



Rainbow Beach State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education

## Contact information

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	The Principal, Mr Danny Stanieg

## From the Principal

### School overview

Rainbow Beach State School was established in 1986. The school is located in the small coastal town of Rainbow Beach, 80 kilometres east of Gympie, 90 kilometres south-east of Maryborough and 30 kilometres from Tin Can Bay. Our school philosophy is - Reach for a Rainbow. At Rainbow Beach State School we aim to create a secure, stable, happy and harmonious learning environment to achieve quality educational outcomes for all. Rainbow Beach State School provides four multigrade co-educational classrooms from Prep to Year 6. Our educational focus is fundamental literacy and numeracy skills and concepts. While our focus is on fundamental skills we also cater for the wide range of individual differences, learning styles and needs of our students

### Introduction

The intent of the School Annual Report is to provide parents and members of the community with information, which is common for all State and Non-State Schools in Queensland. It provides an overview of the highlights and successes of Rainbow Beach State School in 2018. We are very proud of our school's successes and are pleased to have the opportunity to share them through this report.

### School Progress towards its goals in 2018

- Developed whole school consistency within Writing, through the development and implementation of a Gradual Release Model. The staff developed a Collegial Engagement Framework, which underpinned their endeavour to share and develop practice. This will continue in 2019.
- Consolidated the implementation of the School Wide Positive Behaviour Support Framework. During 2018, Rainbow Beach State School ratio of positive behaviour to incidents was 200:1.
- Used data to inform a differentiated approach to teaching and learning, allowing every student to the opportunity to achieve.

### Future outlook

The school and the community are excited about the outlook for 2019 and beyond.

Our sharp and narrow improvement focus for 2019 will be writing. Writing has been identified through a scan and assess of the schools' data. We will use the teachers' and community's knowledge around the gradual release model, which has been used in the school's reading program for the past 3 years, to implement a writing focus. This will include teachers developing their skills through professional development in modelled, shared, guided and independent and incorporating these skills consistently in their everyday practice. In 2019, staff will develop an Explicit Writing Agenda underpinned by The Australian Curriculum – English.

In 2019, the school will continue to implement the 'Gympie Maths Alliance Show Me papers', which are mathematical questions based on the Australian Curriculum. These papers are a diagnostic assessment presented to the students at the start and end of each term. Goals for our students have been formulated by scanning and assessing the pre-tests and cross referencing goals to the Australian Curriculum Achievement standards and content descriptors. This process allows students to work on any deficiencies or strengths that have been identified throughout the term.

# 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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	93	93	83
Girls	36	34	32
Boys	57	59	51
Indigenous	6	7	6
Enrolment continuity (Feb. – Nov.)	95%	85%	87%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

The Rainbow Beach State School student body is predominately stable. Approximately 75% of our enrolments live in the town of Rainbow Beach with the remaining 25% coming from the Cooloola Coast area (Tin Can Bay and Cooloola Cove). The families that generally move to the area have chosen to do so for the relaxed "beach" lifestyle that Rainbow Beach affords and the benefits of a small school setting. At times, enrolment continuity is dictated by employment opportunities and long-term housing availability.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	24	23
Year 4 – Year 6	24	22	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

The curriculum at Rainbow Beach State School is based upon the Australian Curriculum in English, Mathematics, Science, Technologies, Music, HPE and HASS. Our Pedagogical Framework is based upon the Art and Science of Teaching.

Rainbow Beach State School has a strong focus on the teaching of reading and writing, underpinned by the Australian Curriculum, using the Gradual Release of Responsibility model and the Sheena Cameron Reading Comprehension Strategies.

In 2018, the year one students were given the opportunity to be part of a Super Hero room. This room was solely for the year one students to learn in the learning areas of Mathematics and English.

Rainbow Beach State School also implements an established and successful Pre-Prep program that begins early Term 3 and continues for the remainder of second semester each year. The program runs in conjunction with our community Play Group that operates each Thursday during school terms.

Teachers work with the Regional HOD English and Maths to pre-moderate units of work to identify opportunities for feedback and to deepen knowledge of the achievement standards.

