

# Queens Beach State School

## Queensland State School Reporting

### 2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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## Principal's foreword

### Introduction

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 8s 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://quebeacss.eq.edu.au/Pages/default.aspx>

### School progress towards its goals in 2015

The following priorities and goals for 2015 have been partially achieved in 2015, and therefore will continue into 2016. While most goals have been met to a high degree, we still need to focus on these priorities to ensure entrenched change in our learning achievements.

- 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

We are on track for achieving the above priorities. Feedback during the Discipline Audit (2014) indicated that more work needed to be put into whole of school demonstration of Positive Behaviour for Learning Program. We addressed this priority in 2014 – 2015 and will implement the You Can do It strategies in 2016. The Auditor also suggested additional ways of engaging better with parents and school community. We continue to survey parents to get feedback on more effective ways of communicating information about their child and what is happening at school. The school website upgrades, text messages via IDAttend, and QSchools App have been utilised to keep families better informed.

During 2015, teachers worked with our Guidance Officer to expand the Kids Matter Program and the School Wide Positive Behaviours Program to better support children's mental health and well-being for 2015 onwards.

Changes in employment for families in Bowen had a significant impact on our school enrolment numbers. Families have lost employment here or in the mining operation nearby and we have lost many families who have moved back to their home towns. Many families report that they wanted to stay in Bowen and their child was sad to leave their friends and will miss their teachers. People felt valued during their stay in Bowen.

#### Future outlook

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.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	469	218	251	93	90%
2014	452	204	248	98	92%
2015	429	200	229	99	92%

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 2015, 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:

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 Abbott 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	23	21
Year 4 – Year 7 Primary	23	25	25

\*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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	8	13	14
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.

## 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.

### Extra curricula 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 improve 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

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 2015, 100% of parents and 96% of students have very high confidence that this school is a good school and would recommend it to others. 100% 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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that: their child is getting a good education at school (S2016)	100%	95%	100%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
this is a good school (S2035)	97%	100%	100%
their child likes being at this school (S2001)	97%	95%	100%
their child feels safe at this school (S2002)	97%	100%	95%
their child's learning needs are being met at this school (S2003)	97%	90%	100%
their child is making good progress at this school (S2004)	97%	90%	95%
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)	93%	100%	95%
teachers at this school motivate their child to learn (S2007)	100%	100%	86%
teachers at this school treat students fairly (S2008)	96%	100%	90%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	95%
this school works with them to support their child's learning (S2010)	93%	100%	90%
this school takes parents' opinions seriously (S2011)	89%	89%	86%
student behaviour is well managed at this school (S2012)	86%	100%	90%
this school looks for ways to improve (S2013)	96%	100%	90%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	99%	98%
they like being at their school (S2036)	93%	91%	93%
they feel safe at their school (S2037)	95%	90%	93%
their teachers motivate them to learn (S2038)	100%	99%	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)	98%	97%	98%
teachers treat students fairly at their school (S2041)	95%	90%	93%
they can talk to their teachers about their concerns (S2042)	96%	92%	89%
their school takes students' opinions seriously (S2043)	98%	90%	93%
student behaviour is well managed at their school (S2044)	88%	84%	85%
their school looks for ways to improve (S2045)	99%	96%	98%
their school is well maintained (S2046)	98%	96%	100%
their school gives them opportunities to do interesting things (S2047)	97%	94%	91%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
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%

Performance measure			
Performance measure	2013	2014	2015
Percentage of school staff who agree# that:			
they receive useful feedback about their work at their school (S2071)	93%	93%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	94%	94%
students are encouraged to do their best at their school (S2072)	100%	96%	100%
students are treated fairly at their school (S2073)	97%	96%	100%
student behaviour is well managed at their school (S2074)	100%	96%	100%
staff are well supported at their school (S2075)	97%	93%	100%
their school takes staff opinions seriously (S2076)	95%	88%	96%
their school looks for ways to improve (S2077)	100%	93%	96%
their school is well maintained (S2078)	98%	93%	96%
their school gives them opportunities to do interesting things (S2079)	97%	96%	96%

# '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 8s 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 2015, 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.

### 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 2015 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 2015, 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	219,485	5,764
2013-2014	203,834	2,513
2014-2015	215,327	1,980

\*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.

