data-bbox="1429 443 1715 504">All Students</td> <td data-bbox="1715 443 1872 504">91.7%</td> <td data-bbox="1872 443 2024 504">14.6%</td> </tr> <tr> <th data-bbox="1429 504 1715 558">2017 Target</th> <th data-bbox="1715 504 1872 558">(% )</th> <th data-bbox="1872 504 2024 558">&lt;85%</th> </tr> <tr> <td data-bbox="1429 558 1715 619">All Students</td> <td data-bbox="1715 558 1872 619">96%</td> <td data-bbox="1872 558 2024 619">14.6%</td> </tr> </tbody> </table>			Attendance 2016	(% )	<85%	All Students	91.7%	14.6%	2017 Target	(% )	<85%	All Students	96%	14.6%
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2017 Target	(% )	<85%														
All Students	96%	14.6%														

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	87	35	52	13	76%
<b>2015*</b>	80	30	50	11	85%
<b>2016</b>	101	42	59	21	99%

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>).

### 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 our neighbouring school has also increased our opportunities for growing enrolments.

This has contributed to steady enrolment numbers. The classes offered in 2016 were a Prep/1 class, a Year 2/3 class, a Year 3/4 class and a 4/5/6 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	2014	2015*	2016
Prep – Year 3	21	19	25
Year 4 – Year 7	18	26	26
Year 8 – Year 10			
Year 11 – Year 12			

\*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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- A very successful Japanese program
- Music lessons from P-6, by a specialist Music Teacher
- Physical education/sport lessons by a specialist Physical Education Teacher
- 3-6 Art Program
- P-6 Swimming Program
- Challenge Maths Program leading to District Maths Team Challenge event
- Gifted and Talented Program Links with Kepnock State High School
- High student/computer ratio
- Online learning programs for all students
- Dance Fever dance program biennially
- Weekly Playgroup for 0-5 year olds

## Co-curricular Activities

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

- Active After School Sport
- Interschool sport
- Choir
- Concert/Bush dance in alternate years
- Kitchen garden project
- Student leadership team
- University of NSW International Competitions and Assessments for Schools
- Local art exhibitions and competitions
- A full range of representative sporting opportunities
- Local and representative lawn bowls
- Local community events such as ANZAC Day, Australia Day, Carols By Candlelight

## 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, Austar for Schools and a digital hard drive recorder for the viewing and recording of educational programs for classroom use.

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 Mondays and Tuesdays. 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 2016, 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, celebration of NAIDOC week, and whole school participation in Carols by Candlelight. Our students also participate in "Future Leaders Eco Challenge", as a Reef Guardian School. We maintain excellent relationships with the community through weekly Play Group, assisting the community after natural disasters such as floods and bushfires and community participation in our annual concert.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	100%	92%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school* (S2001)	100%	93%	92%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	91%	100%	100%
their child is making good progress at this school* (S2004)	91%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	90%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	93%	83%
teachers at this school motivate their child to learn* (S2007)	90%	100%	92%
teachers at this school treat students fairly* (S2008)	73%	93%	77%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	92%
this school works with them to support their child's learning* (S2010)	91%	100%	92%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	91%	93%	92%
student behaviour is well managed at this school* (S2012)	91%	100%	77%
this school looks for ways to improve* (S2013)	91%	93%	92%
this school is well maintained* (S2014)	100%	93%	100%

### Student opinion survey

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

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	85%	78%	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)	77%	89%	100%
student behaviour is well managed at their school (S2074)	92%	100%	100%
staff are well supported at their school (S2075)	75%	89%	100%
their school takes staff opinions seriously (S2076)	91%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	89%	100%
their school gives them opportunities to do interesting things (S2079)	85%	100%	92%

\* 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 Thursday 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 'Car Boot Sale'. The school is very grateful for the support it receives from the P&C.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

## 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	1	2	1
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

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
2013-2014	33,882	882
2014-2015	35,602	364
2015-2016	34,422	654

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.

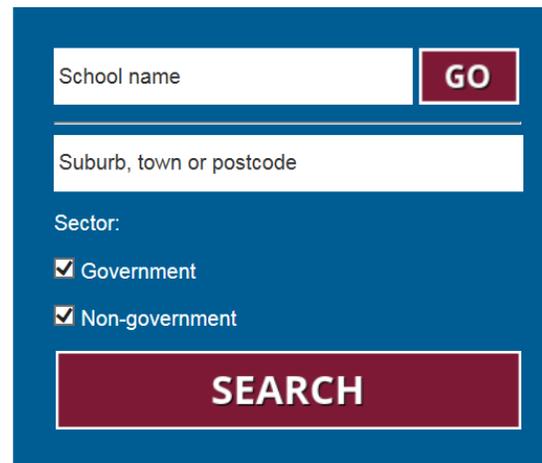
## School Funding

### 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



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled '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

