



Golden Beach State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training



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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.

Principal's Foreword

Introduction

Golden Beach State School is located at 34 Gregory St Golden Beach. Golden Beach State School is committed to the delivery of a high performing co-educational State School where students and families are very proud to be part of a culture of success. As a learning organization we have a strong commitment to

- excellence in academic achievement
- emphasis on sport and the arts
- high standards in student behaviour and presentation
- strong curriculum implementation
- integration of information and communication technologies

All in a learning, caring and nurturing environment.

Golden Beach State School caters for students aged between Prep and Yr6. The total number of students enrolled at our school for 2016 was 647.

School Progress towards its goals in 2016

Implement the National Curriculum.

Focus on improvement in Numeracy, Literacy (reading, writing, spelling)

Introduce the Digital Curriculum

Use data to inform student progress and differentiate curriculum.

Use the Art and Science of Teaching as our pedagogical framework.

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

2016 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 in writing, spelling, grammar and punctuation, number and for year 5 reading as well.

Continued strong sporting performances at a local, 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.

Identified key areas for improvement:

Differentiation within the classroom teaching to cater for individual student needs.

Quality teaching and learning.

Gifted and Talented

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	688	336	352	50	94%
2015*	601	299	302	57	92%
2016	647	321	326	57	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 2016, 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

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	21	25
Year 4 – Year 7	24	24	22
Year 8 – Year 10			
Year 11 – Year 12			

*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.

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.

Extra curricula 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, Rugby League and Rugby competitions, Interschool Sport, Surfing and Surf Skills, Swimming, Fishing, Skateboarding and after School Sports programs.

Leadership: Student Council, Yr. 4, 5, 6 & 7 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 ipads 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 and increased connectivity with wireless throughout the school.

All of our teachers are now using virtual classrooms, online learning activities, ipads, ipods and other multimedia devices to improve learning opportunities.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	97%	93%
this is a good school (S2035)	97%	98%	93%
their child likes being at this school* (S2001)	93%	95%	98%
their child feels safe at this school* (S2002)	95%	98%	98%
their child's learning needs are being met at this school* (S2003)	90%	98%	90%
their child is making good progress at this school* (S2004)	88%	95%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	93%	88%
teachers at this school motivate their child to learn* (S2007)	97%	93%	93%
teachers at this school treat students fairly* (S2008)	93%	89%	88%
they can talk to their child's teachers about their concerns* (S2009)	97%	95%	95%
this school works with them to support their child's learning* (S2010)	93%	95%	90%
this school takes parents' opinions seriously* (S2011)	95%	91%	78%
student behaviour is well managed at this school* (S2012)	92%	95%	83%
this school looks for ways to improve* (S2013)	95%	97%	89%
this school is well maintained* (S2014)	92%	95%	80%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	97%	94%
they like being at their school* (S2036)	97%	88%	93%
they feel safe at their school* (S2037)	98%	94%	91%
their teachers motivate them to learn* (S2038)	97%	96%	94%
their teachers expect them to do their best* (S2039)	99%	97%	96%
their teachers provide them with useful feedback about their school work* (S2040)	96%	88%	88%
teachers treat students fairly at their school* (S2041)	94%	88%	89%
they can talk to their teachers about their concerns* (S2042)	92%	80%	88%
their school takes students' opinions seriously* (S2043)	92%	93%	85%
student behaviour is well managed at their school* (S2044)	92%	82%	82%
their school looks for ways to improve* (S2045)	97%	96%	96%
their school is well maintained* (S2046)	97%	94%	96%
their school gives them opportunities to do interesting things* (S2047)	99%	96%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	97%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	97%	92%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	96%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	92%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	100%	100%	74%
staff are well supported at their school (S2075)	100%	100%	76%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	100%	100%	76%
their school looks for ways to improve (S2077)	100%	100%	89%
their school is well maintained (S2078)	95%	95%	92%
their school gives them opportunities to do interesting things (S2079)	97%	100%	84%

* 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 also 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 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	24	28	17
Long Suspensions – 6 to 20 days	0	0	1
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.

Environmental Footprint

Reducing the 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 our Kitchen Garden Program.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	220,418	40,434
2014-2015	231,050	
2015-2016	224,138	1,920

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.

