Golden Beach State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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From the Principal

School overview

The Golden Beach State School and its community have always been a proud community. The values and beliefs which were promoted at the school when it commenced are still strong today. The school's motto 'Learning, Caring and Sharing' are built into all of the learnings that occur at our school. Examples of this can be seen in one of our key areas - the environment. Our school has traditionally worked on keeping as much of the natural environment in place as possible, with trees which were growing over 100yrs ago in this area still being found in our school grounds today. Children, teachers and parents are regularly involved in projects which promote our environmental uniqueness and take part in many activities which nurture the animal and plant life found in this area. Our school has always been a school which strives for excellence. This has been highly evident in the way our staff, students and parents interact with each other on a daily basis. All are valued for their opinions and have the opportunity to join many of our working committees to help see their thoughts and ideas become realities.

School progress towards its goals in 2018

Implement the National Curriculum.

Focus on improvement in Literacy and Numeracy

Implementation of the Digital Technologies Curriculum

Use data to inform student progress and differentiate curriculum.

Use our pedagogical framework ASOT to improve teaching.

Improved attendance

Continued parent satisfaction with Golden Beach State School being a good school.

Provide open regular communication with parents via technology, newsletters and face to face.

Continue to develop strategies and programs to improve on our environmental foot print.

Future outlook

2018 proved to be a successful positive year with great feedback on the things we had worked towards and continued positive results.

As an Independent Public School Golden Beach State School continued to work on ways of achieving high results for students and working collaboratively with our School community.

It was extremely rewarding to see our students achieve continued levels of excellence in academic, sporting and musical pursuits and to have our parent community indicate an overwhelming level of satisfaction.

A selection of these highlights include

Continued strong academic achievement in the Year 3 and 5 nationwide testing program.

Continued strong sporting performances at a district, region and state level.

Strong performances in the arts ranging from local success in choir competitions to performances around the local area.

Strong parent participation and support.

In 2019 we will continue to focus on the things that are important to us as a school and community. We look forward in incorporating Nature play for our younger years and continuing our connections with students as individual learners.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	647	657	646
Girls	321	315	314
Boys	326	342	332
Indigenous	57	55	50
Enrolment continuity (Feb. – Nov.)	92%	93%	94%

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 consisted of 27 straight classes. Class sizes from P-3 were under 25 while classes from 4-7 were kept under 28. All of our students live in the Golden Beach area coming from a semi urban lifestyle. Our students come from an English speaking background with most families either being of Australian, New Zealand or English decent. Our school is continuing to grow in numbers with new housing sites being made available in the Pelican Waters, Golden Beach area.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	23	23
Year 4 – Year 6	22	24	26

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

Golden Beach has a strong tradition of academic excellence. As our students move from Prep through to Year 6, they are increasingly challenged to perform to the best of their intellectual ability. Whether in the classroom, on the playing field, or on stage, opportunities for personal growth are abound.

We teach skills, understandings, and knowledge across all key learning areas in ways that help our students become successful communicators who contribute positively to their school community now and to the wider community in the future, encouraging lifelong learners who can take responsibility for their own learning.

Personal attention and a developmentally appropriate curriculum foster intellectual growth, from our early childhood education program which stimulates the imagination and makes full use of young children's spontaneous curiosity through to upper school programs which promote intellectual and social growth in an atmosphere that respects the needs of early adolescent development.

Our lively classroom atmosphere stimulates student initiative, and a high level of academic performance is promoted. Golden Beach State School operates specific programs to extend children and consolidate their strengths as well as to assist with learning difficulties through a range of specially designed programs with specialist staff.

Co-curricular activities

Academic: ICAS Maths, English and Science Academic Competitions, Project clubs, G&T programs

The Arts: Junior and Senior Choirs, Dance, Brass and Woodwind Instrumental Program, School musicals, Out of school performances and eisteddfods

Sports: AFL Aus kick, OZ tag competitions, Interschool Sport, Surfing and Surf Skills, Swimming, Fishing, Skateboarding and after School Sports programs.

