



Queens Beach State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Contact Information

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School Overview

At Queens Beach State School we establish a safe, welcoming and positive learning environment for all.

“Great Things Through Hard Work”

Queens Beach State School (Prep – Year 6 plus C&K Kindergarten) provides ‘large school’ opportunities with a ‘small school’ culture. We acknowledge the vital role of families as their child’s first teachers.

Our core values include high student attendance rates, community involvement, positive behaviour, and multiple opportunities for students to reach their full potential. Staff members build positive relationships with parents and the wider community through effective communication. We host events such as the Annual Fete, Under 8’s Week, Book Fair and NAIDOC Week Celebrations. Our Positive Behaviour Support Program provides instruction on appropriate social skills. Students are encouraged to participate in a wide variety of academic and sporting events both school and community based. The school provides a high level of sporting instruction and is well known for sporting achievements at both district and state levels.

We Value:

- Excellence in quality teaching and having high expectations and standards for all learning, behaviour, attitude and attendance
- Supportive, collaborative and professional staff
- Effective, open and positive communication and relationships with staff, students, parents and the wider community.

Our Purpose:

- Maximise student performance in all areas of students’ schooling life
- To create an inclusive and supportive environment catering for all cultural, academic and social difference
- Teach the Australian Curriculum effectively and collaboratively
- Continue to build teacher capacity through quality professional development

Our Belief:

- Every student can succeed, learn and become independent resilient, empathetic and kind life-long learners
- Holistic learning through: sport, music, academics, social wellbeing and digital technologies
- Every Day Counts

Principal's Foreword

Introduction

In 2017, Queens Beach State School achieved great results for its school community. A student centred learning environment has continued to create learners that can articulate what they are learning and how to be successful. Systematic Curriculum Delivery is a driving domain of the National School Improvement Tool. It promotes an understanding that school improvement occurs in the classroom through effective pedagogical practices and differentiating teaching and learning for all students. Using a formalised whole school approach (using Explicit Instruction and Gradual Release of Responsibility) to improve learning improvements and set aspirational targets for all students with particular emphasis on reading, spelling, writing and attendance. Learning environments are maximised when students are ready and willing to be responsible learners. Staff provide a positive learning environment and inclusive practices.

School Progress towards its goals in 2017

Area	Key Actions	Progress
80% students achieve a C or higher in English, Math and Science in every year level.	A goal of 95% attendance school wide That 80% of students achieve at our above age appropriate levels in reading That all students can answer the question, "What do you know and be able to do to be successful in the assessment task?"	Implemented and continuing Implemented and continuing. Achieved in Mathematics Implemented and continuing
That 100% of school community are informed about the Pedagogical Framework being the driver for learning improvements.	Parents and students are well informed (multi modal / via on-line access) about curriculum intent and assessment tasks. 100% of staff can articulate the Pedagogical Framework to students and families. That all students know that for every year of schooling there should be a year of growth.	Continuing Achieved Implemented and continuing
That all students have a safe and supportive learning environment.	100% participation of students in You Can Do It program using the 5 Keys to Success. 100% staff support for Positive Behaviour for Learning Framework to build coping and resilience.	Embedded Embedded

Future Outlook

Queens Beach State School is committed to delivering quality education to our students. We are committed to the 'Every Student Succeeding' State Schools Strategy 2018-2022. Our improvement agenda for 2018 is as follows:

School Performance:

- Collaborative planning
- Data analysis and monitoring improvement

Teaching Quality:

- Systematic curriculum delivery
- Effective pedagogical practices
- Expert teaching teams

Successful Learners:

- Know our learners
- Meet our learners' needs

Regional Support and Local Decision Making:

- Network with Region support
- School infrastructure
- Parent and Community engagement

The specific Actions, Timelines and Areas of Responsibility can be found in our Annual Implementation Plan (AIP) that is located on the front page of our school website.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	429	200	229	99	92%
2016	405	196	209	100	94%
2017	444	214	230	112	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Our school has a rich cultural fabric with South Sea Islander, Indigenous as well as Torres Strait Island families. These families represent about 20% of school students. We have a rural regional context and enjoy beautiful year round climate. Most of the new single dwelling type – housing (rather than unit blocks) is located within our school's Catchment Area. Therefore there has been an ongoing increase in enrolment with a limit of 498 students being put in place. The school has therefore implemented, in 2012, a School Enrolment Management Plan to limit the growth of the school with only new enrolments coming within the Catchment Zone.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	22
Year 4 – Year 6	25	27	25
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Queens Beach State school values the role of systematic curriculum delivery. We know and understand that school improvement can only occur in the classroom. We are developing a cohesive and structured curriculum delivery plan that ensures consistent teaching and learning expectations.

