

Elanora State High School

Queensland State School Reporting

2015 School Annual Report



Postal address	Cnr 19th Avenue & Avocado Street Elanora 4221
Phone	(07) 5568 4333
Fax	(07) 5534 8332
Email	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

This report contains a range of information in regards to our schools journey during 2015 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 2015

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 Investing in our Schools funding to improve Literacy & Numeracy outcomes of Elanora SHS students
- Whole School Professional Learning Plan – focused on improving teacher capacity & the implementation of the Tactical Teaching of Reading
- Elanora SHS Teaching & Learning Framework – focused on developing a more consistent approach to Teaching and Learning at Elanora SHS through the implementation of the Art & Science of Teaching

Our school's key focus areas for 2015 are detailed above. Our school makes significant progress in these areas with the significant improvements in senior student QCE attainment, training of all teaching staff in the Tactical Teaching & Reading and the development of coaching & mentoring through the appointment of our Master Teacher. The school also introduced our inaugural BYOD program with 90 students commencing Year 7 & 8 in 2015 with a tailored digital curriculum & pedagogical practices.

Future outlook

2015 was the schools second year of our four year strategic plan set in 2013. 2015 was also the year in which Elanora State High School welcomed our first ever Year 7 cohort 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 2016
- 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

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	795	400	395	34	91%
2014	785	378	407	35	88%
2015	895	452	443	39	89%

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 2015, 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:

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		
	2013	2014	2015
Year 7 Secondary – Year 10	25	24	24
Year 11 – Year 12	17	18	19

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	108	125	172
Long Suspensions - 6 to 20 days	16	15	8
Exclusions	8	19	6
Cancellations of Enrolment	5	14	12

* 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.

Curriculum delivery**Our approach to curriculum delivery**

The school's curriculum delivery is outlined below:

Junior Secondary – Curriculum aligned to ACARA where available.

Year 7 – English, Maths, Science, History, Geography, Japanese, HPE, The Arts, Technology & Digital Design

Year 8 - English, Maths, Science, History, Geography, Japanese, HPE, + electives

Year 9 - English, Maths, Science, History, Geography, HPE + electives

Students in Year 7 & 8 requiring additional support in Literacy & Numeracy complete this in lieu of Japanese.

Students in Year 7 & 8 are allocated home rooms for their core subjects and a reduced number of teacher relationships.

Senior Secondary – Curriculum aligned with QCAA syllabus in Year 11& 12

Year 10 – English, Maths, Science, History, Geography + electives

Year 11 – an English, a Maths, + electives – QCE eligible course

Year 12 - an English, a Maths, + electives – QCE eligible course

The Senior Curriculum offerings include a number of VET programs provided by outside providers. The school operates a 4 day Senior timetable and delivers University programs in conjunction with Griffith university & Southern Cross University on the Elanora SHS campus.

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 2015 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.

Kokoda Challenge – 3 teams participated in the 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 2015 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. The student council underwent a keys structural change with two key groups formed – the Culture & committees.

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.

Leo's club – the school inaugurated its first ever Leo's club in conjunction with the Tallebudgera Gold Coast Lions Club.

How Information and Communication Technologies are used to improve 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 – 90 students are participating in this program.

Social Climate

The enrolment at Elanora State High School increased in 2015. 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 the Tactical Teaching of Reading & the Art & Science of Teaching as the key pedagogical approaches in 2015.

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 2015 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

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	93%	98%
this is a good school (S2035)	96%	96%	98%
their child likes being at this school (S2001)	92%	93%	100%
their child feels safe at this school (S2002)	100%	93%	94%
their child's learning needs are being met at this school (S2003)	92%	87%	92%
their child is making good progress at this school (S2004)	92%	91%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	99%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	91%	94%
teachers at this school motivate their child to learn (S2007)	96%	88%	96%
teachers at this school treat students fairly (S2008)	91%	91%	94%
they can talk to their child's teachers about their concerns (S2009)	92%	96%	94%
this school works with them to support their child's learning (S2010)	92%	97%	94%
this school takes parents' opinions seriously (S2011)	100%	93%	90%
student behaviour is well managed at this school (S2012)	91%	83%	92%
this school looks for ways to improve (S2013)	95%	97%	96%
this school is well maintained (S2014)	96%	93%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	92%	97%
they like being at their school (S2036)	91%	85%	88%
they feel safe at their school (S2037)	94%	79%	92%
their teachers motivate them to learn (S2038)	88%	84%	92%
their teachers expect them to do their best (S2039)	98%	93%	99%
their teachers provide them with useful feedback about their school work (S2040)	93%	89%	88%
teachers treat students fairly at their school (S2041)	85%	74%	79%
they can talk to their teachers about their concerns (S2042)	81%	66%	81%
their school takes students' opinions seriously (S2043)	79%	75%	82%
student behaviour is well managed at their school (S2044)	74%	61%	75%
their school looks for ways to improve (S2045)	92%	89%	97%
their school is well maintained (S2046)	83%	85%	89%
their school gives them opportunities to do interesting things	93%	93%	86%

Performance measure			
Percentage of students who agree# that: (S2047)	2013	2014	2015

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	95%	97%
they feel that their school is a safe place in which to work (S2070)	99%	97%	99%
they receive useful feedback about their work at their school (S2071)	81%	74%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	78%	79%
students are encouraged to do their best at their school (S2072)	97%	97%	95%
students are treated fairly at their school (S2073)	100%	97%	97%
student behaviour is well managed at their school (S2074)	89%	80%	89%
staff are well supported at their school (S2075)	90%	80%	87%
their school takes staff opinions seriously (S2076)	89%	82%	82%
their school looks for ways to improve (S2077)	96%	91%	96%
their school is well maintained (S2078)	91%	96%	96%
their school gives them opportunities to do interesting things (S2079)	86%	87%	84%

'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

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 2015. Newsletters 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 continued with On Target Interviews in 2015 which coupled with the well-attended Career Expo resulted in over 700 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 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 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 where by the data from the Solar panels is available on a website. Recycle bins are placed in all staffroom for paper and are collected separately and in 2015 were also placed within the playground. 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.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	373,390	2,656
2013-2014	363,519	2,630
2014-2015	345,175	7,727

*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.

