

Palm Beach State School Queensland State School Reporting 2015 School Annual Report



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Principal's foreword

Introduction

This report provides parents and the wider school community with information and performance data about the 2015 school year. Each Education Queensland school is required to complete this document for accountability and improvement purposes. It provides valuable information on the achievement of the school, it highlights its strengths and identifies areas for development and improvement. These areas are then prioritised and provide a base for the school annual implementation plan.

Palm Beach State School is a safe and friendly school where all stakeholders contribute positively to the culture of learning which is evident in everything we do. 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.

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 community garden, and a fully equipped library which also houses the computer lab and our wide range of e learning devices.

School progress towards its goals in 2015

2015 was a year of improvement and reform at Palm Beach State School. We focused on becoming a culture of learning in everything we did, both in and out of the classroom. Through a consultative and collaborative school community process the decision was made to restructure the school into single classrooms in single year levels to ensure the quality delivery of the Australian Curriculum and to ensure improved student performance. A clear, concise curriculum was cooperatively planned for and was the focus of professional discussions and professional development. This enabled us to drive an explicit improvement agenda focused on pedagogy, reading and numeracy, grounded in evidence from research and practice.

To further support this reform we underwent a major facility upgrade. Ten classrooms, including the entire prep building containing two classrooms and additional work spaces, was included in the extensive internal refurbishment. Additionally, the external painting of the entire school commenced and the gardens began a transformation program both of which are to be completed in 2016 .

Other achievements included:-

- Clarified, uncluttered and embedded a whole school curriculum and assessment framework focused on year levels
- Implemented the Australian Curriculum in English, Mathematics, Science, Geography and History
- Developed a clear pedagogical framework including an explicit teaching evidence based practice
- Developed professional learning teams to focus on explicit teaching of targeted comprehension strategies
- Focused on personalized learning for goal setting and feedback for students
- Continued to implement Closing The Gap strategies
- Continued to embed a whole school culture of continuous improvement through coaching methodology that will lead to new ways of working in the school and which will further promote a culture of continuous improvement.
- Developed individual Performance Plans for all staff.
- Professional Development specifically linked to school reform
- Provided additional teacher release and year level meeting time to support unpacking of the Australian Curriculum
- Undertook professional development in Art and Science of Teaching – Marzano, High Performing Teams, Explicit Teaching, Assessment / Moderation

Future outlook

The Palm Beach State School 2016 school improvement agenda and priority areas are to:

- Increase the percentage of students to reach a target of 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%

In 2016 PBSS main initiative to support improvement agenda is the establishment of four Teaching and Learning Coordinators (TLCs) across P-1, Yrs 2-3 and Yrs 4-5 and Year 6 funded through FTE and I4S.

Each TLC role is to focus on:

- ensuring whole school programs and initiatives are implemented in the intended manner (line of sight)
- coordinating all teaching and learning across 2 year levels (1 in Year 6), including planned curriculum, assessment, data analysis, term targets etc
- providing U2B extension and individual intervention to identified students
- coordinating and participating in across year level, small group, differentiated journey groups for guided reading and number (three x 40mins lessons per year level per week for both guided reading and number = 4 hours per week)
- coaching, modelling and differentiated support for individual teachers in explicit teaching
- providing release time at the end of each term to other year level teachers for planning

To support the sharp, narrow focus for improvement in 2016, PBSS will:-

- Embed Seven Steps of Writing
- Additional to guided reading in journey groups, literacy teaching and learning will focus explicitly on shared and modelled reading, comprehension strategies, spelling, punctuation, grammar and sentence structure
- Continue the coaching program for teachers
- Mentor beginning teachers
- Implement a wellbeing framework
- Further enhance facilities and grounds

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|-------------------------------------|
| 2013 | 463 | 232 | 231 | 26 | 92% |
| 2014 | 489 | 236 | 253 | 30 | 92% |
| 2015 | 454 | 218 | 236 | 27 | 93% |

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

Characteristics of the student body:

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 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

| Phase | Average Class Size | | |
|-------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | 24 | 23 | 23 |
| Year 4 – Year 7 Primary | 29 | 28 | 19 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|-------|--------|
| | 2013 | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 19 | 8 | 12 |

| | | | |
|---------------------------------|---|---|---|
| Long Suspensions - 6 to 20 days | 3 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Curriculum delivery

Our approach to curriculum delivery

- Differentiated small group 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, 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
- 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, 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
- After school offerings – Soccer, Auskick

How Information and Communication Technologies are used to improve 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 trolleys 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.

