

Queens Beach State School

2008 School Annual Report

School Details

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Principal's Foreword

Introduction

Queens Beach State School is typical of most regional Queensland school communities. Our school reflects the complexity of modern-day societies while upholding the values and ideals of our local rural community. All members of our school community strive to create citizens who are not only equipped for the future but who will also continue to demonstrate high standards and values.

Our school's core priorities are:- to create an environment that 'enables all students to engage in life-long learning'; and to ensure that 'children reach their potential'. Our Teaching Team delivers quality education through curricula - based upon the Essential Learnings, Knowledge and Skills. Our teachers strive through their collegial conversations on pedagogy to equip all children to reach - not only the benchmarked standards - but also to go beyond these targets.

All teachers are committed to the teaching of literacy and numeracy applications in all the KLA contexts as being our 'core business'. Improvement in Reading Comprehension Competencies and Numeracy achievement,

Future Outlook

Queens Beach State School has been impacted by the expansion of the mining industry in the Bowen Coal Basin. The trend is for families to be based on the coast at Bowen while workers return after their 4 -9 day shifts. As a consequence, the school's growth is increasing while at the same time being vulnerable to sudden political impacts.

The challenge for our school is to match the capacity of growth in facilities and amenities with the corresponding growth in demand by both students and families. There is concern in the local community that the nature of a medium-sized school may change with the increasing number of students. However, families are also seeing the improvements that the school is generating and effort is made to ensure additional facilities are available for community use. Staff members also ensure that positive relationship building is embedded in our school culture. Additional staff will be sourced to provide contract and daily relief as the Bowen area has traditionally experienced a shortage of Relief Staff which has now been exacerbated with population growth. Newly enrolling families tell us that they have heard what a 'friendly' school we are and that we have their child's welfare as our highest priority.

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Our school at a glance

School Profile

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| Total enrolments: | 353 |
| Year levels offered: | Prep - Year 7 |
| Structure: | Co-educational |

Curriculum offerings

Our distinctive curriculum offerings and Extra Curricula Activities:

At Queens Beach students participate in a variety of learning experiences within a supportive learning environment that develops: -

- Integrated units for each class over 2 cycles (i.e. Cycle A is for the first year and Cycle B is for the second year of the two-year cycle which covers 4 terms). There is a need for a 2 year Curriculum Cycle (Year A and Year B) as the school has many composite classes. This organisational format ensures that students in composite classes access a variety of themes.
- Our Prep Year is developed upon the Early Years Guidelines.
- Years 1 – 7 Curriculum is organised through an integrated approach encompassing the outcomes of the Key Learning Areas of Science, SOSE, The Arts, Technology, Health and Physical Education, in addition to English and Maths outcomes. These outcomes are organised into New Basic Organisers (Active Citizenship; Environments and Technologies; Life Pathways and Social Futures; and Multi-literacies and Communications). Themes include: - Healthy Me; Courage and Conquest; and Our Diverse Planet.

Extra-Curricula Activities include:

- Environmental Club
 - Queens Beach Coast Care and Clean Beach Program
 - Gifted and Talented Program for Middle Phase (Year 7s complete Year 8 Science at High School)
 - Litter Busters Program with Year 6 (Recycling and Awards)
 - Learning Connections Program for Early Yea (including Yoga for some groups)
 - Instrumental Music Program
 - Music Programs and Choirs
 - Active After School Sports for Years 1 – 7 for 2 afternoons per week.
 - Before School – Organised Sports
 - Tuesday Morning Breakfast Club with our Chaplain and Volunteers from a variety of Community Agencies
 - Walk-Or-Wheel One Day a Week to School Program (partnership with Health Connections – Whitsunday Regional Shire)
 - Participation in Eisteddfods / Performances of Choirs at local Nursing Home.
 - Under 8s Week and Big Day Out Celebrations for school cluster and Childcare Groups
 - Annual School Fete in August
 - Sporting Representation at District, North Queensland, and State levels
 - Jump Rope for Heart – Fundraising for the Heart Foundation
- How computers are used to assist learning
- Art Council Performances / Brainstorm Production Performances

Parents, in the Opinion Survey, reported a level of satisfaction with the variety of school activities at 78.1%

Students reported their level of satisfaction at 79.3%

How computers are used to assist learning:

Teachers are gaining additional qualifications (ICT Certificate and Pedagogical Licences) and wish to use these enhanced skills within the classrooms. We have therefore created a Partnership with the School, the P and C Association, and Xstrata to outfit each classroom over the next 3 years with Smartboard Technology and wireless applications to all buildings. Four Smartboards were installed in 2008, three in double teaching areas and 1 in the Computer Lab. Within the double classroom area, the neighbouring class was able to utilise the Smartboard while the other class was at Specialist Lessons. A Computer Lab Timetable enabled other classes to access this technology via the Computer Lab Room. We now have 8 computers per double teaching space and 13 computers in the Computer Lab. Each double teaching space also contains a Laser printer to which all machines in that room can print.

All teaching staff members were trained in the implementation of OneSchool which is a database to monitor Student Progress.

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Our school at a glance

Social climate

Visitors and newly enrolling families share with us that they have heard that we are a very friendly and family orientated school. During 2008, our school has expanded our Chaplaincy Program from 3 to 4 days per week.

This enterprise is a joint partnership with the State government and Scripture Union to provide pastoral care for students in schools. In our School Opinion Survey students and families expressed the satisfaction with their child being safe at school.

This service enhances the Pastoral Care that we provide for children. Both students and parents expressed that they are satisfied with the efforts of the Administration Team to support their child/children.

38.4% of students reported satisfaction with the behaviour of students at this school.

63.6% of parents reported satisfaction with the behaviour of students at this school.

