Principal’s foreword

Introduction

It brings me pleasure to present to you the 2012 Annual School Report for Elliott Heads State School. This report outlines the school’s progress towards its goals for the 2012 school year, and projected goals for 2013. 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 2012/2013.
## School progress towards its goals in 2012

<table>
<thead>
<tr>
<th>Implement the national curriculum through the use of C2C:</th>
<th>Addressed</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide teachers with opportunities for PD around the implementation of ACARA and the C2C units.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Devote staff meeting time to sharing best practices and positive feedback regarding C2C units.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Meet with like schools to discuss and moderate assessment items from C2C units.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Provide staff with planning time and access to support personnel to help implement C2C.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review and enhance school wide programs focusing on reading and comprehension.</th>
<th>Addressed</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• As a staff review and update school reading targets and assessment tools used to measure these.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Use school targets to identify student needs and provide them access to appropriate levels of work.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Use data to review reading and comprehension programs; audit resources to develop an improvement plan.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Seek opportunities for Professional Development to improve reading and comprehension programs.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increase student knowledge and understanding of the strand of number within the KLA of numeracy.</th>
<th>Addressed</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• As a staff review C2C expectations and current student ability in Number.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Use PAT-M to identify individual student needs and provide them access to appropriate levels of work.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Use data to review reading and comprehension programs; audit resources to develop an improvement plan</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Through PD improve staff use of resources and programs to support student progress, e.g., Mathletics.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implement programs that will encourage online communication and access to school information for all key stakeholders.</th>
<th>Addressed</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop an-Elliott Heads page on our school intranet to enhance staff communication.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Explore possibilities of emailing school newsletter to parents.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Promote school websites as a source of information for parents, e.g., Mathletics, Readingeggs, Facebook etc.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Access PD for the use of Learning Place, Ed Studio and One Channel by staff to enhance student learning.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Investigate the use of social networking sites like Facebook and Twitter to promote our school in the community.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
### Future outlook

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>SCHOOL PRIORITIES 2013</th>
<th>IMPROVEMENT STRATEGIES AND ACTIONS 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student emotional and mental health</td>
<td>Kids Matter</td>
</tr>
<tr>
<td></td>
<td>Getting Ready For Secondary School</td>
<td>• Engage the whole school community in the first two components of Kids Matter, through PD for staff and communication with parents and students.</td>
</tr>
<tr>
<td></td>
<td>Parent and Community Engagement Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL &amp; COMMUNITY PARTNERSHIPS</td>
<td>Flying Start initiative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Liaise with feeder Secondary Schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop protocols around leadership arrangements re 2014 (School Captains, House Captains, Camps and Graduation ceremonies)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop a communication strategy with community regarding relevant changes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Commence the development of strategies concerning staffing and resource allocations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent and Community Engagement Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use multiple communication channels to communicate with parents e.g. email, SMS, telephone, web portal and letter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide programs and opportunities for parents to build their capacity to support their child’s learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actively seek and develop a wide range of community partnerships</td>
<td></td>
</tr>
<tr>
<td>FOCUS AREA</td>
<td>SCHOOL PRIORITIES 2013</td>
<td>IMPROVEMENT STRATEGIES AND ACTIONS 2013</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| SCHOOL CURRICULUM | • Implement the australian curriculum  
• Implement a framework for the teaching of reading  
• Targeted strategies to maintain and increase student numbers in the u2bs from years 3 through to year 7                                                                                                                                                                           | • Embed English, Mathematics and Science (National Curriculum) using the C2C resource in a multi age setting ensuring alignment with community expectations.  
• Trial History using the C2C resource in a multi age setting  
• Familiarise staff with the subject Geography using the C2C resource in a multi age setting during term 4 2013                                                                                                                                                          |
|             | **Literacy Priority**                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |
|             | • Develop a shared understanding and pedagogical practice of the 5 reading procedures i.e., 1. Reading Aloud to students; 2. Modelled reading; 3. Shared Reading; 4. Guided Reading; and 5. Independent reading.  
• Align reading framework to Pearson’s Gradual Release of Responsibility Model (Refer Framework for the Teaching of Reading)  
• Continue the use of a variety of teaching processes and resources, e.g.: Cars and Stars; QAR  
• Embed comprehension strategies (Sheena Cameron – 9 key strategies) into the reading procedures  
• Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback  
• Ensure early processes are in place to identify possible U2B students (Processes to commence in Prep). Put in place strategies to cater for these students e.g. differentiated processes to explicit teaching  
• Continue to develop a whole school Spelling strategy, including the introduction of explicit teaching using Words Their Way                                                                                                                                               |
|             | **Numeracy Priority**                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |
|             | • Develop lesson introductory routines that address key aspects of number as identified through NAPLAN and internal data sources i.e. PAT M. ASoT Design Question 6 and some of Design Question 3  
• With PEAAC support and cluster opportunities (Networking with small and larger schools), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics  
• Ensure a range and balance of assessment tools are being used (diagnostic, formative and summative) to support quality teaching and reporting. ASoT Design Question 1                                                                                                                                 |