In summary the major achievements in 2015 included:

- Continued development of the BYOd program
- ICT coach
- Continued implementation of the Managed Operating Environment throughout the school and One School, including OneSchool reporting
- Lap Top Computers for Teachers Program.
- The ongoing integration of ICTs across the curriculum.
-

Social Climate

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 weekly 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 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 with the school

| Performance measure | | | |
|---|------|------|------|
| Percentage of parent/caregivers who agree# that: | 2013 | 2014 | 2015 |
| their child is getting a good education at school (S2016) | 87% | 92% | 85% |
| this is a good school (S2035) | 93% | 89% | 88% |
| their child likes being at this school (S2001) | 97% | 96% | 97% |
| their child feels safe at this school (S2002) | 100% | 94% | 94% |
| their child's learning needs are being met at this school (S2003) | 90% | 88% | 85% |
| their child is making good progress at this school (S2004) | 90% | 90% | 84% |
| teachers at this school expect their child to do his or her best (S2005) | 93% | 90% | 97% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 93% | 91% | 88% |
| teachers at this school motivate their child to learn (S2007) | 93% | 94% | 88% |
| teachers at this school treat students fairly (S2008) | 86% | 98% | 94% |
| they can talk to their child's teachers about their concerns (S2009) | 97% | 94% | 97% |
| this school works with them to support their child's learning (S2010) | 90% | 90% | 91% |
| this school takes parents' opinions seriously (S2011) | 89% | 85% | 84% |
| student behaviour is well managed at this school (S2012) | 83% | 87% | 88% |
| this school looks for ways to improve (S2013) | 93% | 84% | 85% |
| this school is well maintained (S2014) | 87% | 83% | 85% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree# that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | 93% | 96% | 96% |
| they like being at their school (S2036) | 94% | 95% | 94% |
| they feel safe at their school (S2037) | 93% | 95% | 94% |
| their teachers motivate them to learn (S2038) | 98% | 98% | 95% |
| their teachers expect them to do their best (S2039) | 98% | 100% | 98% |
| their teachers provide them with useful feedback about their school work (S2040) | 95% | 97% | 93% |
| teachers treat students fairly at their school (S2041) | 89% | 91% | 83% |
| they can talk to their teachers about their concerns (S2042) | 88% | 79% | 80% |
| their school takes students' opinions seriously (S2043) | 91% | 89% | 84% |
| student behaviour is well managed at their school (S2044) | 72% | 77% | 85% |
| their school looks for ways to improve (S2045) | 96% | 99% | 95% |
| their school is well maintained (S2046) | 96% | 95% | 95% |
| their school gives them opportunities to do interesting things (S2047) | 95% | 96% | 91% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | 97% | 100% | 95% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 97% |
| they receive useful feedback about their work at their school (S2071) | 66% | 84% | 81% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 87% | 91% | 93% |
| students are encouraged to do their best at their school (S2072) | 97% | 97% | 95% |
| students are treated fairly at their school (S2073) | 100% | 100% | 94% |
| student behaviour is well managed at their school (S2074) | 88% | 94% | 95% |
| staff are well supported at their school (S2075) | 82% | 87% | 92% |
| their school takes staff opinions seriously (S2076) | 77% | 89% | 82% |
| their school looks for ways to improve (S2077) | 84% | 87% | 94% |
| their school is well maintained (S2078) | 73% | 87% | 81% |
| their school gives them opportunities to do interesting things (S2079) | 85% | 87% | 89% |

'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, 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.

