

Queensland State School Reporting – 2011

Golden Beach State School (1920)



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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

Golden Beach State School caters for students aged between Prep and Yr7. The total number of students enrolled at our school for 2011 was 612.

School progress towards its goals in 2011

Improve student outcomes in key learning areas of English, maths, Science and the arts.

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

Attention on pedagogy and authentic assessment.

Development of school based assessment practices in English, Maths and Science.

Increased staff, student knowledge and skills in ICT

Staff using ICT's in the classroom.



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Continued parent satisfaction with Golden Beach being a good school.

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

Become a sustainable school.

Identify and implement a waste management audit.

Begin to work on a whole school plan (SEMP) which includes strategies and ideas for implementation.

Future outlook

2011 was a very exciting year for Golden Beach State School as we were able to continue our success in many different aspects of teaching and learning.

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 and science curriculum delivery and student outcomes.

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

Quality teaching and learning.

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2011 – Nov 2011) |
|-----------------|-------|------|--------------------------------------------|
| 612 | 279 | 333 | 92% |

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.

Class sizes – Proportion of school classes achieving class size targets in 2011

| Phase | Average Class Size |
|-------------------|--------------------|
| Prep – Year 3 | 20.7 |
| Year 4 – Year 10 | 24.5 |
| Year 11 – Year 12 | NA |
| All Classes | 22.2 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 12 |
| Long Suspensions - 6 to 20 days | 0 |
| Exclusions | 0 |
| Cancellations of Enrolment | 0 |

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 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 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:

Extra curricula offerings include: Junior and Senior Choirs, Dance, Brass and Woodwind Instrumental Program, ICAS Maths, English and Science Academic Competitions, AFL Aus kick, Rugby League and Rugby competitions, Interschool Sport, Surfing and Surf Skills, Swimming, After School Sports, Student Council, Yr. 4, 5, 6 & 7 Camps.

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.

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.

Our school at a glance

During 2011 some highlights included:

Class celebrations

Open days and nights

Sporting results and programs with students making Regional, State and National teams.

School musical

Junior and Senior Choir results.

Parent, student and teacher satisfaction with the school

Parents have continued to show high satisfaction with our school especially in the areas of student achievement and educational opportunities within our school.

| Performance measure | Result 2011 |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school | 76% |
| Percentage of students satisfied that they are getting a good education at school | 83% |
| Percentage of parents/caregivers satisfied with their child's school | 86% |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 75% |
| Percentage of staff members satisfied with morale in the school | 86% |

DW – Data withheld

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 continually 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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 introduced 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.

Environmental footprint indicators, 2010-2011

| | Electricity KwH | Water KL |
|---------------------|--------------------|-------------|
| 2011 | 191,120 | 16,346 |
| 2010 | 177,920 | 2,629 |
| % change 10 - 11 | 7% | 522% |

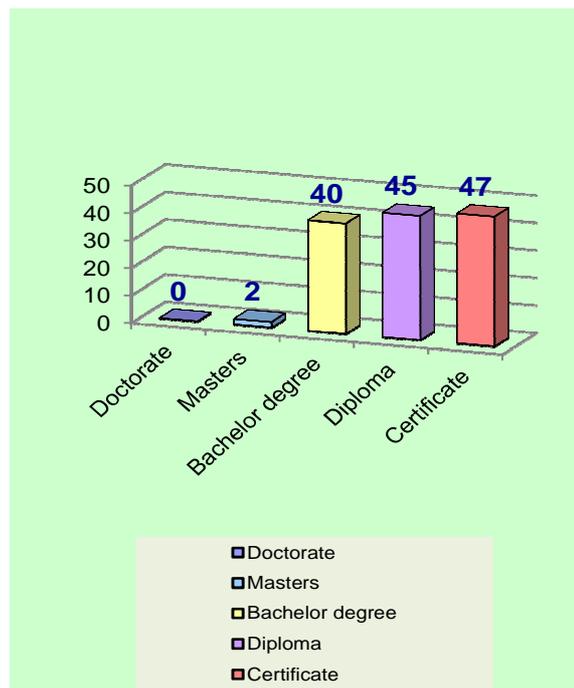
Our staff profile

Staff composition, including Indigenous staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 47 | 31 | <5 |
| Full-time equivalents | 40 | 21 | <5 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---------------------------------------------------------------|
| Doctorate | 0 |
| Masters | 2 |
| Bachelor degree | 40 |
| Diploma | 45 |
| Certificate | 47 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$17035.

The major professional development initiatives are as follows:

Introduction to the National Curriculum (English, Maths and Science) through workshops and mentoring sessions.

NAPLAN workshops

ICT

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

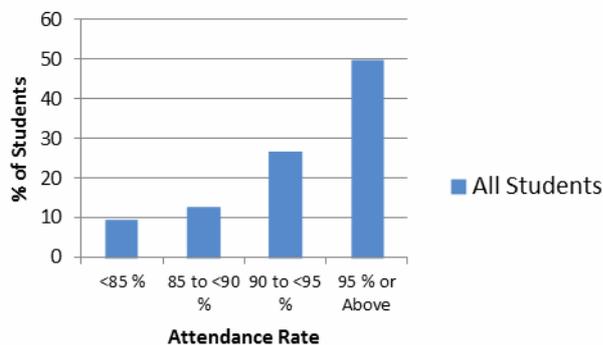
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 92% | 93% | 93% | 94% | 95% | 95% | 93% | NA | NA | NA | NA | NA |

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 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.

Regular school attendance is very important to our school. Class rolls are marked twice throughout the day. Once at 9am and again at 1:45pm. Rolls are then sent to office.

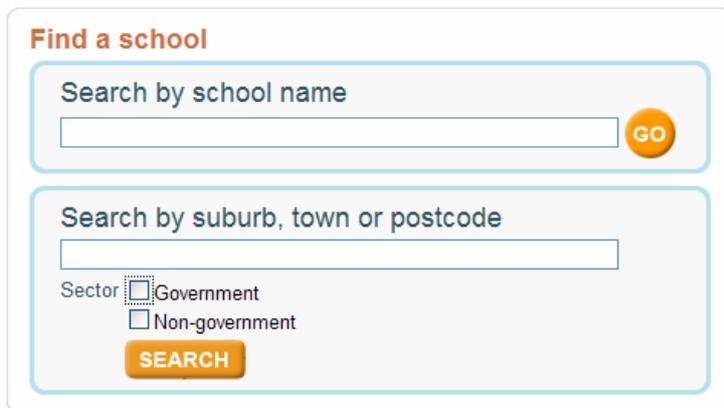
Students who are absent which is explained are marked as such. Students who have no explanation given are monitored. Students who are unexplained for 3 consecutive days are then contacted by the office.

Performance of our students

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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

In 2011 we had 28 students enrolled at our school who were classified as either Aboriginal or Torres Strait Islander.

Attendance rates for our indigenous students at our school have continued to improve since 2008. Last year our attendance rate for indigenous students was 93.4%. This is higher than non-indigenous student's attendance rates who were at 93.3%.

Academic achievement for our indigenous students in year 3 was lower to the State and school mean in reading, writing and numeracy.

We had no indigenous students in 2011 in year 5 or 7.