



Palm Beach State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

## Contact Information

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## School Overview

Our focus at Palm Beach State School is to promote a culture of learning in everything we do. From the high quality teaching and learning through to the welcoming feel 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. The curriculum is centred around students being the best they can be and evidenced through a whole school differentiated small group learning focus for reading and numeracy where every student receives quality and targeted instruction at their ability level. This has contributed to all of our students feeling valued, successful learners who are actively engaged in their learning.

Our commitment to the development of the whole child is 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 the future and active citizenship. Be the best you can be!

# Principal's Foreword

## Introduction

We are proud to present the 2017 Palm Beach State School Annual Report. This report details our achievements and progress towards our goals as well as our future goals to continue to improve student performance. It also contains our school profile, the curriculum and extra-curricular offerings, satisfaction levels of parents, students and staff and the performance levels of our students

Palm Beach State School is fondly referred to as the best kept secret on the coast which is not only due to our welcoming environment and our quality curriculum delivered through a dedicated staff, but also our many extracurricular activities and wonderful facilities which include a double tennis court, a purpose built hall which proudly hosts school and community events, an educational kitchen and garden, and a fully equipped library which also houses one of our two computer labs and our wide range of e learning devices.

At Palm Beach State School (PBSS) we have high expectations in all aspects of school life including academic, behaviour and compliance with school policies. The relationships between staff, students and parents is integral to the positive, warm, caring environment that is a feature of our school.

Our focus is on developing the whole child so that each individual student is a happy, engaged student doing the best they can. Wellbeing is an important aspect of this and a high level of attendance is a priority in this area. This is enhanced through our priority of small group targeted teaching, Journey Groups, in guided reading and number, where all students are taught according to their academic needs.

Special programs and extra-curricular opportunities are also a significant feature of our school. These range from specific programs in STEM and a kitchen garden program, through to offering extensive opportunities in all areas of the performing arts and interschool sport, including our unique surfing and beach sports programs.

In 2017 our improvement agenda continued to focus on enhanced outcomes in reading, spelling and number. The improvement was validated as we were nationally recognised through ACARA as having a significantly higher improvement rate over the past three years when compared to other schools across Australia in these priority areas. Additionally to the overall improvement our PBSS targets for the Upper Two Band (U2B) students was increased to 45% in both reading and number.

2017 PBSS U2B Results		
	Year 3	Year 5
Reading	51.5%	41.8%
Number	48.4%	41.8%

In 2017 we also commenced our focus on writing. The purpose was to develop, implement and monitor a consistent whole school approach to writing through a school program that aligns:

- ACARA (achievement standards/ content descriptors)
- Seven Steps to Writing Success
- Literacy Continuum
- Naplan Criteria
- Sentence structure, paragraphs, cohesion and concepts of writing.

This was supported with a daily writing program to improve automaticity of the basics of writing, such as punctuation, sentence structure and handwriting.

### **Future Outlook in 2018**

The school strategic plan for 2018 builds on existing practices as described above however a sharp, narrow focus has been prioritised in reading and writing.

#### Reading

To continue to implement programs to improve the percentage of students in the U2Bs in reading through:

- Reading journey groups (focussed ability groups) will be taught in each year level for three x 40mins lessons timetabled per week for guided reading
- Teacher aide support restructured across the school to support the priority area of reading journey groups
- Each year level will use standardised reading data each term to ability group students into the desired number of focus groups – differentiated model of support

#### Writing

To continue to implement programs to improve the percentage of students in the U2Bs in writing through:

- Explicit teaching
- Feedback to students
- Building teacher capacity

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	454	218	236	27	93%
<b>2016</b>	472	223	249	27	93%
<b>2017</b>	511	247	264	31	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## 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. Occasionally a small number of composite classes may be formed due to student numbers in particular year levels. The majority of the school population is stable with the suburb of Palm Beach becoming a highly sought after area. 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 extracurricular activities.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	24	23
Year 4 – Year 6	25	24	23
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Differentiated small group targeted teaching 'journey groups' for guided reading and numeracy 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
- ICTs integrated into classroom activities
- Japanese is taught to Year 5 and Year 6 through the LOTE program
- Inclusive SWD and Learning Support program
- Performing Arts – Classroom music, instrumental music – band and strings, Footseps Dance program, drama
- Weekly whole school wellbeing focus and year level appropriate lesson to support the weekly topic

### Co-curricula activities

- 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
- Debating Teams
- Swimming program for Prep to Year 3
- 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, Computer 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
- Other 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, two computer labs each with 30 computers, four portable laptop trolleys for use in each Year 4 – 6 teaching blocks each with class sets laptops. All Prep – Year 3 classes have 12 iPads across two classes and access to the computer labs. 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 entire school.

