

Elanora State High School

Queensland State School Reporting

2014 School Annual Report



Postal address	Cnr 19th Avenue & Avocado Street Elanora 4221
Phone	(07) 5568 4333
Fax	(07) 5534 8332
Email	the.principal@elanorashs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Cameron Hodges - Principal

Principal's foreword

Introduction

Our school was involved in a Quadreinnial school review in 2013 which was instrumental in setting the direction for the school for the next four years. This report contains a range of information in regards to our progress during 2014 in line with our schools explicit Improvement Agenda and is an excellent summary of the great school that is Elanora SHS.

School progress towards its goals in 2014

Improvement Agenda

- Literacy – an improvement in student performance evidenced by NAPLAN, PAT R and subject performance
- Numeracy – an improvement in student performance evidenced by NAPLAN, PAT Maths Online and subject performance
- Attendance – a relentless focus on improving student attendance evidenced by IDAttend & Oneschool Attendance data
- Pass Marks – an improvement in the whole of school pass mark – contributed to by every student, every class and every teacher
- Senior Student Outcomes – an improvement in levels of QCE certification, OP1 -15 performance and QTAC offers.

Priority Areas of Development

- Implementation of the Great Results Guaranteed funding to improve Literacy & Numeracy outcomes of Elanora SHS students
- Whole School Professional Learning Plan – focused on improving teacher capacity
- Elanora SHS Teaching & Learning Framework – focused on developing a more consistent approach to Teaching and Learning at Elanora SHS
- Preparation for Year 7 2015 as part of the Flying Start Initiative – curriculum structure, teacher induction, facility development & student orientation.

Our schools key focus areas for 2014 are detailed above. Our school make significant progress in these areas with the implementation of a Whole School Data Plan, Whole School Professional Learning Plan and the introduction of a multi layered program of literacy support. Our school has also continued to develop teacher capacity in accessing and interpreting data to guide improvements in student outcomes. The school also introduced a number of key parent information events including an extremely well attended Career & Subject Selection Expo & hosted our Inaugural On Target Interviews.

Future outlook

2014 was the schools first full year of our four year strategic plan set in 2013. 2014 was also the year in which Elanora State High School finalised its preparation for the arrival of Year 7 in 2015 as part of the Flying Start initiative.

The key school specific goals for 2014 – 2017 are:

- 1 An aspirational, achievable career plan for all
 - On Target Interviews – commenced 2014
 - Staff Professional Development on career options – commenced 2014
 - T & L Framework adjustments – ongoing

- 2 Develop the capacity of teaching staff
 - Literacy – implementation of MultiLIT & Tactical Teaching of Reading, Data interpretation , Coaching & mentoring for pedagogical improvement – all commenced in 2014

- 3 Gain external accreditation as a “School for Excellence”
 - Self Study, apply for accreditation, framework for review – 2016 focus
 - Staff development – ongoing
 - IPS consideration – consideration for 2015

- 4 A well maintained, state of the art learning facility.
 - Junior Secondary Precinct – All facility work completed for start of 2015.
 - Post NCSSSF technology – BYOD development for 2015 introduction

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	801	389	412	89%
2013	795	400	395	91%
2014	785	378	407	88%

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

Characteristics of the student body:

Elanora State High School continues to enrol a range of social economic and cultural backgrounds reflective of the Gold Coast community.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	25	25	24
Year 11 – Year 12	17	17	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	87	108	125
Long Suspensions - 6 to 20 days	13	16	15
Exclusions [#]	9	8	19
Cancellations of Enrolment	6	5	14

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

The Junior Academy programs includes an Academic Excellence ACE class where students are accepted into the class following an Entrance Test. Top performing students are offered Academic Scholarships to study Year 8. Students wanting to enrol in the Junior Academy Sport class must complete an application form and trial to be allocated a place. In 2014 we expanded our Academy program through the introduction of a Junior Dance Academy Program for 2015.

The Senior Academies offer a wide range of academic and vocational courses. Friday is the 'Learning and Earning' day and senior students are encouraged to undertake the study of university subjects, TAFE programs, traineeships and work experience to complement their school studies. Twenty five Authority subjects, fifteen Authority Registered Subjects and five VET Certificate courses are offered. Senior students are able to study VET Certificate courses either outside school with other registered RTOs such as Ignite Education based at Currumbin RSL and My Other Mum or with in school. The school has extensive links with Griffith University with students successfully completing the GRIFCHEM, GRIFBIO, GRIFEX and GRIFBUS programs as well as the Headstart program from Southern Cross University.