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.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2012-2013 | 124,986 | 936 |
| 2013-2014 | 134,334 | 0 |
| 2014-2015 | 132,164 | 348 |

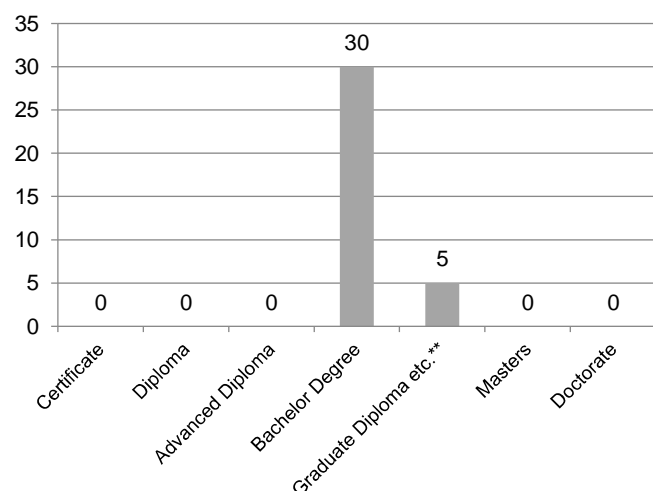
Our staff profile

Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 35 | 21 | <5 |
| Full-time equivalents | 28 | 12 | <5 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 30 |
| Graduate Diploma etc.** | 5 |
| Masters | 0 |
| Doctorate | 0 |
| Total | 35 |



*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 2015 were \$ 13 300.

The major professional development initiatives are as follows:

- Art & Science Of Teaching – Marzano – full staff 2 day program
- Regional Principal and Deputy Principal days
- Teacher Coaching program
- High Performing Teams
- Staff Wellbeing
- Mentoring beginning teacher

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance

| | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 96% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students**Key student outcomes****Student attendance**

| | 2013 | 2014 | 2015 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 91% | 92% | 92% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 85% | 87% | 90% |

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

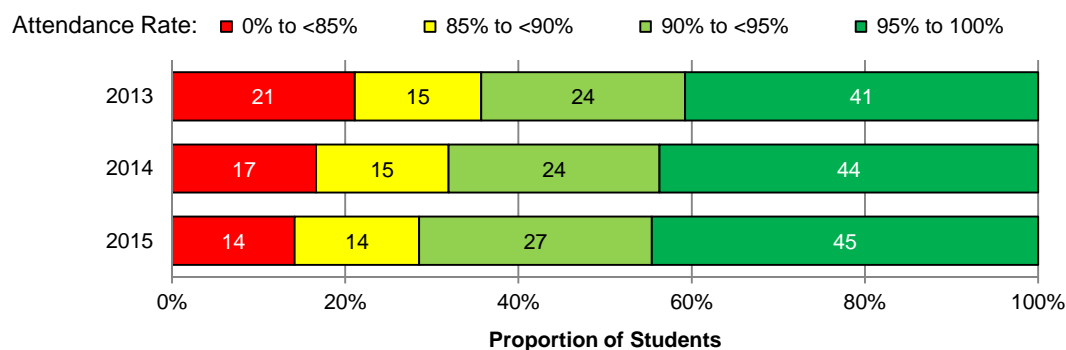
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2013 | 89% | 91% | 91% | 91% | 92% | 89% | 91% | 91% | | | | | |
| 2014 | 92% | 92% | 92% | 93% | 93% | 91% | 90% | 90% | | | | | |
| 2015 | 94% | 91% | 91% | 93% | 92% | 93% | 92% | | | | | | |

*From 2013, the methodology used for calculating attendance rates effectively counts 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 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

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 (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) offering school support and discuss EVERYDAY COUNTS strategy

- 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

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 and 5 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 screenshot shows a search form with 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 radio buttons: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it says '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.