- We teach, assess and report on the Australian Curriculum from Prep to Year 6 for the following subjects/learning areas:
 - English
 - Mathematics
 - Humanities and Social Sciences (HASS)/ History and Geography
 - Health and Physical Education
- We are continuing to use the Queensland Curriculum for the Arts
- We offer Mandarin Chinese for LOTE
- Our Pedagogical Framework is built around the departments Dimensions of Teaching and Learning framework. Staff at Queens Beach State School work collaboratively to understand curriculum and work what our students need to know and be able to do to be successful.

Co-curricular Activities

A range of extra curricular activities are provided across Prep-Year 6 at Queens Beach State School. These include:

- Chaplaincy program (3 days per week) to support students at risk
- Instrumental Music Program
- School choirs/Eisteddfods
- International ICAS competitions for extension
- Sporting programs
- Student Council (Year 3-6)
- Grip Leadership
- Camps for Years 4 and 6
- A range of curriculum based excursions
- Under 8's Day (Big Day Out)
- Annual School Fete

How Information and Communication Technologies are used to Assist Learning

Each classroom is provided with an electronic smart board/TV (through a joint initiative with the school, P&C and Glencore) to enable access to the Australian Curriculum and C2C units (Version 8). The school has a computer lab that enables all students access to a computer. Classes also have access to computers in their classrooms. The year 6 classes have access to 25 laptops and an upgraded wireless system to ensure their skills are developed for high school. The school has purchased many iPads that are being accessed across the school for adjustments for students learning.

Social Climate

Overview

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	90%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school* (S2001)	100%	100%	97%
their child feels safe at this school* (S2002)	95%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	96%	90%
their child is making good progress at this school* (S2004)	95%	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%	100%
teachers at this school motivate their child to learn* (S2007)	86%	96%	93%
teachers at this school treat students fairly* (S2008)	90%	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	94%
this school works with them to support their child's learning* (S2010)	90%	100%	87%
this school takes parents' opinions seriously* (S2011)	86%	96%	90%
student behaviour is well managed at this school* (S2012)	90%	100%	90%
this school looks for ways to improve* (S2013)	90%	96%	97%
this school is well maintained* (S2014)	100%	100%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	94%	100%
they like being at their school* (S2036)	93%	96%	99%
they feel safe at their school* (S2037)	93%	97%	97%
their teachers motivate them to learn* (S2038)	100%	99%	98%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	93%	99%
teachers treat students fairly at their school* (S2041)	93%	86%	97%
they can talk to their teachers about their concerns* (S2042)	89%	82%	98%
their school takes students' opinions seriously* (S2043)	93%	94%	98%
student behaviour is well managed at their school* (S2044)	85%	89%	97%
their school looks for ways to improve* (S2045)	98%	97%	98%
their school is well maintained* (S2046)	100%	93%	99%
their school gives them opportunities to do interesting	91%	92%	99%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
things* (S2047)			

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	96%	98%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	96%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	100%	100%	96%
staff are well supported at their school (S2075)	100%	100%	98%
their school takes staff opinions seriously (S2076)	96%	100%	96%
their school looks for ways to improve (S2077)	96%	100%	98%
their school is well maintained (S2078)	96%	100%	96%
their school gives them opportunities to do interesting things (S2079)	96%	98%	98%

* Nationally agreed student and parent/caregiver items

'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

Parents are invited to attend school offerings and functions (such as Parent/Care meetings for progressive assessment feedback), fete, P&C and weekly parades. On a daily basis, parents and carers are welcomed into the school community and given the opportunity to participate in school activities. We have a strong family attendance at the annual fete, Under 8's Week (Big Day Out) and our recognition days for Indigenous/South Sea Islander families. Each afternoon the parents waiting area is filled with families and siblings who have the opportunity to meet with administrators, office staff or teachers if the need arises. We use social media to connect our community to the classroom.