Leadership: Student Council, Yr. 4, 5 and 6 Camps, Stephanie Alexander Kitchen Garden program.

How information and communication technologies are used to assist learning

Information Communication Technologies (ICTs) play a major role in teaching and learning process at Golden Beach State School. Over the last years it has continued to be a focus learning and development area for staff. We have also continued to update our software and hardware devices to maximise the integration of ICTs into our students' curriculum. All students in years P-6 have access to the internet, computer labs, portable devices laptops and iPad and interactive white boards.
We have continued to build on our portable devices program, increased students access to machines and learning areas suited to the curriculum with wireless throughout the school.

Social climate

Overview

At Golden Beach State School significant emphasis is placed on providing a learning environment where all students feel safe and supported.   We maintain a strong sense of family through our shared commitment to ownership of all student outcomes across our school. Within our school we offer a range of support services for students and their family. These services include: school chaplains, support teachers and a guidance officer. Our school has developed a Responsible Behaviour Plan in consultation with the

community. We use a teaching matrix to work with students on how to behave responsibly in a range of situations and settings.

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)	93%	93%	96%
• this is a good school (S2035)	93%	93%	93%
• their child likes being at this school* (S2001)	98%	88%	96%
• their child feels safe at this school* (S2002)	98%	93%	98%
• their child's learning needs are being met at this school* (S2003)	90%	85%	94%
• their child is making good progress at this school* (S2004)	90%	93%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	93%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	92%	89%
• teachers at this school motivate their child to learn* (S2007)	93%	88%	98%
• teachers at this school treat students fairly* (S2008)	88%	83%	96%
• they can talk to their child's teachers about their concerns* (S2009)	95%	90%	98%
• this school works with them to support their child's learning* (S2010)	90%	80%	93%
• this school takes parents' opinions seriously* (S2011)	78%	76%	91%
• student behaviour is well managed at this school* (S2012)	83%	82%	87%
• this school looks for ways to improve* (S2013)	89%	86%	93%
• this school is well maintained* (S2014)	80%	95%	85%

* 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%	91%	98%
• they like being at their school* (S2036)	93%	91%	95%
• they feel safe at their school* (S2037)	91%	91%	97%
• their teachers motivate them to learn* (S2038)	94%	95%	96%
• their teachers expect them to do their best* (S2039)	96%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	92%	95%
• teachers treat students fairly at their school* (S2041)	89%	90%	92%
• they can talk to their teachers about their concerns* (S2042)	88%	87%	88%
• their school takes students' opinions seriously* (S2043)	85%	82%	91%
• student behaviour is well managed at their school* (S2044)	82%	70%	84%
• their school looks for ways to improve* (S2045)	96%	95%	96%
• their school is well maintained* (S2046)	96%	90%	96%

Percentage of students who agree[#] that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	91%	95%	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)	97%	91%	95%
• they feel that their school is a safe place in which to work (S2070)	100%	91%	95%
• they receive useful feedback about their work at their school (S2071)	79%	64%	79%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	91%	100%
• students are encouraged to do their best at their school (S2072)	92%	91%	97%
• students are treated fairly at their school (S2073)	95%	91%	100%
• student behaviour is well managed at their school (S2074)	74%	73%	94%
• staff are well supported at their school (S2075)	76%	61%	84%
• their school takes staff opinions seriously (S2076)	76%	69%	78%
• their school looks for ways to improve (S2077)	89%	91%	97%
• their school is well maintained (S2078)	92%	76%	74%
• their school gives them opportunities to do interesting things (S2079)	84%	75%	92%

* 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

Teachers continually provided many opportunities for parents to be involved in classroom activities throughout the year. These included reading groups, excursions, camps and sporting teams. We continue to invite parents and the community to be involved in the Stephanie Alexander Kitchen Garden which also enables volunteers to be involved in gardening and cooking activities.