2015 will see the introduction of a BYOD – Bring Your Own Device – program into Junior Secondary in Year 7.

Extra curricula activities

Sport – Intraschool sport is played as part of the House structure with points accumulating for House competition. Interschool, District, Regional and State competition runs in Semester 1 with students competing in a wide range of sports. Swimming, Athletics, Cross Country are whole school competitions leading to our representatives competing at Oceanic, Region and State level. Community Competitions are also available to students.

The Arts – Music, Dance, Drama, Art. Students competed in a range of local competitions and participated in Drama and Music Performances at school. The Arts students regularly experience live theatre both locally and in Brisbane. The school hosts a Talent Quest annually and a musical bi-annually.

International program – Elanora in 2014 welcomed visitors from Germany, Brazil, Japan, Spain, Portugal, Switzerland, Italy and France. Four Study Tours from Japan and Taiwan, were also hosted to value add to our international program. Elanora continues to have close ties with our sister school, hosting a visit from Yokosuka Sogo High School in July of this year. The schools LOTE students participated in the Griffith University Speech Contest. Elanora State High School also visited our sister school at Yokosuka in Japan in September.

Kokoda Challenge – 4 teams participated, one in the 96 km event and three teams in 48km event with significant success for both students and teachers. This event was greatly supported by the I Rotary club.

Ski trip in Term 3 2014 to Mt Hotham for Senior students attracted a great deal of interest.

Student Council – The Student Council assisted with local, state, national and international charities and form a very important part of our school structure.

Challenges and Competitions – Science and Engineering, National Science, Westpac Maths, Opti-Minds, Somerset Festival of Literature, Public Speaking, Culinary Challenge, Creative writing are all available for students to participate.

In 2014 the school introduced Master Classes for all ACE students in Year 8 &9 - these classes focussed on developing effective study skills and higher order thinking skills – the school partnered with two external agencies to deliver these programs.

In 2014 the school introduced a number of partnership programs with local primary schools and sporting clubs. These programs focused on developing skills in football & dance as well as the development of Science capabilities of local primary school staff.

How Information and Communication Technologies are used to assist learning

There are eight Computer Laboratories, nine Laptop '1:1 environments' and six laptop trollies for teachers and students to access. The school made the decision in consultation with the P&C Association not to have a 'take home' laptop program. This has allowed all students to have access on a regular basis. The eLearning HOD conducts regular Professional Development sessions to up-skill teachers in the latest teaching strategies. The school introduced a BYOD program to coincide with the arrival of Year 7 in 2015.

Social Climate

The enrolment at Elanora State High School increased in 2014. The school's enrolment has allowed the school to embed a strong Pastoral Care program and to further embed these values into our curriculum. Emphasis has been placed on appropriate behaviour and ensuring that our school is a safe place to be. Staff have participated in Professional Development in relation to Career Education and key Junior Secondary pedagogical approaches in 2014.

The school has many Support Personnel to assist students to focus on learning. These include a Guidance Officer, Nurse, Chaplain, Indigenous Support Worker, International Coordinator and Youth Support Coordinator. As well outside agencies such as Ohana, QPS – Project Booyar and Act4Kids. In 2014 the school continued with a dual chaplaincy service across 6 days.

The Positive Responsible Behaviour Plan focuses on being treated fairly and providing a caring and happy learning environment. A number of programs have been provided for students to address leadership, mentoring, bullying and personal development

There is a focus on leadership opportunities for students of all ages. The structure allows for School Captains, Student Council Captains, Sport Captains, Indigenous Leaders, International Captains in the Senior phase and Junior Leaders and mentors in the Junior Schools. Year level Assemblies provide opportunity for students to exhibit their skills and for all students to be acknowledged for their contribution to our school. The school now has a number of Indigenous Student Leader positions within the student leadership structure.

Parent, student and staff satisfaction with the school

The school is continuing to develop its communication links between the home and school which has allowed the school to communicate and celebrate its many successes. Responding to staff, student and parent feedback will remain essential in identifying areas for future improvement.

