

Elanora State High School (2183)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Our school farewelled our second longest serving Principal Mrs Fran Jones in Semester 1. Fran was a significant contributor to education not only at Elanora SHS but also the Gold Coast Region, the school community was extremely appreciative of Fran's contribution to the school. I was extremely fortunate to be appointed Principal of Elanora SHS at the start of Semester 2 2012, a well-resourced, high achieving co-educational school located at the southern end of the beautiful Gold Coast. This report contains a range of information in regards to the progress of Elanora State High School during 2012 in line with our schools Improvement Agenda and is an excellent summary of the great school that is Elanora SHS.

School progress towards its goals in 2012

The 2012 school AIP goals were :

1. *Teaching and Learning Audit recommendations actioned with explicit school strategies focussed on improvement.*
2. *Implementation of the Australian Curriculum and mandatory LOTE*
3. *Embrace and empower the system generated Curriculum into the Classrooms to leverage consistency and renewal for classroom practice and expectations*
4. *A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students.*
5. *Implementation of developing Performance Plans for administrators and teaching staff.*
6. *Consolidation of OneSchool as the operational environment for school data, plans and financial operations.*

The school was involved in a Teaching and Learning Audit late in 2012 which confirmed the significant improvements the school has made in a number of areas since the initial Teaching and Learning Audit in 2010. The Audit Executive Summary which can be found on the school website clearly demonstrates the strengths and areas of improvement for Elanora SHS.

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2012 saw Elanora State High School implement the Australian Curriculum across English, Maths and Science in Years 8 – 10. The school provided a mandatory LOTE program in Japanese with a pathway to Senior LOTE studies.

The school continued to develop the IT capabilities of staff in both student record management, school finances and school organisation through the Oneschool portal.

The school implemented a number of NAPLAN strategies and was involved in the Project 600 numeracy program coordinated by the South East Region.

In 2012 the school finalised the Developing Performance Plan process for all teaching staff.

Future outlook

The 2013 Annual Implementation Plan for Elanora SHS outlined the following Improvement Agenda and Priority Areas of Development. This plan was developed in consultation with systemic priorities and the findings of the 2012 Teaching and Learning Audit.

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, OPI -15 performance and QTAC offers.

Priority Areas of Development

- Understanding Student Performance Data, Improved Monitoring and Performance Feedback – every student, every class, every teacher, every 5 weeks.
- 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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school: 801 – census 2012

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	956	469	487	90%
2011	845	428	417	89%
2012	801	389	412	89%

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		
	2010	2011	2012
Year 4 – Year 10	23	25	25
Year 11 – Year 12	16	18	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	105	87	87
Long Suspensions - 6 to 20 days	9	15	13
Exclusions	2	5	9
Cancellations of Enrolment	1	7	6

Curriculum offerings

The Junior Academy program 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. Scholarships are available for Japanese and the Arts through interview and audition.

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 nine 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.

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.

Leadership and Business Week - a program involving all Year 11 students. This program develops strong partnerships with the community and provides an opportunity for students to demonstrate their leadership potential and business acumen.

International program – Elanora in 2012 welcomed visitors from Germany, Brazil, Japan, Spain, Norway Italy and Switzerland. Five Study Tours from Japan, Taiwan, Mexico and Italy 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, our school visited Japan in September and three Year 10 Elanora SHS students attended Yokosuka in Term 4 as part of our agreement. The schools LOTE students participated in the Griffith University Speech Contest.

Kokoda Challenge – 7 teams participated, three in the 96 km event and six 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 2012 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.

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.

Social climate

The enrolment at Elanora State High School has been decreasing over time and this decrease continued in 2012. This decrease in numbers has allowed the school to reassess the 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 Essential Skills of Classroom Management to embed these skills across Year 8 to 12.

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 SCISO, QPS Operation JJ and Act4Kids. In 2012 the school introduced a dual chaplaincy service with the appointment of an additional school chaplain.

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, 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. 2012 also saw the introduction of an Indigenous Student Leader position to the student leadership structure.