### **In summary the major achievements in 2017 included:**

- A continued improvement in literacy and numeracy, particularly in the U2Bs
- Improved attendance
- Highly supportive school culture with excellent behaviour
- Continued development of the One 2 One ICT program where each teaching block in Years 4-6 have access to a class set of laptops

## **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 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 weekly and work as a team to collaboratively meet the needs of individual students to support their academic, social and emotional development. The core of our social climate is for students to achieve success and develop self-esteem through feeling a valued Palm Beach student and 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:	2015	2016	2017
their child is getting a good education at school (S2016)	85%	97%	95%
this is a good school (S2035)	88%	97%	98%
their child likes being at this school* (S2001)	97%	100%	95%
their child feels safe at this school* (S2002)	94%	97%	100%
their child's learning needs are being met at this school* (S2003)	85%	97%	93%
their child is making good progress at this school* (S2004)	84%	95%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	92%	95%
teachers at this school motivate their child to learn* (S2007)	88%	97%	93%
teachers at this school treat students fairly* (S2008)	94%	100%	98%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	98%
this school works with them to support their child's learning* (S2010)	91%	95%	95%
this school takes parents' opinions seriously* (S2011)	84%	92%	86%
student behaviour is well managed at this school* (S2012)	88%	97%	90%
this school looks for ways to improve* (S2013)	85%	100%	100%
this school is well maintained* (S2014)	85%	97%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	97%	90%
they like being at their school* (S2036)	94%	95%	91%
they feel safe at their school* (S2037)	94%	97%	93%
their teachers motivate them to learn* (S2038)	95%	98%	96%
their teachers expect them to do their best* (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	93%	95%	95%
teachers treat students fairly at their school* (S2041)	83%	88%	85%
they can talk to their teachers about their concerns* (S2042)	80%	88%	83%
their school takes students' opinions seriously* (S2043)	84%	88%	79%
student behaviour is well managed at their school* (S2044)	85%	85%	72%
their school looks for ways to improve* (S2045)	95%	96%	93%
their school is well maintained* (S2046)	95%	95%	84%
their school gives them opportunities to do interesting things* (S2047)	91%	97%	80%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	97%	100%
they feel that their school is a safe place in which to work (S2070)	97%	97%	100%
they receive useful feedback about their work at their school (S2071)	81%	97%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	97%	96%
students are encouraged to do their best at their school (S2072)	95%	97%	97%
students are treated fairly at their school (S2073)	94%	100%	100%
student behaviour is well managed at their school (S2074)	95%	92%	100%
staff are well supported at their school (S2075)	92%	97%	92%
their school takes staff opinions seriously (S2076)	82%	97%	92%
their school looks for ways to improve (S2077)	94%	100%	100%
their school is well maintained (S2078)	81%	95%	89%
their school gives them opportunities to do interesting things (S2079)	89%	97%	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

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. Additionally, meet the teacher sessions are offered, as are face to face interviews and written formal report cards both of which are provided twice a year. Meetings at other times are always available to meet the needs of the students or parents.

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, Scripture Union support of the Chaplaincy program 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 wellbeing program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Our wellbeing program has a weekly focus that is planned by year level teachers and taught explicitly in each class.

This program is structured around age appropriate topics that include a variety of areas such as personal safety and awareness, identifying and responding to abuse and violence, with specific

reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they or others are unsafe.

The Respectful Relationships program is explicitly taught through our Wellbeing program and adds to building our positive school culture that seeks to prevent gender based violence, through the ongoing development of respectful relationships. Our excellent behaviour record is testament to the kind and respectful relationships we expect across PBSS.