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	85%	96%	93%
this is a good school (S2035)	88%	96%	96%
their child likes being at this school* (S2001)	86%	92%	93%
their child feels safe at this school* (S2002)	94%	100%	93%
their child's learning needs are being met at this school* (S2003)	88%	92%	87%
their child is making good progress at this school* (S2004)	82%	92%	91%
teachers at this school expect their child to do his or her best* (S2005)	91%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	91%
teachers at this school motivate their child to learn* (S2007)	88%	96%	88%
teachers at this school treat students fairly* (S2008)	94%	91%	91%
they can talk to their child's teachers about their concerns* (S2009)	91%	92%	96%
this school works with them to support their child's learning* (S2010)	94%	92%	97%
this school takes parents' opinions seriously* (S2011)	86%	100%	93%
student behaviour is well managed at this school* (S2012)	84%	91%	83%
this school looks for ways to improve* (S2013)	90%	95%	97%
this school is well maintained* (S2014)	97%	96%	93%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	91%	93%	92%
they like being at their school* (S2036)	89%	91%	85%
they feel safe at their school* (S2037)	88%	94%	79%
their teachers motivate them to learn* (S2038)	83%	88%	84%
their teachers expect them to do their best* (S2039)	98%	98%	93%
their teachers provide them with useful feedback about their school work* (S2040)	88%	93%	89%
teachers treat students fairly at their school* (S2041)	81%	85%	74%
they can talk to their teachers about their concerns* (S2042)	72%	81%	66%
their school takes students' opinions seriously* (S2043)	75%	79%	75%
student behaviour is well managed at their school* (S2044)	68%	74%	61%
their school looks for ways to improve* (S2045)	92%	92%	89%
their school is well maintained* (S2046)	94%	83%	85%
their school gives them opportunities to do interesting things* (S2047)	91%	93%	93%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	95%
they feel that their school is a safe place in which to work (S2070)		99%	97%
they receive useful feedback about their work at their school (S2071)		81%	74%
students are encouraged to do their best at their school (S2072)		97%	97%
students are treated fairly at their school (S2073)		100%	97%
student behaviour is well managed at their school (S2074)		89%	80%
staff are well supported at their school (S2075)		90%	80%
their school takes staff opinions seriously (S2076)		89%	82%
their school looks for ways to improve (S2077)		96%	91%
their school is well maintained (S2078)		91%	96%
their school gives them opportunities to do interesting things (S2079)		86%	87%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The Parents & Citizens Association which meets monthly continues to support the school's initiatives and provides funding through the Canteen and Uniform Shop. The P & C association contributed significant funding for additional student seating and shade in preparation for the arrival of Year 7 in 2015. eNewsletters are sent home fortnightly and contain the latest information about the school and its direction. Parent/Teacher Interviews are scheduled for each Semester and Parent Information Evenings to discuss subject selection, courses and personalised career pathways for the relevant Year levels at the appropriate time. The school has a Local Chaplaincy Committee which meets on a monthly basis to support the school chaplaincy service, the LCC is comprised of community members.

The school introduced On Target Interviews in 2014 which coupled with the well-attended Career Expo resulted in over 600 individual interviews between teachers, parents and students focussed on a holistic overview of a the students' performance, subject and career aspirations.

The school continued with the personalised enrolment service for all incoming Year 7 & 8 students on the beautiful Elanora SHS campus coupled with Twilight Tours. This has received very positive feedback from parents and students alike.

Reducing the school's environmental footprint

Rainwater tanks are installed in some parts of the school to be used for flushing toilets. Solar panels are installed in the Science block to provide electricity. The school is part of the National Solar Schools program whereby the data from the Solar panels is available on a website. Recycle bins are placed in all staffroom for paper and are collected separately. A day cleaner maintains the school's grounds for a litter free environment. All light bulbs have been converted to promote more efficient electricity usage and all guidelines were developed for efficient use of air conditioners.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	259,724	1,475
2012-2013	373,390	2,656
2013-2014	363,519	2,630

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.

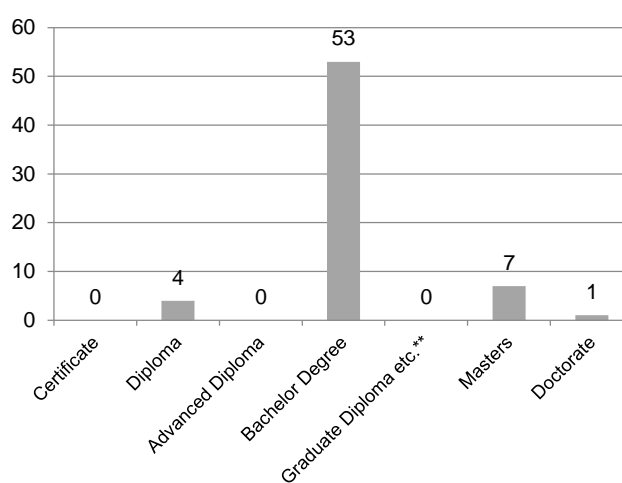
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	65	40	<5
Full-time equivalents	61	27	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	53
Graduate Diploma etc.**	0
Masters	7
Doctorate	1
Total	65



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$52 659.