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Our school at a glance

Involving parents in their child's education

Parents and Carers are actively encouraged to visit classrooms and can be given a tour of the school by the Admin Team upon request. Families are invited to join students at a variety of activities including:- Parades; Under 8s Week; Sporting Events; Arts Council Performances; Reading and Maths Groups. One of the Early Years Teachers (who is also a trained Reading Recovery Teacher) offers Workshops to Families to train them in either helping their own child at home or to help in class reading or maths groups in the classrooms. Families are also encouraged to join our P and C Association to influence and mould the direction that the school is taking.

Parent, student and teacher satisfaction with the school

84.8% of parents expressed satisfaction that their child is getting a good education at school.

Students reported their level of satisfaction at 82.6%

Parent responses to the Opinion Survey question about this being a good school indicated a level of satisfaction at 84.8%

87.8% of staff members reported that they were satisfied with the morale in the school.

Value added

The current trend in student achievements is for the cohort to steadily gain in learning successes from Year 3 through Year 5 and onwards into Year 7. Although teachers can see added value to children's learning over time, their challenge is to improve learning outcomes at a more effective rate in order for students to better build on prior knowledge, skills and understanding.

Year 2 results for Reading showed an improvement from being flagged Below in 2007 to comparable in 2008. Writing also improved from comparable to an Above flag, where numeracy has remained Comparable for the past 3 years.

Improvements are noted from the Year 5 cohort in 2006 to the Year 7 cohort in 2008 for Reading from 74.4% above the National Literacy Benchmark to 98% above the National Minimum Standards.

The same for the Year 3 cohort in 2006 to the Year 5 cohort in 2008 for Numeracy, from 83% above the National Numeracy Benchmark to 93.3% above the National Minimum Standard.

It is interesting to understand the nature of this change as sounds results in writing depend heavily upon reading capabilities. One consideration may be that children over time become more able at performing under test conditions of either QSA or Naplan testing modes. This test situation perfection may also explain why the students achieve higher results over time, as they become less anxious during the Naplan Tests. Reading has continued to be the area of ongoing concern as most incidences occur in this area.

Student attendance

The average attendance rate as a percentage in 2008 was 92.8%

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Our Staff Profile

Qualifications of all teachers and school leaders

Highest level of attainment

Percentage of classroom teachers and school leaders at the school

Doctorate

Masters

Bachelor degree

Diploma

Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2008 was \$5909

The major professional development initiatives are as follows:

*Several PD sessions were funded by Priority Country Area Program as Cluster Projects while a Partnership with Girudala Co-operative (Indigenous Community) provided all staff members with up-to-date qualifications in Senior First Aid Level 2 and CPA.

*OneSchool Professional Development was provided to all teaching and specialist staff members.

*Autism Queensland Representatives provided Workshops 'Access for All' which was jointly sponsored by PCAP and the Cluster Schools for all teachers and non-teaching staff for the primary and secondary schools in the Bowen-Collinsville Cluster to better support students with Autism Spectrum Disorder. *Marion Healy (District Community Counsellor) provided a workshop on Crossing Cultures to foster teacher appreciation and understanding of the indigenous perspective and the history of indigenous peoples from their viewpoint.

*Several staff members attended Purchasing Policy Sessions.

*Cleaners participated in their Annual Workshops to maintain a safe and healthy learning environment.

Although the section above shows that \$5909 was spent on Professional Development, this amount does not accurately portray the investment in up-skilling staff members.

The involvement of the teaching staff in professional development activities during 2008 was 95%

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate in 2008 was 95%

Proportion of staff retained from the previous school year

91% of staff were retained by the school from the end of the 2007 school year for the entire 2008 school year.

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Performance of our students

Please note that as information published in the tables below must maintain the privacy of individual students, data may have been withheld, especially for cohort sizes less than five. In these situations the 'Value Added' section at the beginning of this report provides a narrative in regards to student performance. Similarly, District Special Schools and Outdoor Education Centres may (or will) not have information to publish in these tables.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net

Percentage of students not requiring additional support:

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| Reading: | 66.7 |
| Writing: | 84.3 |
| Number: | 78.4 |

Our reading, writing, spelling, grammar & punctuation and numeracy results for the Queensland Years 3, 5, 7 and 9 Literacy and Numeracy Tests (NAPLAN)

| | | Yr 3: | Yr 5: | Yr 7: | Yr 9: |
|--------------------------------|---|---------|-------|-------|-------|
| Reading | Average score for School: | 346 | 466 | 524 | |
| | Average score for QLD: | 371.1 | 466.1 | 528.1 | 568.2 |
| | Percentage of school students at or above the National Minimum Standard | 2008 74 | 80 | 98 | |
| Writing | Average score for School: | 388 | 464 | 533 | |
| | Average score for QLD: | 391.8 | 468.9 | 522.7 | 555.3 |
| | Percentage of school students at or above the National Minimum Standard | 2008 86 | 91 | 94 | |
| Spelling | Average score for School: | 364 | 468 | 525 | |
| | Average score for QLD: | 366.7 | 462 | 528 | 567.8 |
| | Percentage of school students at or above the National Minimum Standard | 2008 88 | 93 | 92 | |
| Grammar and Punctuation | Average score for School: | 367 | 482 | 522 | |
| | Average score for QLD: | 370.4 | 476.6 | 518 | 563.2 |
| | Percentage of school students at or above the National Minimum Standard | 2008 88 | 91 | 90 | |
| Numeracy | Average score for School: | 349 | 469 | 539 | |
| | Average score for QLD: | 367.9 | 458.2 | 539 | 570.7 |
| | Percentage of school students at or above the National Minimum Standard | 2008 88 | 93 | 98 | |