

Golden Beach State School Queensland State School Reporting 2014 School Annual Report



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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 Yr7. The total number of students enrolled at our school for 2014 was 688.

School progress towards its goals in 2014

Implement the National Curriculum in key learning areas of English, Maths, Science and History

Teachers are using data to inform student progress and differentiate curriculum.

Implementation of the Art and Science of Teaching to focus on pedagogy.

Using C2C to implement assessment practices and standards in English, Maths, Science and History

Increased staff, student knowledge and skills in ICT

Continued parent satisfaction with Golden Beach 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

2014 proved to be a great year for Golden Beach State School as we were able to continue our success in many different aspects of teaching and learning.

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, 5 & 7 Nationwide testing program in writing, reading and numeracy.

Strong performances locally, within the region and across the state in sport

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

Continued strong parent participation and support.

Identified key areas for improvement:

English, Maths, Science and History curriculum delivery and student outcomes.

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

Quality teaching and learning.

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	617	283	334	91%
2013	637	301	336	95%
2014	688	336	352	94%

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

Characteristics of the student body:

Our school consisted of 26 straight classes and 1 composite class. 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	21	22
Year 4 – Year 7 Primary	21	24	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	13	16	24
Long Suspensions - 6 to 20 days	2	1	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

Golden Beach has a strong tradition of academic excellence. As our students move from Prep through to Year 7, 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 abundant.

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-7 have access to the internet, computer labs and interactive white boards.

A major achievement this year was to implement 80 portable laptops and increased connectivity with wireless throughout the school.

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

Social Climate

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 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)	92%	100%	92%
this is a good school (S2035)	96%	100%	97%
their child likes being at this school* (S2001)	96%	100%	93%
their child feels safe at this school* (S2002)	96%	100%	95%
their child's learning needs are being met at this school* (S2003)	92%	95%	90%
their child is making good progress at this school* (S2004)	92%	95%	88%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	91%	93%
teachers at this school motivate their child to learn* (S2007)	88%	100%	97%
teachers at this school treat students fairly* (S2008)	92%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	97%
this school works with them to support their child's learning* (S2010)	96%	95%	93%
this school takes parents' opinions seriously* (S2011)	92%	100%	95%
student behaviour is well managed at this school* (S2012)	92%	95%	92%
this school looks for ways to improve* (S2013)	96%	100%	95%
this school is well maintained* (S2014)	96%	100%	92%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	95%	98%	99%
they like being at their school* (S2036)	94%	98%	97%
they feel safe at their school* (S2037)	92%	89%	98%
their teachers motivate them to learn* (S2038)	98%	100%	97%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	96%
teachers treat students fairly at their school* (S2041)	90%	95%	94%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they can talk to their teachers about their concerns* (S2042)	84%	96%	92%
their school takes students' opinions seriously* (S2043)	84%	97%	92%
student behaviour is well managed at their school* (S2044)	85%	86%	92%
their school looks for ways to improve* (S2045)	96%	98%	97%
their school is well maintained* (S2046)	95%	97%	97%
their school gives them opportunities to do interesting things* (S2047)	97%	96%	99%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
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%	97%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		93%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		95%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		90%	95%
their school gives them opportunities to do interesting things (S2079)		100%	97%

* 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.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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.

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 or Kitchen Garden Program.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	199,263	15,439
2012-2013	229,888	0
2013-2014	220,418	40,434

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.

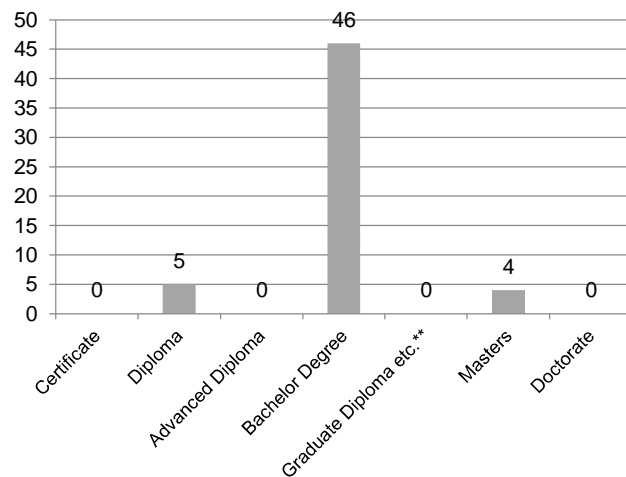
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	51	36	<5
Full-time equivalents	44	25	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	46
Graduate Diploma etc.**	0
Masters	4
Doctorate	0
Total	55



*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 2014 were \$.

The major professional development initiatives are as follows:

English, Maths, Science and History as part of the National Curriculum Implementation.

ICT's within the classroom. (Interactive smart boards, IPADS, wireless devices)

Pedagogical development: Art and Science of teaching (ASOT)

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.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% 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/>.

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%	91%	93%

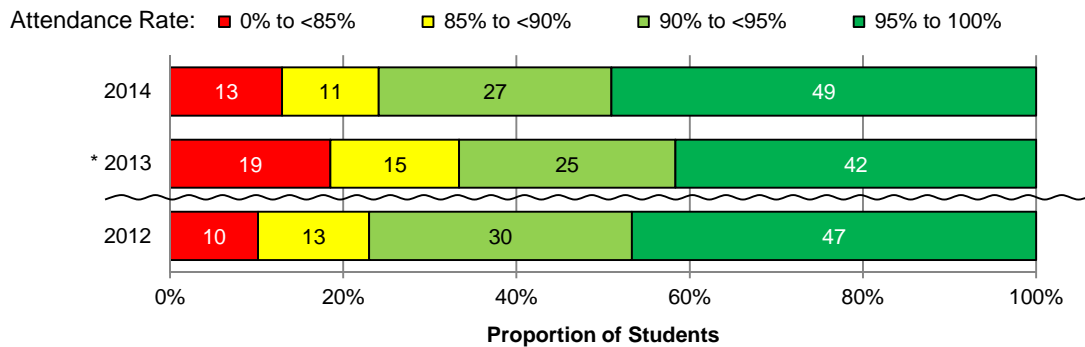
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	93%	92%	94%	94%	94%	93%					
2013	88%	89%	90%	90%	93%	93%	94%					
2014	93%	93%	93%	92%	92%	93%	92%					

DW = Data withheld to ensure confidentiality.

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.

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.

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

In 2014 we had 48 students enrolled at our school who were classified as either Aboriginal or Torres Strait Islander.

Attendance rates for our indigenous students at our school was 92%.

Academic achievement for our indigenous students in year 3 was:

Equal to the State mean and non-indigenous school mean in Numeracy,

Lower to the State mean and non-indigenous mean in reading and writing.

Academic achievement for our indigenous students in year 5 was:

Below the State mean and non-indigenous school mean in reading and numeracy but above for writing.

Academic achievement for our indigenous students in year 7 was:

Equal to or above the State mean and non-indigenous school mean in reading, writing and numeracy.