Parent, student and staff satisfaction with the school

There were some significant gains in Parent, Student and Staff satisfaction in 2012. 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. The schools decision in relation to IT deployment was strongly endorsed by the opinion survey results in relation to technology access and skill development.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	85.3%
this is a good school	88.2%
their child likes being at this school*	85.7%
their child feels safe at this school*	94.3%
their child's learning needs are being met at this school*	88.2%
their child is making good progress at this school*	82.4%
teachers at this school expect their child to do his or her best*	91.4%
teachers at this school provide their child with useful feedback about his or her school work*	88.2%
teachers at this school motivate their child to learn*	87.9%
teachers at this school treat students fairly*	93.8%

Our school at a glance

they can talk to their child's teachers about their concerns*	90.6%
this school works with them to support their child's learning*	93.9%
this school takes parents' opinions seriously*	85.7%
student behaviour is well managed at this school*	83.9%
this school looks for ways to improve*	90.0%
this school is well maintained*	97.1%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	90.8%
they like being at their school*	89.2%
they feel safe at their school*	88.3%
their teachers motivate them to learn*	82.5%
their teachers expect them to do their best*	98.3%
their teachers provide them with useful feedback about their school work*	88.3%
teachers treat students fairly at their school*	80.7%
they can talk to their teachers about their concerns*	72.0%
their school takes students' opinions seriously*	75.4%
student behaviour is well managed at their school*	67.8%
their school looks for ways to improve*	92.2%
their school is well maintained*	94.0%
their school gives them opportunities to do interesting things*	90.7%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	84.1%
with the individual staff morale items	91.7%

* 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

The Parents & Citizens Association which meets monthly continues to support the school's initiatives and provides funding through the Canteen and Uniform Shop. 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 in Semester Two 2012 introduced a number of social media platforms and is planning for a new approach to subject selection and career education in 2013. The school also introduced a personalised enrolment service for all incoming Year 8 students based at their base primary school or on the beautiful Elanora SHS campus. This has received very positive feedback from parents and students alike.

Reducing the school's environmental footprint

Tanks were installed in 2009 to be used for flushing toilets. Solar panels were 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	304,141	1,444
2010-2011	331,896	1,824
2011-2012	259,724	1,475

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

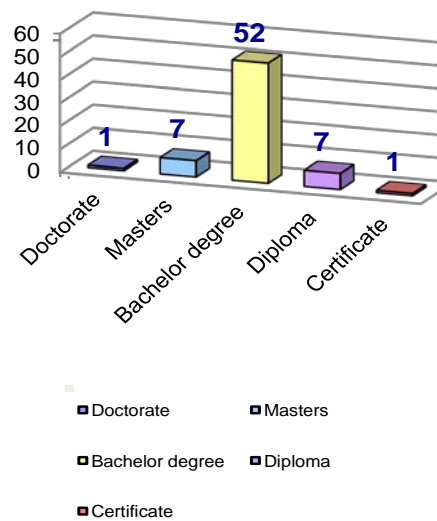
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	68	38	<5
Full-time equivalents	62.4	26.9	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Bachelor degree	52
Diploma	7
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$17879

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

Hidden Histories – Indigenous Education

Our staff profile

Higher Order Thinking - Thinkdrive

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

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.5%	96.1%	96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93.6% 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.

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 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.

Key student outcomes

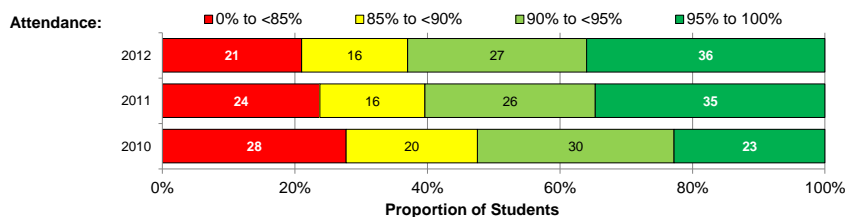
Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	90%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2010	90%	88%	87%	88%	88%
2011	92%	90%	87%	89%	91%
2012	93%	88%	85%	91%	91%

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 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 continue to improve although with the student attendance rate in 2012 higher than the state mean for secondary 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.

Performance of our students

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/>.

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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 2012 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 writing particularly in the junior secondary years. The school was involved in the AIME program in 2012 based at Bond University and a number of Senior students were actively involved in the Earn, Learn Legend initiative.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	65%	71%	71%

Performance of our students

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	168	163	162
Number of students awarded a Queensland Certificate Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP).	88	87	82
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	17	37
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	121	126	123
Number of students awarded an Australian Qualification Framework Certificate II or above.	105	101	110
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	141	150	139
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.	66%	67%	71%
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.	93%	98%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	98%	96%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	11	21	26	20	10
2011	9	15	34	25	4
2012	6	26	26	20	4

As at 2 May 2013. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	45	92	26
2011	43	86	42
2012	43	93	47

As at 2 May 2013. The above values exclude VISA students.

The following Certificate I courses were completed by students in Years 10 & 11 at Elanora SHS in 2012.

Cert 1 in Information, Digital Media and Technology ICA10111

Cert 1 in Business BSB10112

Certificate 1 in Furnishing LMF10108

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early 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 2012 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.