Our P&C invites parents into our school community by providing voluntary activities throughout the year. Some of these activities included: tuckshop helpers, fundraising coordinators and events coordinators.

Adjustments for students learning or access to the curriculum are made through a stakeholders meeting involving parents and our staff.

Respectful relationships education programs

Golden Beach State School recognizes the importance of student and staff wellbeing. Our school supports this belief through support programs. For our students and staff we have trained personnel who can support individually or through our school based programs. Our school has also developed external relationships with community support groups which can support when needed.
Our school has developed a Responsible Behavior Plan which provides a safe and supportive environment for everyone—students, teachers, school staff, families and members of the community.

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	17	22	30
Long suspensions – 11 to 20 days	1	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

Our school has identified our school environment and ways we can become more sustainable as a priority for the next four years. This plan includes: Identifying and implementing waste management strategies, incorporating our natural environment as a learning tool and creating curriculum links to create a sustainable school. This year we continued with the support of the Council recycling. Students, teachers and staff placed their rubbish in the identified bins (paper, recycle, food scraps and general) this was then reused or sent away to the correct collection centre.

The school has installed solar panels to try and reduce our electricity usage as well as ensuring all water tanks are operational for or Kitchen Garden Program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	224,138	221,811	216,938
Water (kL)	1,920		

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.

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	54	35	<5
Full-time equivalents	44	24	<5

*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	
Masters	3
Graduate Diploma etc.*	
Bachelor degree	47
Diploma	4
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $17 941.

The major professional development initiatives are as follows:

- Australian Curriculum
- Year level planning and moderation.

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.	96%	96%	96%

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%	93%	93%
Attendance rate for Indigenous** students at this school	91%	89%	89%

* 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.

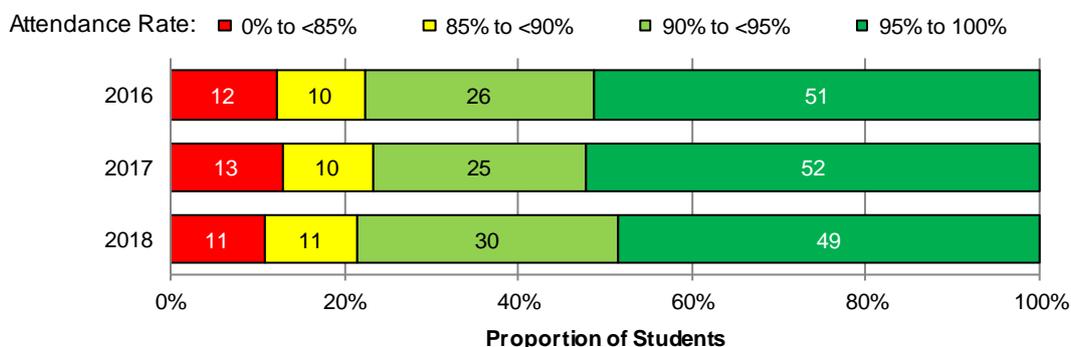Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	95%	94%
Year 1	93%	93%	93%
Year 2	93%	92%	94%
Year 3	93%	93%	94%
Year 4	94%	92%	93%
Year 5	92%	93%	93%
Year 6	93%	93%	92%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	12	10	26	51
2017	13	10	25	52
2018	11	11	30	49

Proportion of Students

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.

Non-attendance is managed in state schools in line with the 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.

Students who are absent for 3 consecutive days (unexplained) are contacted by the office prior to the close of business on the 3rd day to gain an explanation.

Patterns of non-attendance are monitored by our office staff and guidance officer.

Our school works closely with our families to ensure they are on track with their students' attendance.

Daily messaging occurs to parents/careers for student's absence.

Year level attendance data is shared with students, teachers and parents.

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

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 '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.