

Queens Beach State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Queens Beach State School is a co-educational school from Prep to Year 7 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.

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 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>

School progress towards its goals in 2014

The following priorities and goals for 2014 have been mostly achieved in 2014, yet will continue as ongoing into 2015. 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 2013 Revised 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 to replace External Consultancy.

Core Learning Priorities

- Reading
- Writing including spelling, grammar and punctuation
- Numeracy
- Science
- 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 (April 2014) indicated that more work needed to be put into whole of school demonstration of Positive Behaviour Program. We will address this priority in 2014 – 2015. The Auditor also suggested additional ways of engaging better with parents and school community. We will survey parents to get feedback on more effective ways of communicating information about their child and what is happening at school.

During 2014, teachers worked with our Guidance Officer to implement Kids Matter Program to replace School Wide Positive Behaviours Program and to find a program that would 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.

In 2014, we had 94 students move from primary into secondary setting with the Flying Start Initiative. Parents and students reported that they were excited and looking forward to the change. Our school will also have a Master Teacher (part time 0.5 FTE) appointed in 2015 for the next 2 years.

Future outlook

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 school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	485	229	256	92%
2013	469	218	251	90%
2014	452	204	248	92%

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

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 19% 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.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	22	23
Year 4 – Year 7 Primary	24	23	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	16	8	13
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Uninterrupted Literacy Block usually in the Morning Session provides students with a focus on priority learning opportunities.
- Drama and Dance is being offered before school or at lunch breaks for interested students.
- 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 7s 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 (3 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 the new 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 (15 laptops) is accessed by the Year 7 classes.

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 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 investigating expanding Positive Behaviours Program with Kids Matter in order to build Mental Health 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 2014, 100% of parents and 100% of students both have very high confidence that this school is a good school and would recommend it to others. Students believe that they are receiving a good education at their school. Students believe that their teachers encourage them to do their best and receive useful feedback about their work.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	100%	95%
this is a good school (S2035)	100%	97%	100%
their child likes being at this school* (S2001)	100%	97%	95%
their child feels safe at this school* (S2002)	100%	97%	100%
their child's learning needs are being met at this school* (S2003)	91%	97%	90%
their child is making good progress at this school* (S2004)	94%	97%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%	100%
teachers at this school motivate their child to learn* (S2007)	97%	100%	100%
teachers at this school treat students fairly* (S2008)	94%	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	100%
this school works with them to support their child's learning* (S2010)	86%	93%	100%
this school takes parents' opinions seriously* (S2011)	87%	89%	89%
student behaviour is well managed at this school* (S2012)	87%	86%	100%
this school looks for ways to improve* (S2013)	100%	96%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	95%	97%	99%
they like being at their school* (S2036)	96%	93%	91%
they feel safe at their school* (S2037)	96%	95%	90%
their teachers motivate them to learn* (S2038)	96%	100%	99%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	97%
teachers treat students fairly at their school* (S2041)	91%	95%	90%
they can talk to their teachers about their concerns* (S2042)	92%	96%	92%
their school takes students' opinions seriously* (S2043)	95%	98%	90%
student behaviour is well managed at their school* (S2044)	80%	88%	84%
their school looks for ways to improve* (S2045)	99%	99%	96%
their school is well maintained* (S2046)	97%	98%	96%
their school gives them opportunities to do interesting things* (S2047)	92%	97%	94%

Performance measure	2012	2013	2014
Percentage of school staff who agree [#] that:			
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		93%	93%
students are encouraged to do their best at their school (S2072)		100%	96%
students are treated fairly at their school (S2073)		97%	96%
student behaviour is well managed at their school (S2074)		100%	96%
staff are well supported at their school (S2075)		97%	93%
their school takes staff opinions seriously (S2076)		95%	88%
their school looks for ways to improve (S2077)		100%	93%
their school is well maintained (S2078)		98%	93%
their school gives them opportunities to do interesting things (S2079)		97%	96%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

Involving parents in their child's education

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.

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.

