



Palm Beach State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Palm Beach State School encapsulates a culture of learning in everything we do. From the high quality of the teaching and learning through to the welcoming feel, the aesthetically pleasing classrooms and general environment, the smart uniforms and the outstanding level of student engagement we are proud of our achievements.

We recognise that all students arrive at our school with different abilities, experiences and interests and we have a strong focus on providing a clear, concise curriculum that promotes the growth of each individual child. Our commitment to the development of the whole child is enhanced through our literacy and numeracy focus and further supported through our sporting excellence, our wellbeing program, our performing arts program of music, choir, instrumental music, dance, drama, visual art and the many other extracurricular activities that are offered.

PBSS values partnerships with parents and the wider community. Together we provide students with the knowledge, skills, attributes and values necessary for the future and to be active and responsible citizens.

Principal's Forward

Introduction

School Progress towards its goals in 2016

2016 was a year of continued improvement and reform at Palm Beach State School. The school formed a focus on further developing a culture of learning in everything we did, both in and out of the classroom. After an important phase of consultation and collaboration with our school community in 2015 and a subsequent restructure of our school, we continued to focus on refining our learning journey groups and bringing a further clarity to our school structures supporting teacher and student engagement as learners.

This enhanced our ability to carefully refine and support an explicit improvement agenda focused on pedagogy, reading and numeracy which was grounded in evidence from research and practice.

To further support these reforms we continued with facility upgrades across the school. Additionally, the external painting of the entire school commenced and the gardens began a transformation program both of which have been completed in 2016.

Other achievements included:

- Continued curriculum work to unclutter and embed a whole school curriculum and assessment framework focused on single year levels
- Ongoing implementation of the Australian Curriculum in English, Mathematics, Science, Geography and History
- Further development of our pedagogical framework including an explicit teaching evidence based practice demonstrated in classroom/ cohort planning and lesson delivery
- Developed professional learning teams to focus on explicit teaching of data informed identified areas of concern in achievement – Led by Teaching and Learning Coordinators (TLC's)
- Expanded the moderation of assessment to all Science, History, Geography and English writing tasks and A-E moderation of key learning areas to further improve consistency in teacher judgement
- Continued to refine and focus on personalised learning to assist goal setting and feedback for students

- Continued to embed a whole school culture of continuous improvement through coaching methodology that will lead to new ways of working in the school which further promoted a culture of continuous improvement
- Engaged in needs based professional learning targeting the specific school reform and improvement areas
- Provided additional teacher release and year level meeting time to support unpacking of the Australian Curriculum with a focus on pedagogy
- Continued to refine needs in professional development from 2015 in the areas of Art and Science of Teaching – Marzano, High Performing Teams, Explicit Teaching, Assessment / Moderation

Future Outlook

The Palm Beach State School 2017 school improvement agenda and priority areas are to continue to:

- Increase the percentage of students to reach a target of at least 45% in the upper two bands in reading
- Increase the percentage of students to reach a target of 40% in the upper two bands in number
- Achieve a whole school attendance rate of 95%
- Commence curriculum based work to align whole school pedagogy in number and writing clearly identifying a toolkit of agreed practices and whole school artefacts for classroom delivery
- Commence pedagogical based work to align whole school practice and teacher capacity in knowing the impact of planned teaching and learning cycles and have systems in place to monitor the outcomes for students
- Revisit specific strategies for the delivery of reading across all classrooms with a particular focus on guided reading practice
- Engage a continued focus on teacher development directly linked to the school improvement priority areas
- Engage in middle leadership development to support further growth in knowledge and skills for aspirant leaders within the school

In 2017 PBSS will also focus on further developing the role of the TLC's, beginning a transition to facilitate more active coaching and development strategies to support teacher development. This model aligns to research based evidence that clearly maintains student improvement is linked to an investment in teachers through the development of their skills. A Professional Development Framework will be developed in consultation with teaching staff and TLC's to ensure and maintain quality ongoing professional learning is occurring and available.