We stream our classes to enhance delivery of the science program and to fit within the bands for the technologies curriculum.

### Co-curricular activities

- Choir
- Plant Nursery and Vegetable Garden
- Sporting Schools – Hockey, Rugby League and swimming
- Swimming Lessons for all students
- Athletics carnivals
- Gympie Zone school sport and competitions
- ANZAC Day Essay competition – supported by the Rainbow Beach RSL sub Branch
- School Camps
- Gympie Maths Team Challenge
- Readers Cup

## How information and communication technologies are used to assist learning

Computers and Technology assist all aspects of student learning at Rainbow Beach State School. Students access a variety of software applications and internet based activities to support and enhance their knowledge and understanding of core literacy and numeracy concepts. Rainbow Beach aims to provide all students with the technical knowledge and skill to use a variety of software applications to support all areas of their education.

Our staff regularly use ICTs to plan, prepare and report to students and their families. Our school has wireless infrastructure across the school to enable a more mobile learning environment through the use of our laptops and iPads. Through the schools' asset replacement schedule, the school continues to update ICTs.

## Social climate

### Overview

Rainbow Beach State School remained a positive learning and social environment for students and staff during 2018. Our school provides a safe, supportive and disciplined learning environment through a range of curriculum and extra-curricular activities.

Lunchtime activities organised through our student council, including sporting competitions, movie nights and mini discos, as well as participation in the Sporting Schools program provided opportunities to encourage teamwork, learn new skills and experience success in a variety of different areas.

Our school has also nurtured an atmosphere of "working as a team" by encouraging all year 5 - 6 students to take part in organised inter-school sport.

In 2018, the Regional Advisory Teacher run information sessions for students, teachers and parents, incorporating a range of issues related to being safe on the internet.

Rainbow Beach State School continued the implementation of the School Wide Positive Behaviour Support Framework. This has involved staff and parents undergoing training to develop a proactive 'functions of behaviour' based approach to behaviour management. As a result, we have seen a significant reduction in behaviour incidents and NO suspensions along with a sharp increase in positive behaviours recorded.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	88%	100%	100%
• this is a good school (S2035)	88%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	88%	100%	100%
• their child is making good progress at this school* (S2004)	88%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	88%	100%	100%
• teachers at this school provide their child with useful feedback about his or	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
her school work* (S2006)			
• teachers at this school motivate their child to learn* (S2007)	75%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	92%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	88%	100%	100%
• this school takes parents' opinions seriously* (S2011)	75%	100%	100%
• student behaviour is well managed at this school* (S2012)	88%	100%	92%
• this school looks for ways to improve* (S2013)	88%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	97%	100%
• they like being at their school* (S2036)	97%	85%	100%
• they feel safe at their school* (S2037)	89%	100%	100%
• their teachers motivate them to learn* (S2038)	94%	91%	100%
• their teachers expect them to do their best* (S2039)	97%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	82%	100%
• teachers treat students fairly at their school* (S2041)	91%	79%	95%
• they can talk to their teachers about their concerns* (S2042)	86%	94%	92%
• their school takes students' opinions seriously* (S2043)	94%	82%	97%
• student behaviour is well managed at their school* (S2044)	91%	76%	87%
• their school looks for ways to improve* (S2045)	94%	94%	100%
• their school is well maintained* (S2046)	97%	88%	100%
• their school gives them opportunities to do interesting things* (S2047)	91%	88%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	91%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	82%	100%
• they receive useful feedback about their work at their school (S2071)	71%	82%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	93%	91%	100%
• staff are well supported at their school (S2075)	71%	82%	100%
• their school takes staff opinions seriously (S2076)	71%	73%	100%
• their school looks for ways to improve (S2077)	86%	100%	100%
• their school is well maintained (S2078)	93%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	79%	82%	100%

\* 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

Rainbow Beach State School has an excellent relationship with parents and the wider community. Through learning support in classes, working bees, excursions, sports days and a variety of school and community based projects; our school fosters these strong links with parents and the wider community.