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 cardboard, tetra packs, aluminium cans etc. 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 (BER 2012) have reduced the amount of water used from the mains to the Toilet Blocks. In 2014, 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
2011-2012	255,710	2,142
2012-2013	219,485	5,764
2013-2014	203,834	2,513

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.

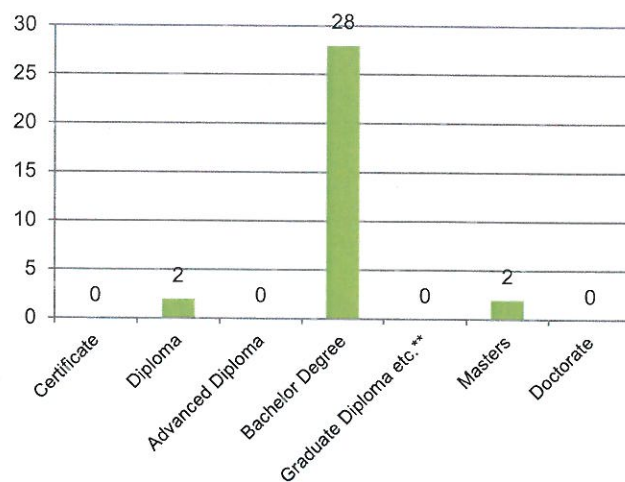
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	32	23	<5
Full-time equivalents	30	15	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	32



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$9413.

The major professional development initiatives are as follows:

- Support for Students with Disabilities (particularly ASD)
- Support for students with Dyslexia
- Training for profiling, coaching and mentoring
- Improving reading through technology
- Leadership Team – Quality Teaching using the Gradual Release of Responsibility
- Leadership and SEP Team – QSILS Disability Discrimination Act
- Explicit Instruction with John Fleming
- Peer-to-peer Observation Training
- Drumbeat resilience program for Guidance Officer and also Kids Matter.
- Speech Sound Pics Training
- Unpacking Units and Moderation with cluster schools
- Sessions to upskill teacher-aides in school programs, screeners and initiatives.
- Annual Sessions for: - Student Protection; Code of Conduct; Asbestos; Financial Practices in Schools; Admin Team – CSA Modules and Purchasing Policy

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 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/>.

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

469

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](#).

Net recurrent income 2013	\$ Total	\$ Per student
Australian Government recurrent funding	708,419	1,510
State/territory government recurrent funding	4,486,505	9,566
Fees, charges and parent contributions	41,781	89
Other private sources	75,524	161
Total gross income (excluding income from government capital grants)	5,312,229	11,327
Less deductions	0	0
Total net recurrent income	5,312,229	11,327

Capital expenditure 2013

\$ Total

**\$ Total 2009-
2013**

Capital expenditure 2013	\$ Total	\$ Total 2009-2013
Australian Government capital expenditure	20,827	1,629,234
State/territory government capital expenditure	204,518	3,281,375
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	0
Total capital expenditure	225,345	4,910,609

Total gross income 2013

Total capital expenditure 2013

Total capital expenditure 2009-2013

(excluding income from government capital grants)

Percentages are rounded and may not add to 100%.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	93%

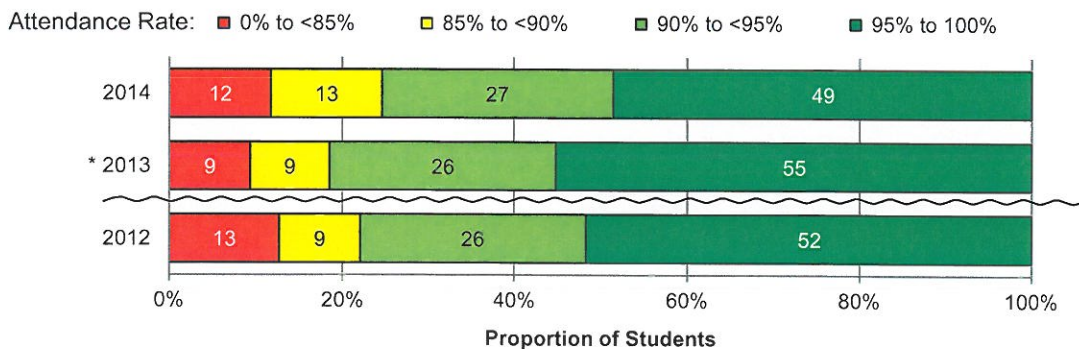
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	93%	94%	94%	94%	93%	94%	92%
2013	91%	94%	94%	95%	95%	94%	94%
2014	93%	92%	93%	93%	93%	93%	94%

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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 ensure they 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.