Maintaining the initiative to support an ongoing focus on high quality outcomes around the improvement agenda through the three Teaching and Learning Coordinators (TLCs) is a high priority for the continued improvement of student outcomes through building teacher capacity.

Each TLC role will focus on:

- Ensuring whole school programs and initiatives are implemented in the intended manner (line of sight)
- Coordinating all teaching and learning across the school, including planned curriculum, assessment, data analysis and monitoring of short term targets
- Providing U2B extension and individual intervention to identified students and monitoring outcomes to ensure improved performance
- Developing writing practice within the school to refine common pedagogy from P-7
- Coaching, modelling and differentiated support for individual teachers in explicit teaching

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	489	236	253	30	92%
2015*	454	218	236	27	93%
2016	472	223	249	27	93%

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

Palm Beach State School is unique due to its geographical position which is 200m from the beach and bordered by two main Gold Coast creeks, Tallebudgera and Currumbin. Established in 1974 the school has been well known for its small school family atmosphere and continues to be a welcoming, friendly environment with these family values. The school is organised into single class groups for each year level where possible. Occasionally a small number of composite classes may be formed due to student numbers in particular year levels. The student clientele is characterised largely by a mix of middle class and/or sole supporting families. The majority of the school population is stable with many families returning who once attended the school themselves. The students themselves present as well rounded citizens where a high level of participation is evident across a broad range of school activities, events and extra-curricular activities.

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	23	24	24
Year 4 – Year 7	28	25	24
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



Curriculum Delivery

Our Approach to Curriculum Delivery

- Differentiated, targeted small group journey groups for guided reading and numeracy (number) across year level cohorts to maximize student achievement for all students
- Explicit teaching in the 'basics' of literacy and numeracy
- The school day timetable is divided in 7 x 40 mins sessions
- Uncluttered curriculum with clearly planned rigorous assessment tasks closely monitored by TLC's
- ICTs are integrated into classroom activities in meaningful ways
- Japanese is taught to Year 5 and Year 6 through the LOTE program
- Inclusive SWD and Student Support programs are in place throughout the school
- Performing Arts – Classroom music, instrumental music – band and strings, dance as a sport option, drama
- Weekly whole school wellbeing focus and year level appropriate lesson to support the weekly topic

Extra Curricula Activities

- Weekly Chess club and district Chess Competitions
- Running Club
- Speaker's Club
- Kid's Club
- Breakfast Club
- Sport options include tennis, surfing, dance, gardening as well as traditional sport options at interschool or intraschool level
- Bike Education
- Palm Beach Pals – building student capacity in the early years with a student led playground project delivered by senior students for the junior students
- Debating Teams
- Swimming program for Prep to Year 4
- Swimming Carnival – Year 3 to Year 6
- Year level excursions to complement class units of study
- Athletics, Cross Country and Swimming Carnivals
- Student leadership activities
- Participation in the Australian English and Maths Competitions;
- Band and Choir participation - Eisteddfods and Fanfare
- School discos and talent quests
- Special Days organised through Student Council
- Book Week, Book Club and Book Fairs
- Premier's Reading Challenge
- Community Garden
- Cooking in our educational kitchen
- Christmas Concert
- After school offerings – Soccer, Auskick

How Information and Communication Technologies are used to Assist Learning

Palm Beach State School believes in students accessing and developing skills across a wide range of ICTs such as desktop computers, keyboarding skills, 'mouse' control, laptops and screen devices (iPads).

Currently there are 85 iPads, a computer lab with 25 computers, two portable laptop facilities for use in classrooms (each with 15 laptops) and up to 45 computers permanently located in classrooms. All classrooms have either an interactive whiteboard or a large screen television. An upgraded wireless program was completed at the end of 2015 across the whole school to enhance wireless connectivity in classrooms.