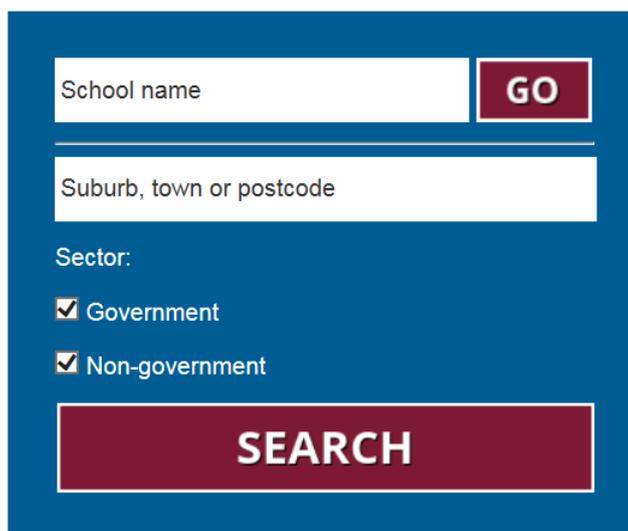
School Funding

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 <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



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a red "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	47	40	0
Full-time Equivalents	41	27	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc. **	
Bachelor degree	40
Diploma	4
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$16 988.23

The major professional development initiatives are as follows:

National Curriculum Implementation with English, Maths as major focus.

Digital curriculum

Art and Science of teaching (ASOT)

Year level planning cycles with Head of Curriculum.

Subject specific professional development

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	91%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	92%	93%	93%	93%	92%	92%	93%	92%					
2015	92%	91%	93%	92%	92%	91%	92%						
2016	93%	93%	93%	93%	94%	92%	93%						

*Attendance rates effectively count 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-

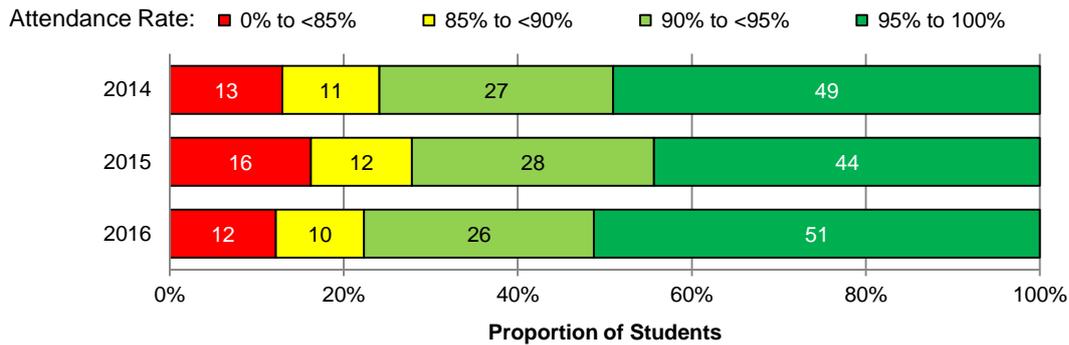
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12

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.

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.

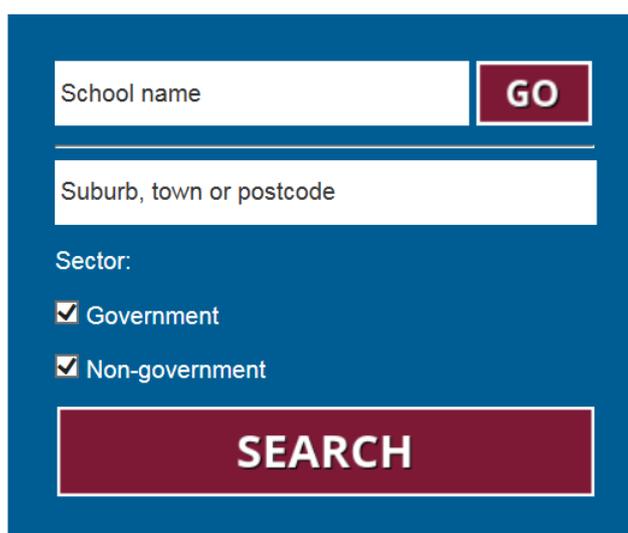
Our school works closely with our families to ensure they are on track with their students' attendance.

NAPLAN

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.

Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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 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.

Conclusion

In 2017 the school has identified 4 Pillars to work on.

- Curriculum
- Student Engagement
- Wellbeing (Staff and students)
- Professional Development

Each of these pillars will contain priority areas to work on and through.