



# Queens Beach State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

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## School Overview

Queens Beach State School is a co-educational school from Prep to Year 6 with a C&K Kindergarten also on campus. There are 18 classes with an enrolment maximum of 498 students. Our school has enjoyed steady growth in student numbers over the past 5 years. In January 2012, we implemented a School Enrolment Management Plan to ensure that the families living within the school's zone would be able to have their children attend this school. In 2015, both Year 6 and Year 7 students transitioned to the high school. Therefore the school population reduced with 94 children going to access secondary education. Our school is noted for its positive atmosphere and students are fully engaged in their learning journeys.

We acknowledge and value the role that families perform as the child's first teachers. Our QB Teaching Team delivers quality learning opportunities within the domain of the new Australian Curriculum through the adaption or adoption of the Curriculum to Classroom Units (C2Cs).

Our core priorities are for improvements in: - Student Attendance; Reading Comprehension; Writing, and Spelling Strategies. Staff members build positive relationships with all members of our school community through activities such as hosting Under Eights Week, Anzac Day March, Positive Behaviours for Learning Program, and the Annual Fete. We are also well known for sporting achievements at both district and state levels. More information can be found at the school's website <https://queebeacss.eq.edu.au/Pages/default.aspx>

# Principal's Foreword

## Introduction

### School Progress towards its goals in 2016

- Build Capacity via Professional Development for staff members to meet Regional, State and National Expectations (as pinpointed in the Developing Performance Framework) to better support improvements in Differentiation and creating an Expert Teaching Team particularly in reading, writing, and spelling.
- Intensify and formalise Whole of School Approach (using Explicit Intensive Teaching) to accelerate Learning Improvements and set Aspirational Targets for all students with particular emphasis on Reading, Spelling, Writing, and Attendance.
- Reinforce Positive Behaviour Support Programs to underpin quality learning environments and Explicit Instruction Teaching Practices using School-based Capacity.

### Core Learning Priorities

- Reading
- Writing including spelling, grammar and punctuation
- Numeracy
- Retention, attainment and transition for students at key junctures of schooling
- Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students

Learning Improvements are maximised when students are ready and willing to be responsible learners. Staff provide a positive learning environment and inclusive practices. The **You Can Do It Program** will be investigated as being a way to build students' resilience and coping mechanisms which enhance positive Mental Health. This program fits well within the **Kids Matter** Approach and will fill a dimension that needs more robustness to ensure a sense of belonging and coping in young people.

Our Leadership Team have also embraced an enhanced Pedagogical Framework – **The Gradual Release of Responsibility Model** which will be provided to teachers over the next 2 years to ensure that it will be understood by all and entrenched in the school's culture.

The focus will also be on Intervention for the **Early Years (P-2) in reading improvements**; and the provision of **Professional Development in Numeracy** to ensure a consistent and robust school wide approach.

Our explicit improvement agenda for 2016 is focused on reading and writing improvements. Early Intervention using Barbara Brann strategies will ensure that Preps to Year 2 have intensive support.

### Future Outlook

**That 80% of students achieve a C or higher in English, Maths and Science in every Year Level**

#### Targets to support the school goal

1. A goal of 95% attendance schoolwide
2. That 80% of students achieve at or above age appropriate levels in reading
3. That all students can answer the question "What do you have to know and be able to do to be successful in the assessment task?"

**That 100% of school community are informed about the Pedagogical Framework being the driver for learning improvements**

#### Targets to support the school goal

1. Parents and students are well informed (multi/modal /via on-line access) about the curriculum intent and assessment tasks.
2. 100% of staff can articulate the Pedagogical Framework to students and families
3. That all students know that for every year of schooling there should be a year of growth.

## That all students have a safe and supportive learning environment

Targets to support the school goal

1. 100% participation of students in You Can Do It Program using the 5 Keys to Success
2. 100% staff support for Positive Behaviour for Learning Framework to build coping and resilience

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	452	204	248	98	92%
<b>2015*</b>	429	200	229	99	92%
<b>2016</b>	405	196	209	100	94%

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 2016, 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

#### Overview

In the past, our school demographics were influenced by transience due to employment trends within the local farming community. However, this trend no longer impacts our school population as workers are now single backpackers who do not have families. Our transience is now influenced by fluctuations in the mining communities at Collinsville, Moranbah, and Abbot Point.

Our school has a rich cultural fabric with South Sea Islander, Indigenous as well as some Torres Strait Island families. These families represent about 23% of our school students. We have a rural regional context and enjoy a 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 into 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 from within the Catchment Zone.

Many of our Torres Strait Islander families have English as their second language and their children speak Creole. Some families have a third language as individuals also have a PNG heritage.

Families express concern over the downturn in the mining industry and therefore are not confident about their child's continuity at school as the family may have to suddenly move due to loss of working opportunities in the Bowen area.

## Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	23	23
Year 4 – Year 7	25	25	27
Year 8 – Year 10			
Year 11 – Year 12			

\*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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Uninterrupted Literacy Block usually in the Morning Session provides students with a focus on priority learning opportunities.
- School Choirs give students opportunities to perform at school functions and for Community Events.
- Instrumental Music Program and associated camp gives students time to enhance their musical skills.
- Smart Boards in every classroom and a Computer Lab enhance ICTs access within the school.
- Year 6s have a wireless laptop program shared between 2 classes.
- LOTE offering of Mandarin Chinese has been appreciated by both students and families.
- A range of sporting opportunities is offered within the school day and also after school hours.

### Co-curricular Activities

- Chaplaincy Program (2 days per week) supports students-at-risk with issues such as anxiety or resilience building (e.g. Bounce Back and Tuesday Breakfast Program).
- Vacation Care Program (P&C Sub-Committee) provides a service for all Bowen's primary schools.
- International ICAS Competitions are conducted to provide students with a challenge.
- Student Council and GRIP Leadership Programs give many students an outlet for their leadership competencies.
- Sporting Programs are very popular with students and families.
- Eisteddfod Competitions are well supported by students.
- Annual School Fete provides families with a range of different activities that they might not otherwise access.

### How Information and Communication Technologies are used to Assist Learning

Each classroom is provided with an electronic Smart Board (supplied through a joint initiative with the School, the P&C, and Glencore) to enable access to the new Australian Curriculum via C2C Units. Parents have expressed their high approval of our Computer Lab (29 PCs) that enable all class members to be working on a computer at one time rather than a small group situation of 8 computers in their classroom. The new wireless laptop program (25 laptops) is accessed by the Year 6 classes. Next year, the teachers will consider the option of implementing Digital Technologies curriculum P – 6.

## Social Climate

### Overview

The Chaplaincy Program together with the whole school Resilience (Anti-Bullying) Program (using Brainstorm Productions) reinforce the need for us all to support each other and to develop the resilience we need in order to reduce incidents of bullying or teasing. The school has adopted the School Wide Positive Behaviours Program (i.e. Positive Behaviour for Learning) with community endorsement from staff members, and parents. It is a cluster based approach to ensure that all feeder primary schools conform to the expectations from the sole secondary school. In this way, the whole Bowen Community will understand what values are endorsed and enforced within the schools. Parents often comment that our school is friendly and people are very welcoming and approachable. Sporting events give all students an opportunity to socialise and make friends as well as becoming fitter. Our school is expanding Positive Behaviours Program with Kids Matter in order to build Mental Health capacity in students.

Our Weekly Parades set the tone for the school culture with everyone being encouraged to be Safe, Respectful and Responsible. There is school wide signage to promote the school's Big 3 Rules and Behaviour Expectations as well as the Focus Rule for the fortnight.

In the School Opinion Survey 2016, 100% of parents and 96% of students have very high confidence that this school is a good school and would recommend it to others. 99% of Students believe that their teachers motivate them and expect them to do their best. 100% of students state that they have access to computers and other technologies for their learning.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	95%	100%	100%
their child feels safe at this school* (S2002)	100%	95%	100%
their child's learning needs are being met at this school* (S2003)	90%	100%	96%
their child is making good progress at this school* (S2004)	90%	95%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	100%
teachers at this school motivate their child to learn* (S2007)	100%	86%	96%
teachers at this school treat students fairly* (S2008)	100%	90%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	96%
this school works with them to support their child's learning* (S2010)	100%	90%	100%
this school takes parents' opinions seriously* (S2011)	89%	86%	96%
student behaviour is well managed at this school* (S2012)	100%	90%	100%
this school looks for ways to improve* (S2013)	100%	90%	96%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	98%	94%
they like being at their school* (S2036)	91%	93%	96%
they feel safe at their school* (S2037)	90%	93%	97%
their teachers motivate them to learn* (S2038)	99%	100%	99%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	93%
teachers treat students fairly at their school* (S2041)	90%	93%	86%
they can talk to their teachers about their concerns* (S2042)	92%	89%	82%
their school takes students' opinions seriously* (S2043)	90%	93%	94%
student behaviour is well managed at their school* (S2044)	84%	85%	89%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their school looks for ways to improve* (S2045)	96%	98%	97%
their school is well maintained* (S2046)	96%	100%	93%
their school gives them opportunities to do interesting things* (S2047)	94%	91%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
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)	93%	96%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	94%	96%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	100%
student behaviour is well managed at their school (S2074)	96%	100%	100%
staff are well supported at their school (S2075)	93%	100%	100%
their school takes staff opinions seriously (S2076)	88%	96%	100%
their school looks for ways to improve (S2077)	93%	96%	100%
their school is well maintained (S2078)	93%	96%	100%
their school gives them opportunities to do interesting things (S2079)	96%	96%	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/Carer Meetings for progressive assessment feedback); Fete; Weekly Parades. On a daily basis, parents and carers are welcomed into the school community and to participate in its activities. We talk about our different families that help us (e.g. our school family, our home family and for some - our church families). Families are invited to our Weekly Parades and to join our P&C. We have a strong family attendance at our Annual Fete; our Under Eights Week – Big Day Out; and our Recognition Day for Indigenous / South Sea Island families. We also thank our trained group of volunteer helpers who add value to our children's learning in the classrooms. Each afternoon, the Parents Waiting Area is filled with families and siblings who have opportunities to meet with Administrators, Office Staff or Teachers if the need arises.