Respectful relationships programs

Queens Beach State School works extremely hard to create a safe and supportive learning environment. The school has developed and implemented a whole school program that focuses on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	14	7	9
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Air-conditioning is essential to optimizing learning in a tropical climate. Air-conditioners are turned off in Term 2 and 3 to reduce electricity costs. Solar panels on 2 classroom blocks provide some generation of power to the grid which in turn reduces our costs. There was only a couple of cooler weeks during the winter months therefore air-conditioners were turned on earlier than expected. Also works around the school for cyclone damage saw an increase in electricity usage as many works were taking place getting the school operational after the natural disaster.

New technologies including smart boards/TV, computers, wireless connections and fridges also add to the consumption. We have continued with recycling to both reduce our volume of rubbish and save our resources and environment.

Two large water tanks on the Library and Hall Buildings have reduced the amount of water used from the mains to the toilet blocks.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	215,327	1,980
2015-2016	103,749	
2016-2017	573,543	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:
 Government
 Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	32	25	<5
Full-time Equivalent	29	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	0
Bachelor degree	29
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$8321

The major professional development initiatives are as follows:

- Mandatory training
- Year level curriculum planning
- Leadership days (principal, administration staff, cleaners, grounds man, support staff)
- 7 Steps in Writing
- Learning Connections
- Rhythm to Recovery

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

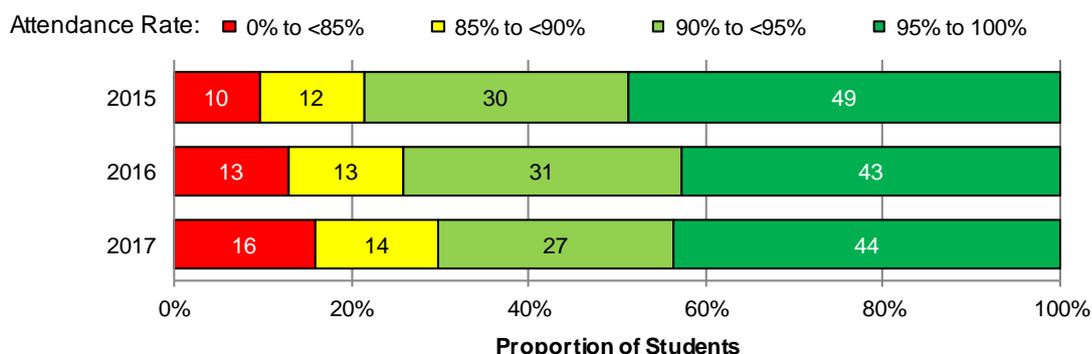
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	93%	94%	93%	94%	94%	94%						
2016	93%	92%	94%	92%	93%	90%	93%						
2017	91%	92%	92%	91%	91%	91%	92%						

*Attendance rates effectively count 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 Department of Education 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.

If a student has an Unexplained Absence, the family is sent a text message to confirm the reason for the non-attendance. This information is entered into a database (IDAttend) which provides the school with data and trends. We provide regular updates in the newsletter around attendance rates the activating the Every Day Counts policy. On parade there is a trophy for the highest attending class and there it is rewarded on parade.

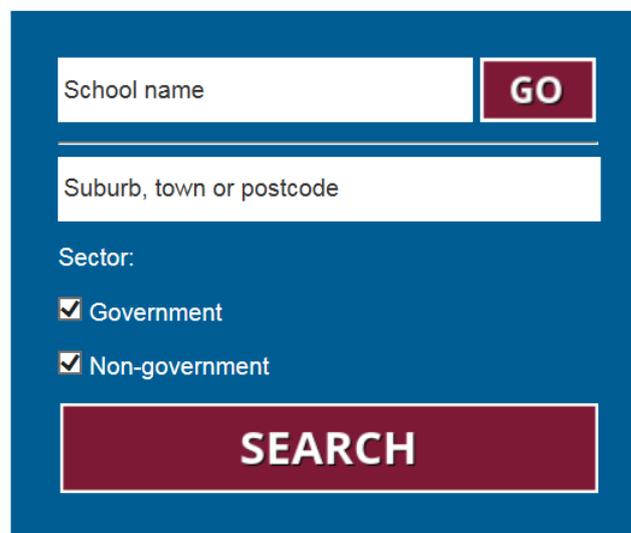
The school has established a partnership with Police Officers to visit families who do not send their child to school when there is no valid reason for being absent.

NAPLAN

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**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.