### Future outlook

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>SCHOOL PRIORITIES 2013</th>
<th>IMPROVEMENT STRATEGIES AND ACTIONS 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHING PRACTICE</strong></td>
<td>• Develop and enact a pedagogical framework based on asot or other approved framework</td>
<td><strong>Art and Science of Teaching</strong></td>
</tr>
<tr>
<td></td>
<td>• T&amp;l audit priorities</td>
<td>• Develop and implement an overarching Curriculum Framework based on ASoT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Investigate and begin to implement questions 1 (What will I do to establish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and communicate learning goals, track student progress and celebrate success)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and 6 (What will I do to establish and maintain classroom rules and procedures)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of the ASoT framework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Engage in the 4 small school professional development days focusing on the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>implementation of ASoT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Engage in your best practice network using ASoT as a reflective framework</td>
</tr>
<tr>
<td><strong>Curriculum Teaching and Learning Audit</strong></td>
<td>• Implement recommendations from previous audit in the area of Expert Teaching Team</td>
<td><strong>Developing Performance Framework</strong></td>
</tr>
<tr>
<td></td>
<td>o Engage in professional development to further develop high levels of pedagogical</td>
<td>• Embed in term1 the DPF with all staff (teaching and non-teaching) ensuring</td>
</tr>
<tr>
<td></td>
<td>knowledge and skill.</td>
<td>an alignment to school priorities and individual needs. Consultation and</td>
</tr>
<tr>
<td></td>
<td>o Formally implement the coaching model to share pedagogical knowledge and skills.</td>
<td>feedback structures are in place and occur in a timely manner (Once a term)</td>
</tr>
<tr>
<td></td>
<td>o Provide further opportunities for teachers to collaboratively review the effectiveness</td>
<td><strong>Internal Audit</strong></td>
</tr>
<tr>
<td></td>
<td>of lessons and to moderate assessment across the Coral Coast Cluster of small schools.</td>
<td>• Implement strategies to fulfil internal audit requirements and</td>
</tr>
<tr>
<td></td>
<td>o Refine the school’s Professional Development Plan into a term-by-term overview with</td>
<td>recommendations, as per QSR 2012</td>
</tr>
<tr>
<td></td>
<td>links to school priorities.</td>
<td></td>
</tr>
<tr>
<td><strong>PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY</strong></td>
<td>• Implement the developing performance framework for all staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internal audit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school: (Student counts are based on the Census (August) enrolment collection.)

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>74</td>
<td>40</td>
<td>34</td>
<td>87%</td>
</tr>
<tr>
<td>2011</td>
<td>70</td>
<td>38</td>
<td>32</td>
<td>76%</td>
</tr>
<tr>
<td>2012</td>
<td>99</td>
<td>52</td>
<td>47</td>
<td>91%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Our students are mostly more than third generation Australian, with a 16% Indigenous student population 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 and the increase in employment opportunities in Gladstone 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 recently re-established bus service has significantly improved student access to our school.

This has contributed to an overall enrolment growth over the past years. The classes offered in 2012 were a Prep/1 class, a Year 2/3 class, a Year 4/5 class and a Year 6/7 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. Many parents believe that the small school atmosphere is beneficial for their children.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td>24</td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>School Disciplinary Absences</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count of Incidents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Our distinctive curriculum offerings

- A very successful Japanese program
- Music lessons from P-7, by a specialist Music Teacher
- Physical education/sport lessons by a specialist Physical Education Teacher
- 3-7 Art Program
- P-7 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

Extra curricula 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
- The Yonder Program
- Fast facts Number Challenge
- 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 classroom at Elliott Heads State School has access to well-maintained computers. All computers are connected to the Internet. Prep and Grade 1/2 students have a group logon with individual user folders on their H Drive, while Grades 3-7 have individual logons, email accounts and drive space on the server.