The major professional development initiatives are as follows:

ACARA – Australian Curriculum – English, Maths, Science, History

Technology in the Classroom – Atomic Learning, Learning Place, Web 3.0 tools

Junior Secondary Practices

Quality Student Feedback

Literacy & Numeracy Diagnostic Testing Instruments

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	89%

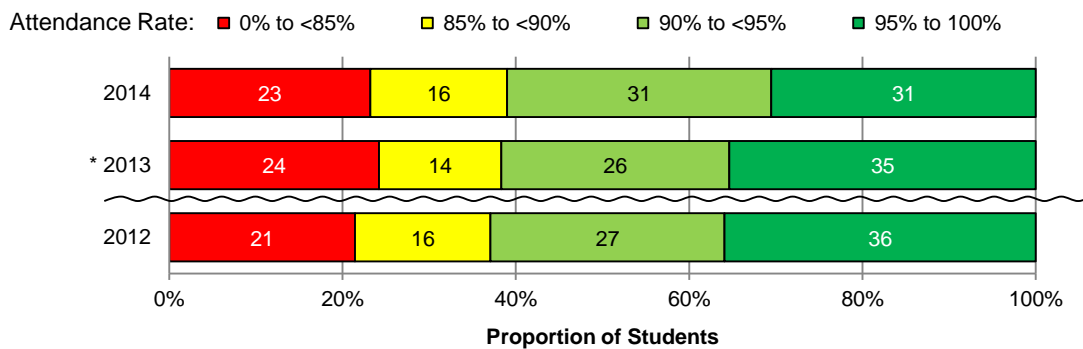
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								93%	88%	85%	91%	91%
2013								91%	90%	87%	90%	88%
2014								91%	87%	87%	89%	90%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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.

Attendance rates for 2014 were at the state mean for all Queensland schools. The school continues to utilise the IDAttend system to monitor student attendance and parents are notified by Text Message by Morning Tea that their son or daughter is not in attendance and have the opportunity to explain the attendance. Year Level Coordinators have responsibility for overseeing attendance and are crucial to monitoring and communication with parents. Procedures are in place for truancy in the Compulsory phase, in the Compulsory Participation Phase and for Cancellation of enrolment for students for non-participation in their program of instruction. The school utilises all members of the Student Support Team in monitoring students and supporting families in relation to attendance.

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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

Elanora SHS had some pleasing achievements in relation to Closing the Gap. Our Indigenous Student retention rate in 2014 was above both the regional and state means, attendance was on par with our school average and student achievement in both reading and numeracy was also above state means. There is still work to be done in closing the gap in student achievement in literacy skills particularly in the junior secondary years. The school was involved in the AIME program in 2014 based at Bond University and a number of Senior students were actively involved in the Earn, Learn Legend initiative. The school appointed a new Indigenous Education Worker in 2014.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	82%	83%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	162	138	132
Number of students awarded a Queensland Certificate of Individual Achievement.	0	3	2
Number of students receiving an Overall Position (OP)	82	68	76
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	37	21	23
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	123	106	75
Number of students awarded an Australian Qualification Framework Certificate II or above.	110	80	59
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	139	127	115
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	71%	69%	67%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	95%	96%	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	95%	100%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	6	26	26	20	4
2013	12	14	21	18	3
2014	5	23	23	22	3

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	43	93	47
2013	65	64	34
2014	35	39	34

As at 19 February 2015. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2014 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. Early leavers are monitored by the relevant Deputy Principal, the Rolls Room Coordinator and the Guidance Officer. Students who do not return for Day 8 numbers are 'flagged' as "n" so not counted in Day 8 but are carefully monitored to proceed through either the Exemption process or the 'T' letter process.

The majority of students who are 'early leavers' seek employment of 25 hours or more or enrol in a course of study with a Registered Training Organisation. A number of students in 2014 enrolled in an alternate school site located locally. A small percentage of young people move from the area and are unable to be contacted. The Region provides support for students who have exemptions and regularly provide information to schools about the exempted students. Follow up with students granted an exemption from compulsory schooling occurs once a term.