



Queens Beach State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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From the Principal

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

School progress towards its goals in 2018

Area	Key Actions	Progress
School Performance	<ul style="list-style-type: none">• Collaborative planning• Data analysis and monitoring improvement	Implemented and continuing Implemented and continuing.
Teaching Quality	<ul style="list-style-type: none">• Systematic curriculum delivery• Effective pedagogical practices• Expert teaching teams	Continuing Achieved Implemented and continuing

Successful Learners	<ul style="list-style-type: none"> • Know our learners • Meet out learner's needs 	Continuing Achieved
Regional Support and Local Decision Making	<ul style="list-style-type: none"> • Network with region support • School infrastructure • Parent and community engagement 	Achieved Continuing Continuing

Future outlook

85% Students achieve a C or higher in English, Mathematics and Science

Area	Key Actions
Consistency of Practice	<p>Collaborative Planning:</p> <ul style="list-style-type: none"> • Plan with year level cohort weekly for consistency in curriculum delivery • Build teacher capability through implementation of QBSS Pedagogical Framework <p>Systematic Curriculum Delivery:</p> <ul style="list-style-type: none"> • Continue to implement, review and align Whole School Curriculum, Assessment and Reporting with ACARA and QCAA <p>Effective Pedagogical Practices:</p> <ul style="list-style-type: none"> • Gradual release of responsibility used across the school • Build teacher capability to reflect on the use of QBSS Pedagogical Framework • Collaborative observation and feedback culture
Successful Learners	<p>Attendance:</p> <ul style="list-style-type: none"> • Continue to promote the importance of attendance • Review students with poor attendance and look for ways to support families in attending school more regularly <p>Student Support:</p> <ul style="list-style-type: none"> • Grow community networks that can assist students' to access their learning • Differentiate curriculum and assessment to cater for the diverse social, cultural and academic needs for all students
Coaching and Feedback for All	<p>Teacher Performance:</p> <ul style="list-style-type: none"> • All staff participate in the developing performance plan <p>Parent and Community Engagement:</p> <ul style="list-style-type: none"> • Strengthen communication and information dissemination mechanisms • Engage and inform parent community in curriculum standards and student learning <p>Student Performance:</p> <ul style="list-style-type: none"> • Provide students with the opportunity to become assessment capable learners

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	405	444	426
Girls	196	214	195
Boys	209	230	231
Indigenous	100	112	93
Enrolment continuity (Feb. – Nov.)	94%	95%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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, 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	20
Year 4 – Year 6	27	25	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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)
 - Health and Physical Education
 - Music
- We are continuing to use the Queensland Curriculum for the Arts
- 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

Our community and school are very proud of our school climate. We value our strong positive school wide behaviour support program. All teachers and staff members maintain very high expectations on student behaviour and consistently reward students who demonstrate our rules – Be Safe, Be Respectful, Be Responsible. Our Student Support Team drill down to student behaviour and academic barriers and target students who need support or extension.

Our teachers have a reputation for going above and beyond for our students and families. We are proud of the safe and supportive learning climate in every classroom.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	90%	100%
• this is a good school (S2035)	100%	97%	100%
• their child likes being at this school* (S2001)	100%	97%	100%
• their child feels safe at this school* (S2002)	100%	100%	96%
• their child's learning needs are being met at this school* (S2003)	96%	90%	96%
• their child is making good progress at this school* (S2004)	100%	90%	96%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	92%
• teachers at this school motivate their child to learn* (S2007)	96%	93%	96%
• teachers at this school treat students fairly* (S2008)	96%	100%	96%
• they can talk to their child's teachers about their concerns* (S2009)	96%	94%	96%
• this school works with them to support their child's learning* (S2010)	100%	87%	96%
• this school takes parents' opinions seriously* (S2011)	96%	90%	92%
• student behaviour is well managed at this school* (S2012)	100%	90%	96%
• this school looks for ways to improve* (S2013)	96%	97%	96%
• this school is well maintained* (S2014)	100%	97%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	100%	97%
• they like being at their school* (S2036)	96%	99%	98%
• they feel safe at their school* (S2037)	97%	97%	98%
• their teachers motivate them to learn* (S2038)	99%	98%	100%
• their teachers expect them to do their best* (S2039)	100%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	99%	100%
• teachers treat students fairly at their school* (S2041)	86%	97%	93%
• they can talk to their teachers about their concerns* (S2042)	82%	98%	96%
• their school takes students' opinions seriously* (S2043)	94%	98%	94%
• student behaviour is well managed at their school* (S2044)	89%	97%	95%
• their school looks for ways to improve* (S2045)	97%	98%	99%
• their school is well maintained* (S2046)	93%	99%	100%

Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	92%	99%	97%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	98%
• they receive useful feedback about their work at their school (S2071)	98%	91%	98%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	97%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	96%	100%
• student behaviour is well managed at their school (S2074)	100%	96%	98%
• staff are well supported at their school (S2075)	100%	98%	98%
• their school takes staff opinions seriously (S2076)	100%	96%	100%
• their school looks for ways to improve (S2077)	100%	98%	100%
• their school is well maintained (S2078)	100%	96%	100%
• their school gives them opportunities to do interesting things (S2079)	98%	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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	7	9	13
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	103,749	573,543	241,868
Water (kL)			3,450

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

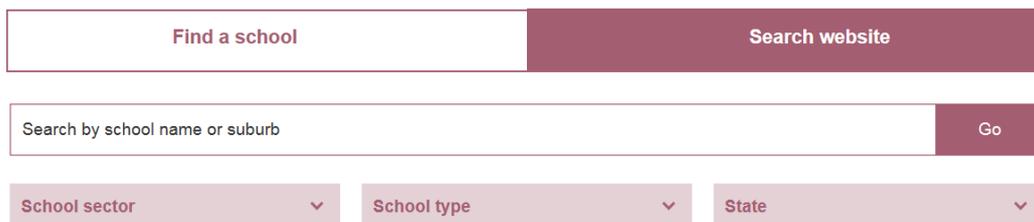
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	34	22	0
Full-time equivalents	30	13	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	0	
Graduate Diploma etc.*	0	
Bachelor degree	31	
Diploma	3	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$11,908.

The major professional development initiatives are as follows:

- Mandatory training
- Year level curriculum planning
- Leadership days (principal, curriculum leaders, administration staff, cleaners, grounds man, support staff)
- Growth Mindset
- Writing
- Choral Festival
- Autism Training
- LIBcode
- Beginning Teachers
- Inclusion

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	91%	92%
Attendance rate for Indigenous** students at this school	91%	89%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	91%	91%
Year 1	92%	92%	92%
Year 2	94%	92%	93%
Year 3	92%	91%	92%
Year 4	93%	91%	94%
Year 5	90%	91%	92%
Year 6	93%	92%	92%

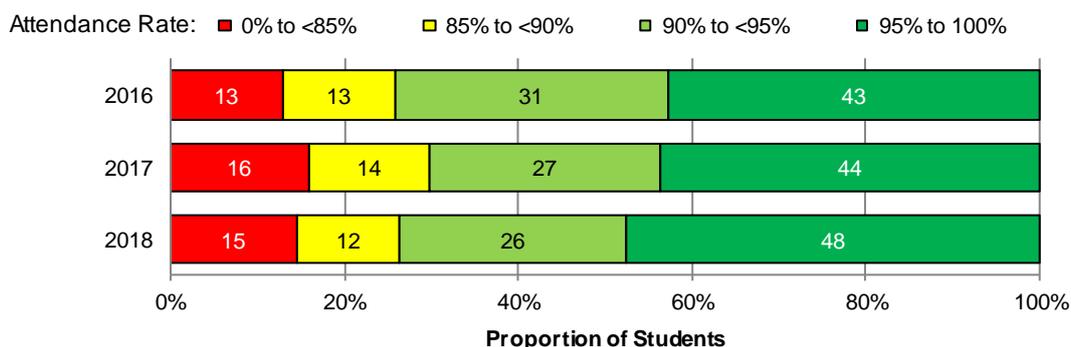
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.