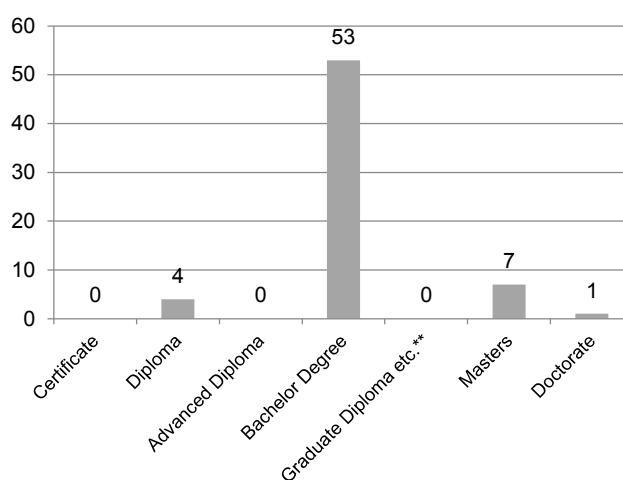
Our staff profile

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 2015 was \$72,687.92.

The major professional development initiatives are as follows:

Tactical Teaching of Reading

Art & Science of Teaching

Literacy & Numeracy Diagnostic Testing Instruments & Analysis

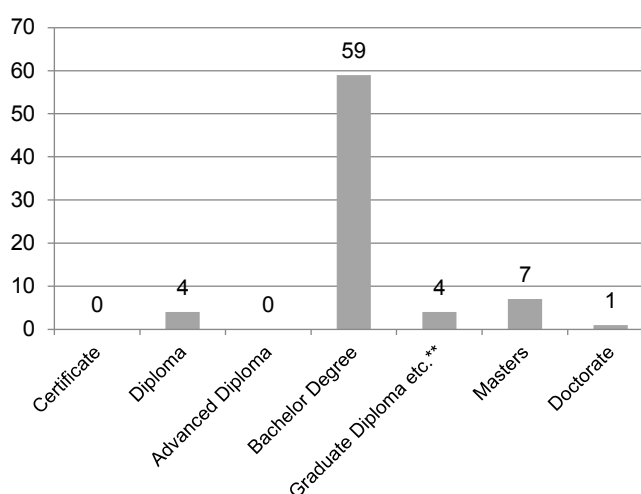
MultLit Literacy program

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	75	45	<5
Full-time equivalents	70	29	<5
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	59
Graduate Diploma etc.**	4
Masters	7
Doctorate	1
Total	75



*Teaching staff includes School Leaders

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

Average staff attendance	2013	2014	2015
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, 100% of staff was retained by the school for the entire 2015 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/>.

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.

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	84%	89%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

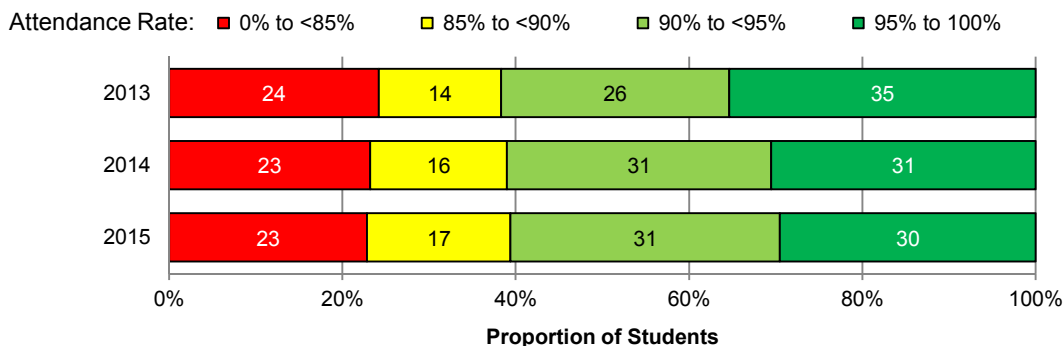
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									91%	90%	87%	90%	88%
2014									91%	87%	87%	89%	90%
2015								92%	92%	87%	88%	89%	90%

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Attendance rates for 2015 were close to 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

Where it says '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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	83%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	71%	57%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	138	132	119
Number of students awarded a Queensland Certificate of Individual Achievement.	3	2	2
Number of students receiving an Overall Position (OP)	68	76	56
Percentage of Indigenous students receiving an Overall Position (OP)	0%	33%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	21	23	43
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	106	76	88
Number of students awarded an Australian Qualification Framework Certificate II or above.	81	60	69
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	127	115	113
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
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.	69%	67%	73%
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.	96%	93%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	100%	100%

As at 16 February 2016. 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
2013	12	14	21	18	3
2014	5	23	23	22	3
2015	6	13	22	15	0

As at 16 February 2016. 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
2013	65	64	37
2014	35	39	37
2015	51	46	45

As at 16 February 2016. The above values exclude VISA students.

Students completed the following VET Qualifications:

Certificate II & III in Hospitality

Certificate II & III in Tourism

Certificate II in Sampling & Measurement

Certificate I in Indigenous Tourism.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 – this is generally into a Certificate 3 Guarantee program. A number of students in 2015 enrolled in an alternate Junior secondary school site located locally and the school was involved in the establishment of the Varsity Learning College an alternate Senior site. 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.