### 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	2015	2016	2017
Short Suspensions – 1 to 10 days	12	6	8
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

The PBSS environmental footprint is based on consumption data which 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
2014-2015	132,164	348
2015-2016	141,139	252
2016-2017	138,386	

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

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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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	19	<5
Full-time Equivalent	33	11	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	3
Bachelor degree	32
Diploma	2
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 2017 were \$20 928.

The major professional development initiatives are as follows:

All professional development was organised to support the annual improvement agenda and DET priorities. In 2017 the initiatives and focus included professional development on:

- Leadership capability – Instructional leadership coaching, Executive coaching,
- State Schooling priorities – Literacy Continuum, Early Start
- Coaching
- Wellbeing
- Students with Disability
- Parent Engagement
- QASSP
- Mandatory Training
- Southern Gold Coast Cluster

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	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 2017.

# 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	92%	93%

\*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 2017 for all Queensland Primary schools was 93%.

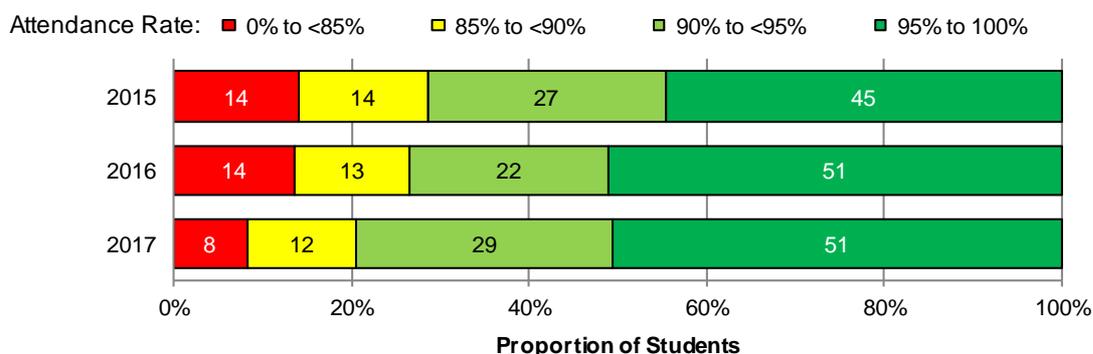
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	91%	91%	93%	92%	93%	92%						
2016	93%	95%	94%	93%	94%	94%	92%						
2017	94%	92%	93%	94%	93%	94%	93%						

\*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-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 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.

### **Recording Attendance**

All class rolls are marked at 9am 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

Same day notification for non-explained attendance is sent via text between 10 and 11am each day.

### **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.
- End of term reward awarded to the class in the senior and junior part of the school with the highest attendance

### **Strategies for Students with High Absenteeism**

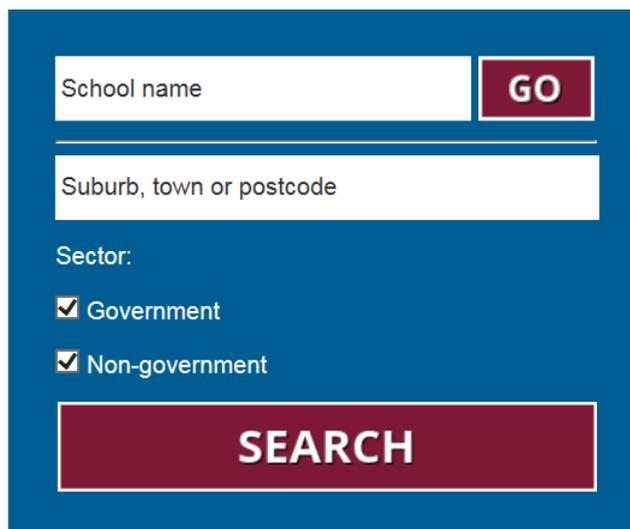
- First (school based) letter sent to parents of students attending less than 85% (unless for known medical reason) offering school support and discuss EVERYDAY COUNTS strategy
- Counselling and family support provided through DPs, BAT and or external services for student's or family's experiencing wellbeing hardship
- Continue to monitor and school based letter to be sent to any new students who drop below 85% attendance
- Second school based letter to students who remain below 85%
- Form 4 sent to students who continue to have high absenteeism after initial letters have been sent or contact made

## 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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

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.