Parents are encouraged to take a high level of interest in their child's education and are involved in a number of ways including:

- Assisting in classroom activities
- Attending school parades
- Organising functions, supporting fundraising projects
- Attending monthly P&C meetings, social functions, school sports days
- Reading newsletters
- Helping their children with homework
- Thank you morning teas for volunteers
- Displaying support for school policies regarding uniform, behaviour management
- Active roles on the School Wide Positive Behavior Support Team

Teachers, Guidance Officers and our Support Teacher Literacy and Numeracy also regularly engage with parents to discuss the progress of individual children and collaboratively develop plans to meet individual learners' needs and set goals and targets to track progress towards individual student goals.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Our Positive Behaviour for Learning is initiated every week on a needs basis. Data and observations dictate the weekly focus. Teachers implement lesson plans at the start of the week to provide a clear and consistent approach throughout the school.

The Regional Advisory Teacher supervises information sessions for students, teachers and parents, incorporating a range of issues including how to be cyber safe.

Chappy Niki, attends school on Monday and Tuesday each week. She provides classroom support for students and engages with students through music.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	6	7	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Rainbow Beach makes a significant effort to minimise our effect on the local and broader environments through participation in activities and educational endeavours that target the general topic of sustainability. The new Australian Curriculum is full of work units that have elements of sustainability built into them – across all year levels. Our waste management programs are an integral part of our day to day operations (compost, litter reduction, etc.). Our solar panels help to reduce electricity usage and water usage has declined significantly over the past 3 years.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	33,628		30,588
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface on the My School website. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	9	6	<5
Full-time equivalents	7	4	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*	3	
Bachelor degree	5	
Diploma	1	
Certificate		

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$8650.

The major professional development initiatives are as follows:

- Australian Curriculum Maths and English
- Pre and Post moderation opportunities for all teaching staff
- CPR

- AITSL Professional Standards for Teachers
- Peer observation TRS

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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 were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	89%	89%
Attendance rate for Indigenous** students at this school	87%	84%	92%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	87%	87%
Year 1	93%	89%	85%
Year 2	92%	89%	91%
Year 3	93%	92%	92%
Year 4	93%	89%	89%
Year 5	90%	91%	89%
Year 6	92%	85%	93%

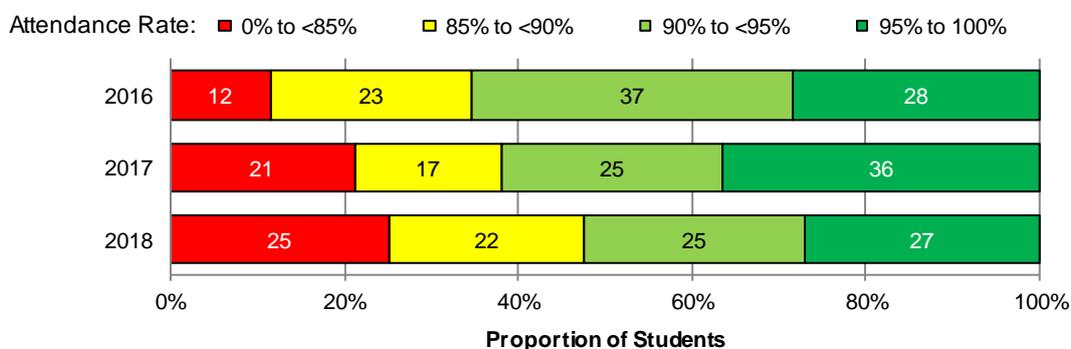
Year level	2016	2017	2018
Year 7		100%	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

At Rainbow Beach SS, we believe that every day counts. Our school requests that student absences must be accompanied with a note, phone call or SMS from the parent explaining the absence. A student who is absent from school for more than three consecutive days, and whose absences are unexplained, has their parents contacted by the school by the close of business on the third day. Class rolls are marked initially at the commencement of the school day, and then immediately following lunch break at 1.30pm.

Rainbow Beach State School also has a class attendance trophy handed out to the class with the highest attendance each fortnight. We also regularly highlight the importance of daily attendance and being on time to school through articles in the newsletter and announcements on parade.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.