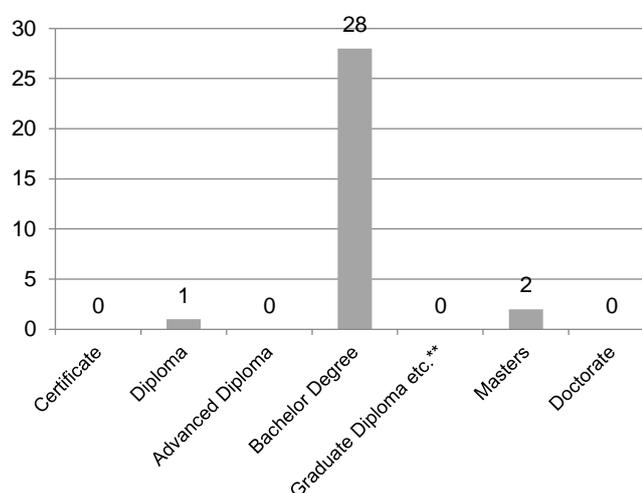
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	22	<5
Full-time equivalents	28	15	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
<b>Total</b>	<b>31</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$12 465.

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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2015 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

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	91%	92%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

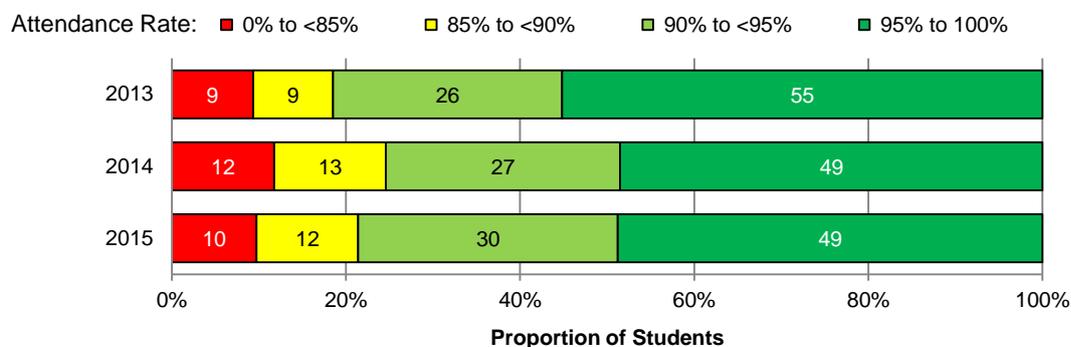
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	91%	94%	94%	95%	95%	94%	94%					
2014	93%	93%	92%	93%	93%	93%	93%	94%					
2015	94%	93%	94%	93%	94%	94%	94%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

### 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/>.

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.

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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.

Full-time equivalent enrolments relating to recurrent income and capital expenditure:

452

### Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the [financial limitations](#). Further information is also available about [financial reporting for non-government multi-campus schools](#).

<b>Net recurrent income 2014</b>		<b>\$ Total</b>	<b>\$ Per student</b>
	Australian Government recurrent funding	900,578	1,992
	State/territory government recurrent funding	4,227,552	9,353
	Fees, charges and parent contributions	43,547	96
	Other private sources	104,152	230
<b>Total gross income</b> (excluding income from government capital grants)		<b>5,275,829</b>	<b>11,672</b>
Less <a href="#">deductions</a>		<b>0</b>	<b>0</b>

Net recurrent income 2014		\$ Total	\$ Per student
<b>Total net recurrent income</b>		<b>5,275,829</b>	<b>11,672</b>
Capital expenditure 2014		\$ Total	\$ Total 2009-2014
Australian Government capital expenditure		0	1,629,234
State/territory government capital expenditure		31,981	3,313,356
New school loans		0	0
Income allocated to current capital projects		0	0
Other		0	0
<b>Total capital expenditure</b>		<b>31,981</b>	<b>4,942,590</b>
		<b>Total capital expenditure 2009-2014</b>	
<b>Total gross income 2014</b>	<b>Total capital expenditure 2014</b>	<b>Total capital expenditure 2009-2014</b>	
Created with Highcharts 3.0Beta17 %80 %<1%2 %	Created with Highcharts 3.0Beta100 %	Created with Highcharts 3.0Beta33 %67 %	

(excluding income from government capital grants)

Percentages are rounded and may not add to 100%.

[Further information](#)