During 2016, the school developed networks with the Early Childhood Education and Care Centres within the Bowen area in order to better meet the need of new learners entering Prep from Kindergarten programs. Open afternoon/evenings meetings were offered by all school teams at all the local centres so that parents could learn more about schools and their programs.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	13	14	7
Long Suspensions – 6 to 20 days	0	0	0

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* 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.

## Environmental Footprint

### Reducing the school's environmental footprint

Air-conditioning is essential to optimising learning in a tropical climate. Nonetheless, air-cons are turned off in Term 2 and Term 3 to reduce our 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 2 weeks of cooler weather during winter 2016 therefore air-cons were turned on earlier than usual. Energy usage therefore exceeded the previous year which was much cooler.

New technologies such as Smart Boards, wireless connections, and computers, as well as fridges to keep lunches healthy for children, add to our energy consumption. We have continued with recycling to both reduce our volume of rubbish and save our resources. Scraps from lunches are fed to hens to obtain eggs for the Tuckshop.

Two large water tanks on the Library and Hall Buildings have reduced the amount of water used from the mains to the Toilet Blocks. In 2016, there was virtually no rainfall in Bowen for 9 months and therefore the tanks were not able to collect rainwater to reduce water usage overall as hoped. The amount of rainwater savings should increase in future years.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	203,834	2,513
2014-2015	215,327	1,980
2015-2016	103,749	

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



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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	33	22	<5
Full-time Equivalent	29	15	<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	30
Diploma	1
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$20,905.50

The major professional development initiatives are as follows:

Mentoring of teachers and teacher-aides by Leadership Team which includes the Master Teacher.  
 Annual requirements for Student Protection; Internal Controls; Managing Information; Asbestos; Ethical Code of Conduct etc.  
 ASD strategies for young people – supported by RREAP Funding  
 Cultural Awareness for all staff  
 Training for profiling, coaching and mentoring  
 Improving reading through technology  
 Leadership Team – Quality Teaching using the Gradual Release of Responsibility  
 Speech Sound Pics Training  
 Unpacking Units and Moderation with cluster schools  
 Sessions to upskill teacher-aides in school programs, screeners and initiatives  
 The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	98%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	91%

\*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 2016 for all Queensland Primary schools was 93%.

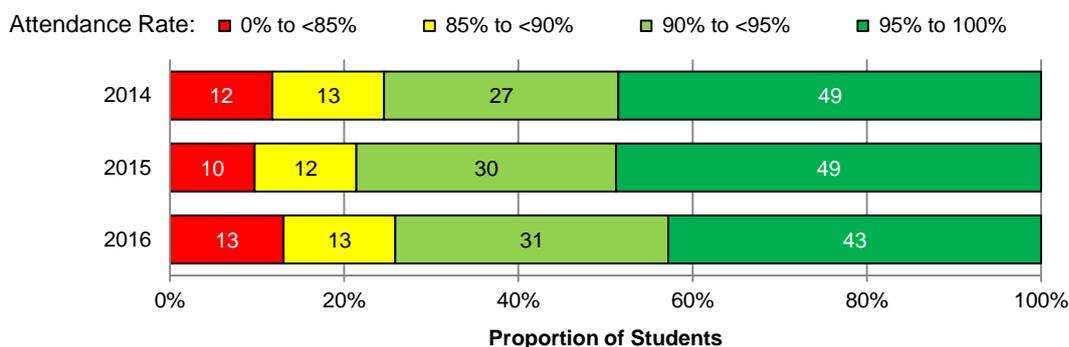
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	92%	93%	93%	93%	93%	94%					
2015	94%	93%	94%	93%	94%	94%	94%						
2016	93%	92%	94%	92%	93%	90%	93%						

\*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 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.

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. Mondays and Fridays are days with lower attendance rates and this trend is being rigorously pursued as Every Day Counts. Information about Daily Attendance is displayed in the Foyer and placed into the Fortnightly Newsletter. Families are also encouraged to accept that Every Minute Counts and rolls are marked early in the morning and students must report to the Office for a Late Slip. The roll is then marked again in the Afternoon Session. On Parades, students are urged to reach their Individual Learning Goals by ensuring that they are at school for every day that they are well enough to attend.

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. Girudala Cooperative also supports the school in promoting the need for high Indigenous attendance.

Certificates are presented each semester to acknowledge those students who achieve 95% or more in their attendance.

## 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/>.

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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.