Social Climate

Overview

Palm Beach State School is a warm, friendly, supportive school with a family atmosphere. The students feel safe, are happy and are counselled through the learning and development of social skills with high expectations on positive behaviour. There is a high level of support, warmth and mutual respect between staff, students, parents and the whole school community. High expectations are set in and out of the classroom and students are highly engaged in class activities where they all strive to be the best they can be.

The culture of learning evident in the school stems from high expectations, quality teaching and learning and positive relationships. Students are further supported through proactive behaviour and/or intervention programs if required. The Support and Wellbeing (SAW) committee meet regularly and work as a team to collaboratively meet the needs of individual students to support their academic, social and emotional development so that they feel success and develop self-esteem through feeling like a valued Palm Beach student learning to their full potential.

The school leadership team, the Behaviour Advisory Teacher, Guidance Officer, specialist staff, chaplain and classroom teachers work closely with students and parents where positive and caring relationships with all stakeholders adds to the calm, friendly, supportive atmosphere of the school.

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%	85%	97%
this is a good school (S2035)	89%	88%	97%
their child likes being at this school* (S2001)	96%	97%	100%
their child feels safe at this school* (S2002)	94%	94%	97%
their child's learning needs are being met at this school* (S2003)	88%	85%	97%
their child is making good progress at this school* (S2004)	90%	84%	95%
teachers at this school expect their child to do his or her best* (S2005)	90%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	88%	92%
teachers at this school motivate their child to learn* (S2007)	94%	88%	97%
teachers at this school treat students fairly* (S2008)	98%	94%	100%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	100%
this school works with them to support their child's learning* (S2010)	90%	91%	95%
this school takes parents' opinions seriously* (S2011)	85%	84%	92%
student behaviour is well managed at this school* (S2012)	87%	88%	97%
this school looks for ways to improve* (S2013)	84%	85%	100%
this school is well maintained* (S2014)	83%	85%	97%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	96%	97%
they like being at their school* (S2036)	95%	94%	95%
they feel safe at their school* (S2037)	95%	94%	97%
their teachers motivate them to learn* (S2038)	98%	95%	98%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	93%	95%
teachers treat students fairly at their school* (S2041)	91%	83%	88%
they can talk to their teachers about their concerns* (S2042)	79%	80%	88%
their school takes students' opinions seriously* (S2043)	89%	84%	88%
student behaviour is well managed at their school* (S2044)	77%	85%	85%
their school looks for ways to improve* (S2045)	99%	95%	96%
their school is well maintained* (S2046)	95%	95%	95%
their school gives them opportunities to do interesting things* (S2047)	96%	91%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	95%	97%
they feel that their school is a safe place in which to work (S2070)	100%	97%	97%
they receive useful feedback about their work at their school (S2071)	84%	81%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	93%	97%
students are encouraged to do their best at their school (S2072)	97%	95%	97%
students are treated fairly at their school (S2073)	100%	94%	100%
student behaviour is well managed at their school (S2074)	94%	95%	92%
staff are well supported at their school (S2075)	87%	92%	97%
their school takes staff opinions seriously (S2076)	89%	82%	97%
their school looks for ways to improve (S2077)	87%	94%	100%
their school is well maintained (S2078)	87%	81%	95%
their school gives them opportunities to do interesting things (S2079)	87%	89%	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.

Parent and community engagement

Parents and community members are encouraged in the school at all times and we pride ourselves on this friendly and welcoming school environment. Class programs, P&C involvement, school events, assemblies and daily contact on arrival/pick up are incidental ways parents are welcome to be actively involved in our school setting. Meet the teacher sessions are offered, face to face interviews and written formal report cards are provided twice a year. Meetings at other times are always available to meet the needs of the students or parents and can be arranged by request at a mutually agreed time.

There is a vast range of wider school community partnerships where community engagement and participation in the school is evident through Breakfast Club, Kids Companions, Story Dogs, Floyd the Assistance Dog focussing on social skilling, Scripture Union support of the Chaplaincy program, the Community Garden and many local businesses. Communication is promoted through fortnightly newsletters, school website, Facebook, class newsletters, formal and informal parent/teacher interviews, parent/teacher nights, report cards, open days, celebrations of success, awards and special school activities.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships as part of our whole school focus on behavior.