All classrooms have interactive whiteboards to assist teachers and students in the delivery of an increasingly digital curriculum. The new 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 curriculum computer with access to programs that assist students 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

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 NO Bullying Day 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 it 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 2012, 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, participation in a community art competition and whole school participation in Carols by Candlelight. We also maintained excellent relationships with the community through weekly Play Group and through the local community newspaper, Community News and Views, and community participation in our end of year concert.

Parent, student and staff satisfaction with the school

Parents at Elliott Heads State School rate our school as ‘above’ in all areas of parent satisfaction, especially in the following areas which rate 100% satisfaction: good, safe school; students making progress, good feedback, approachable staff, supportive of learning and always looking for improvement.

Staff members have exceptionally high morale and are very satisfied with their opportunities for professional development.

Students rate our school ‘above’ in the following areas: they like their school; teachers motivate them to learn and expect them to do their best; they are getting a good education and their school is looking for ways to improve.
## Our school at a glance

### Performance measure (Nationally agreed items shown*) Percentage of parents who agree that:

<table>
<thead>
<tr>
<th>Description</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>92.3%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>92.9%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>92.9%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>92.9%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>92.9%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>92.9%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>85.7%</td>
</tr>
</tbody>
</table>

### Performance measure (Nationally agreed items shown*) Percentage of school staff who agree:

<table>
<thead>
<tr>
<th>Description</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>100.0%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td></td>
<td>94.7%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td></td>
<td>89.5%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td></td>
<td>88.9%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td></td>
<td>84.2%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td></td>
<td>89.5%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously*</td>
<td></td>
<td>83.3%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td></td>
<td>73.7%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td></td>
<td>94.7%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td></td>
<td>89.5%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td></td>
<td>89.5%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.
Involving parents in their child’s education

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 Tuesday morning and assist teachers to provide a play based curriculum for playgroup children as well as students in our Prep/1 class.

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. During 2012 the P&C and school worked closely to facilitate the building of a new tuckshop for the school. The major fundraising event for the Parents and Citizen’s Association is the Spring Twilight Fair, which in 2012 was replaced by Elliott Heads State School’s Centenary Celebrations. The school is very grateful for the support it receives from the P&C.

Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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 no watering is needed. Although electricity usage has decreased, charges have increased. We recently installed solar panels to decrease our electricity costs and use our new kitchen garden to educate students about the use of rainwater tanks and composting. The establishment of new gardens in 2012, in the lead up to the school’s centenary celebrations, has necessitated use of more water than would normally be used.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>32,384</td>
<td>377</td>
</tr>
<tr>
<td>2010-2011</td>
<td>23,303</td>
<td>534</td>
</tr>
<tr>
<td>2011-2012</td>
<td>28,226</td>
<td>695</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>7</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>4.5</td>
<td>3.2</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>5</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total of funds expended on teacher professional development in 2012 was $9715. The major professional development initiatives were:

- QCATS Workshops:
  - Making judgements using standards
  - Standards and Assessment
  - Moderation
- Embedding Literacy
- Kids Matter
- ACARA National Curriculum
- REAL Project: Unpacking C2Cs
- Purchasing Training
- End of Year Financial Training
- First Aid
- Diabetes management and administration of Glucagon
- Yonder
- Arts Symposium
- Active After School Sport
- Principal Development/ Forums

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.
Our staff profile

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.8%</td>
<td>96%</td>
<td>94.6%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.1% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income 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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>90%</td>
<td>91%</td>
<td>97%</td>
<td>93%</td>
<td>91%</td>
<td>95%</td>
</tr>
<tr>
<td>2011</td>
<td>94%</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>85%</td>
</tr>
<tr>
<td>2012</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage).

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93%</td>
<td>92%</td>
<td>94%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>7</td>
<td>41</td>
<td>48</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>15</td>
<td>30</td>
<td>42</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>15</td>
<td>32</td>
<td>45</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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. Most parents phone the school on the day of absence, to explain why their child is not in attendance. The phone calls are recorded for the teacher and entered on the roll. Where explanation is not received by phone call or note, teachers generally requested an explanation from the parent in person, which is then recorded in the roll. Any remaining unexplained absences are then followed up by letter, at least once a term. Chronic cases of non-attendance would be referred for further assistance, such as the school’s guidance officer.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.
Performance of our students

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

There were no Indigenous students at Elliott Heads SS in Year 3 in 2012 so no data can be reported on the gap between Indigenous and non-Indigenous student achievement at that year level. The gap in attendance between Indigenous and non-Indigenous students was eliminated at this school in 2011 and has stayed that way in 2012. We are continuing to work to ensure this situation is maintained into the future.