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Principal's foreword

Introduction

In 2008 Elimbah State School embarked on the first year of its Three Year Plan. Pleasing progress was made by the school community in working towards the goals established together for school improvement. The school undertook strategies to enhance the learning of students with gifts and talents, build a new framework to support responsible learning, create new opportunities for learning using ICT's, develop programs to promote numeracy skills for students, and to promote community engagement.

The three year plan for the school presents many great opportunities for our school learning community to ensure that Elimbah students can confidently take their place in the world. In 2007 many successes were recorded as key planks in this three year strategy. Congratulations to all students, staff and community members who worked with such dedication together towards achieving these.

Future outlook

Early literacy and numeracy outcomes have been key drivers of school reform over the past five year period. Extensive learning and development, early intervention strategies, focused teaching techniques, and the ongoing tracking of student performance have underpinned school improvement. With many reforms now embedded into practice it is anticipated that outcomes in this area will continue to improve and be maintained.

New technologies continue to be employed to promote learning and teaching. The roll out of the ICT pedagogical licence across staff and the commencement of the Computers for Teachers initiative will support further success in the use of technology for integrated learning.

Our school at a glance

School Profile

Total student enrolments for this school: 500

Year levels offered: P-7

Coeducational or single sex: Coeducational

Curriculum offerings

Our distinctive curriculum offerings

- Yr 5 1-1 laptop pilot project
- Gifted and talented program
- Instrumental music program
- Guitar and keyboard lessons
- Interschool sporting program

Extra curricula activities

- Regular lunchtime competitions and facilitated play
- Active after school activities program
- Choirs and ensembles

How computers are used to assist learning

Computers are used for learning across year levels and across the curriculum. All prep classes use an interactive smart board for learning and project rooms are used by lower school teachers to involve parents in their children's education. Students in years 2-3 undertake a weekly skills based lesson to gain competence with a number of software applications. A year five class is piloting a 1-1 laptop program that will run for three years. Further classes are expected to come on line in 2010. All students have access to either workstations in their classrooms, banks of laptops, or the school computer centre. Digital projectors are increasingly being used in class lessons. Many student projects and tasks require learning to be presented digitally.

Social climate

Elimbah State School enjoys a very positive climate. Students exhibit comparatively high standards of behaviour and are supported by the You Can Do It- Program Achieve program. The school is held in high esteem by its community and is a sought after educational centre. A bullying strategy is in place and students are trained in anti-bullying strategies. A guidance officer and behaviour management teacher support student and staff welfare. A school chaplain also assists students and their families.

Students are very happy to come to Elimbah State School. In 2008 88.9% of students expressed satisfaction with the education that they receive at the school. Student's satisfaction in 2008 with school behaviour and discipline was above both state and like school benchmarks.

Our school at a glance

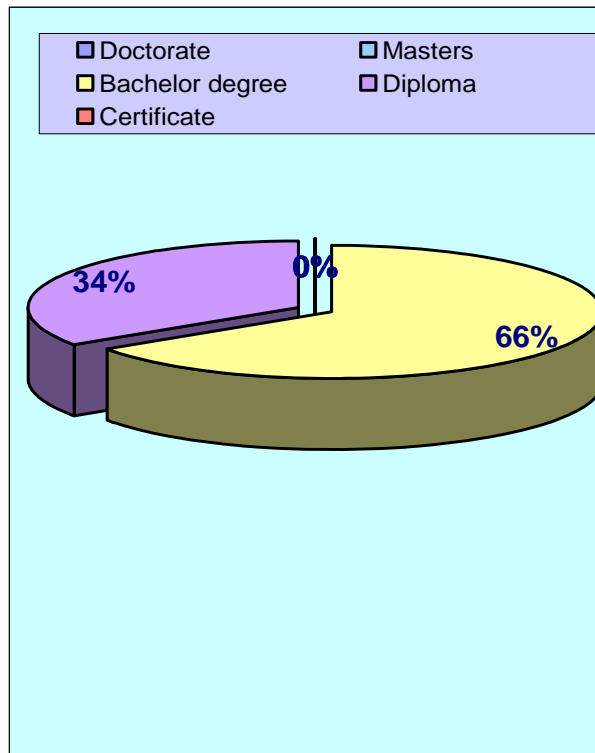
Involving parents in their child's education.

The school's parent community is very involved in both the strategic direction of the school and its day to day operations. Parents support students in a wide range of classroom and learning support programs, raise significant funds for school development, operate a tuckshop and uniform shop and take on membership of a number of planning committees and working groups. A group of parents operates a regular school disco social. A breakfast club operates each week. Parent satisfaction with the school, as recorded in the 2008 School Opinion Survey, is very high.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	21
Diploma	11
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$28 154 .
- The major professional development initiatives are as follows:
 - Gifted education
 - ICT's
 - Responsible behaviour strategies
- The involvement of the teaching staff in professional development activities during 2008 was 88 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 97 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 94 %.

Key outcomes

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.)

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	346	434	520
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard. 2008	89 %	77 %	95 %
Writing	Average score for the school	379	439	511
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard. 2008	90 %	86 %	90 %
Spelling	Average score for the school	353	444	520
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard. 2008	89 %	80 %	90 %
Grammar and Punctuation	Average score for the school	348	448	513
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard. 2008	89 %	86 %	91 %
Numeracy	Average score for the school	348	423	536
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard. 2008	93 %	83 %	100 %

Performance of our students

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	83%
Writing	88%
Number	92%

Value added

The school adds value in the Elimbah community as a central hub for community and social infrastructure and learning. Elimbah school is the central location that brings people together in this evolving community. A strong sense of shared commitment to education is apparent in the extensive involvement of parent and community members. This support sustains teachers and school staff in the drive to add value to the lives of students. Value is added academically as evidenced by the strong early literacy and numeracy outcomes identified through the year 2 Net process and in the level of performance of year 7 students who exit the school. Anecdotal evidence from feeder secondary schools and parents is that graduating students enter their next phase of learning well prepared for successful learning and life outcomes. Significant value is added for students with disabilities who through support and additional resourcing are able to achieve personal learning goals in mainstream classrooms.

Parent, student and teacher satisfaction with the school

Satisfaction of all stakeholder groups as expressed through annual systemic surveys is very high. In 2008 97.2% of parents expressed satisfaction that the school was a good school. This was closely matched by students where the satisfaction rate with the same item was 92.8%. Staff satisfaction was also at levels significantly above state benchmarks with 96% of staff expressing the view that the school was a good place to work. High levels of satisfaction are underpinned by a strong sense of shared ownership and commitment towards their school amongst all stakeholder groups.