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.

Results in numbers

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. For more information visit the [NAPLAN website](#).

The chart below displays average NAPLAN scores for each [domain](#). The selected school's scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether the selected school's scores are above, close to, or below the other scores.

[Alternate view: Results in graphs](#)

	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	391 _{373 - 409}	385 _{370 - 400}	389 _{372 - 406}	423 _{403 - 442}	383 _{367 - 399}
	SIM 387 ₃₇₈ ALL 418 - 396	SIM 376 ₃₆₈ ALL 402 - 384	SIM 382 ₃₇₃ ALL 412 - 390	SIM 390 ₃₈₀ ALL 426 - 400	SIM 377 ₃₆₉ ALL 402 - 385
	481 _{463 - 499}	420 _{404 - 437}	480 _{464 - 496}	484 _{465 - 503}	461 _{446 - 477}

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
	SIM472464 - 481	ALL501	SIM442434 - 450	ALL468	SIM471463 - 479	ALL498	SIM472463 - 481	ALL504	SIM461453 - 469	ALL488
Year 7	527 ^{508 - 546}		496 ^{474 - 517}		528 ^{508 - 548}		531 ^{509 - 553}		540 ^{521 - 558}	
	SIM518511 - 525	ALL546	SIM481472 - 490	ALL512	SIM516508 - 524	ALL545	SIM513504 - 522	ALL543	SIM516508 - 523	ALL546

How to interpret this chart

SIM schools serving students from statistically similar backgrounds

ALL Australian schools' average

Student population below reporting threshold

Year level not tested

Selected school's average is

substantially above

above

close to

below

substantially below

average of schools serving students from statistically similar socio-educational backgrounds (SIM box)

average of all Australian schools (ALL box)

Selected average

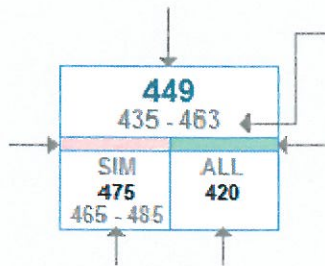
Colour shows if the selected school's average is above or below statistically similar schools' average

Margin of error at 90 per cent level of confidence

Colour shows if the selected school's average is above or below the Australian schools' average

Average and margin of error at 90 per cent level of confidence for statistically similar schools

Australian schools' average



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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Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

There were 98 Indigenous students attending our school in 2014. In most cases, Indigenous attendance (91.5%) is very similar to non-indigenous attendance (93.3%), although Indigenous families are over-represented in the cohort with higher numbers of absences. Our school target for Daily Attendance is 95%.

The school is working with the Indigenous Police Liaison Officer to only encourage families to attend school, not only on a daily basis, but also to be on time. The school's efforts to 'Close the Gap' have not been as successful as those efforts of the past where the gap was being closed in the Year 3 and Year 7 areas of Reading, Writing and Numeracy. Teachers are having Professional Conversations

around the need to 'Close the Gap Again' and investigating how the Year 5 cohort could make more progress in 'Closing the Gap' in Reading and Numeracy.

It is evident that the non-Indigenous students are making academic progress at a higher rate than the Indigenous students. It is to be celebrated that the Gap was closed in Year 7 Writing where Indigenous students out-performed Non-Indigenous students. The school is committed to the Embedding of Aboriginal and Torres Strait Islander Perspectives at our school and the previous Parent Group has been reformed to raise awareness of new initiatives such as the mural and new streetscape projects including 5 flagpoles with Torres Strait Islands, Australian South Sea Islands and Aboriginal flags.