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	8	0
Full-time Equivalents	5	4	0

#### Qualification of all teachers

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	4
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 of funds expended on teacher professional development in 2016 was \$10277. The major professional development initiatives were:

<ul style="list-style-type: none"> <li>• CPR/First Aid</li> <li>• Curriculum Planning</li> <li>• Success Schools Project: Gradual Release Model in Reading</li> <li>• Mandatory PDs             <ul style="list-style-type: none"> <li>○ Student Protection</li> <li>○ Code of Conduct</li> <li>○ Internal Controls</li> <li>○ Keys to Managing Information</li> <li>○ Curriculum Risk Assessment</li> <li>○ Health Wellbeing and Safety</li> </ul> </li> <li>• Reef guardian seminars</li> <li>• Autism Spectrum Disorder-Online Training Modules: More Support for Students with Disabilities (MSSWD)</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Differentiation</li> <li>• iPad PD</li> <li>• Diabetes Injection Training</li> <li>• Administration of Insulin</li> <li>• Anaphylaxis Training</li> <li>• Principals Business Forums/Conferences</li> <li>• Cued Articulation (Speech) workshop</li> <li>• The How and Why of Speech and Language Programs</li> <li>• Essential Classroom Skills for Teacher Aides</li> <li>• Illuminate Reading Links Program</li> <li>• Teacher Release to be trained, and to write Individual Curriculum Plans and Individual Behaviour Plans for Students.</li> </ul>
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The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

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

From the end of the previous school year, 70% of staff was retained by the school for the entire 2016.

# 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	93%	85%

\*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%.

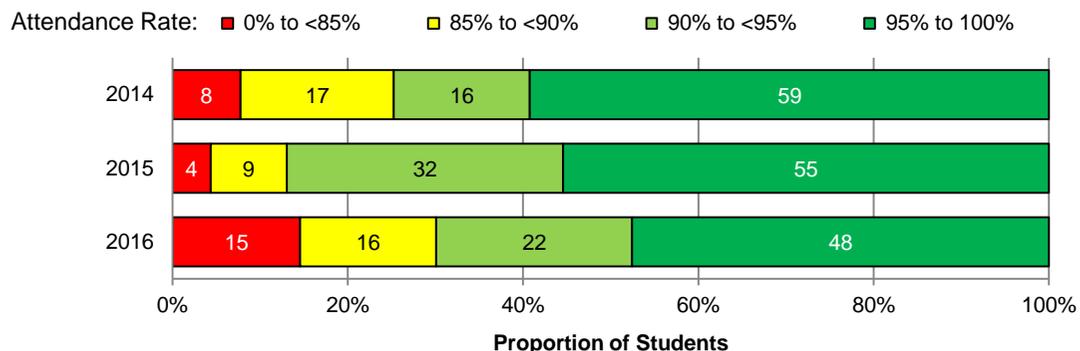
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	95%	94%	95%	96%	93%	94%	92%					
2015	95%	95%	95%	94%	96%	95%	92%						
2016	83%	90%	94%	95%	94%	95%	95%						

\*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 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. State schools are required to notify parents on the same day that any student is absent from school without explanation. It is vital to have the correct information not only for SMS notification but also in the case of an emergency. This system will also be used to notify parents of emergencies ie., fire, bomb threats.

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.

### Proactive strategies to encourage good attendance rates:

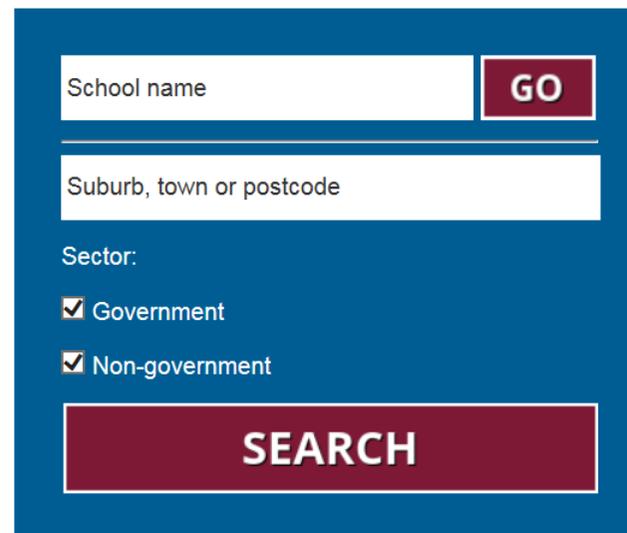
- Weekly prize draw for 100% attendance in the previous week.
- Each term 100% and >96% attendance certificates are awarded
- End of Year major award presented at Presentation Day ceremony for each student with 100% attendance, as well as certificates for >96% attendance
- Letters sent home every semester, with reports, advising parents of their child/ren's current attendance status

## 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**.

### Find a school



The screenshot shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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 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.