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	8	12	6
Long Suspensions – 6 to 20 days	0	0	0
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

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint. Emails and Facebook are used as a major source of communication as we continue to phase out the necessity for paper notes where possible. Students are encouraged to turn off lights and fans at break times and teachers are asked to ensure this is also occurring when they leave the classroom at the end of the day.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	134,334	0
2014-2015	132,164	348
2015-2016	141,139	252

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

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 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	38	21	<5
Full-time Equivalents	31	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	30
Diploma	1
Certificate	0

*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 \$ 11,200.00

The major professional development initiatives are as follows:

- Seven Steps to Writing
- State, Regional and Cluster Principal and Deputy Principal activities
- Teacher Coaching program
- Full Day Planning Release for cohorts to work in conjunction with TLCs
- Reading Professional Developments with focus on Complex texts & Text Dependent Questioning
- Reading Masterclasses – TLCs
- Beginning Teacher Mentor Program
- Staff Wellbeing
- Data analysis (Know your data, know your students, Know your strategy)

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%	97%	97%

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 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).	92%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	90%	92%

*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%.

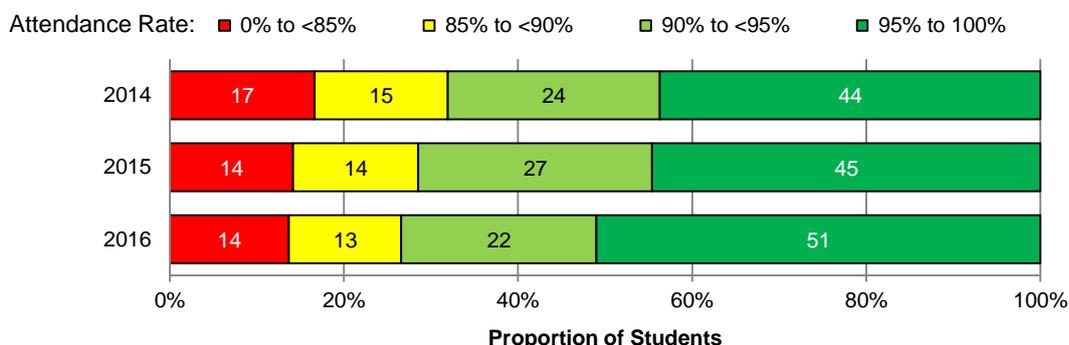
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	92%	92%	93%	93%	91%	90%	90%					
2015	94%	91%	91%	93%	92%	93%	92%						
2016	93%	95%	94%	93%	94%	94%	92%						

*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-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.

Recording Attendance

All class rolls are marked at 9:30am and again at 1.30pm. Late arrivals and early departures must arrive and depart through the office and the data is entered on OneSchool by the office staff.

Incentive Program

- 'Outstanding Attendance' award issued on each assembly (Junior and Senior) each fortnight to the class with the highest attendance based on captured OneSchool data. Class receives a certificate and trophy for two weeks. Some weeks an 'encouragement award' is awarded as well.
- 'Random awards issued to students who have maintained 100% attendance and others for those who have continued to maintain an attendance record above our school goal of 95%
- 'Random celebrations for cohorts that have maintained or exceeded our school goal of 95% attendance when analysing month-to-month data.
- End of term reward (last day of term!) awarded to the class in the senior and junior part of the school with the highest attendance

Strategies for Students with High Absenteeism

- First (school based) letter sent to parents of students attending less than 85% (unless for known medical reason or other reason deemed acceptable by the Principal) offering school support to assist with making sure the child is at school
- School continues to monitor for observable improvement in attendance
- Official form 4 sent to students who continue to have high absenteeism after an initial school based letter has been sent or contact made
- School follows procedures set out in guidelines to ensure attendance compliance

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/>.

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