



Rainbow 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

Contact Information

Postal address:	PO Box 490 Rainbow Beach 4581
Phone:	(07) 5486 9333
Fax:	(07) 5486 3468
Email:	principal@rainbowbeachss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	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.

Principal's Foreword

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 2016. 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 2016

In 2016 our school had three major priorities:

1. Whole School Reading Program.
2. Implementation of School Wide Positive Behaviour Support.
3. Enhancing our Expert Teaching Team.

In 2016:

- Successfully embedded the implementation of our Gradual Release Model for Reading across the school including a consistent language around reading, decoding and reading comprehension strategies.
- Successfully maintained our successful implementation of the School Wide Positive Behaviour Support Framework across our school.
- Teachers using and sharing student data to inform pedagogy and student support programs.
- Initiated internal and cluster moderation with neighbouring small schools
- Implemented the Developing Performance Framework for all staff inclusive of quarterly and peer reviews.
- Enhanced our understanding of effective feedback

Future Outlook

Our Improvement agenda for 2017 includes:

1. Developing whole school consistency in Writing through the and implantation of a Gradual Release Model to Writing.
2. Continuing to implement the School Wide Positive Behaviour Support Framework.
3. Working with Dr. Cameron Brooks from the University of Queensland to develop a feedback culture through the use of formative assessments to feedback, feed up and feed forward.

We also look forward to responding to the Full School Review and developing our next 4 Year Plan.

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	128	51	77	5	83%
2015*	86	32	54	4	93%
2016	93	36	57	6	95%

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

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. These families are often middle class and make allowances to travel to major centres for shopping, sporting/cultural activities and services that are not available in Rainbow Beach. A small percentage of families whom move to Rainbow Beach are unable to stay due to lack of employment, limited long-term housing etc. While this is a small percentage, it does affect our enrolment continuity.

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	14	21	21
Year 4 – Year 7	21	27	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 included in their counts.

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 using the Gradual Release of Responsibility model and the Sheena Cameron Reading Comprehension Strategies.

Rainbow Beach State School also runs a long 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 to pre-moderate units of work 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 – well renowned in the region as one of the best!
- Plant Nursery and Vegetable Garden
- Creative Generations – for students achieving great results in music and arts.
- Music A Viva
- Active After School Sport
- 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
- Annual School Fishing Day
- 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 as well as our traditional desktop machines. In 2016, there was a ratio of approximately 1 computer to every 2 students

Social Climate

Overview

Rainbow Beach State School remained a positive learning and social environment for students and staff during 2016. Our school provides a safe, supportive and disciplined learning environment through a range of curriculum and extra-curricular activities.

Lunch time activities organised through our student council, including sporting competitions and mini discos, as well as participation in the Sporting Schools program provides 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 2016 Chaplain Ronnie continued her proactive approach in developing a positive rapport with students, staff and the broader community including the running of Triple P Parenting courses.

2016 also saw Rainbow Beach State School continue 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 of this we have seen a significant reduction in behaviour incidents and suspensions along with a sharp increase in positive behaviours recorded.

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)	93%	54%	88%
this is a good school (S2035)	93%	54%	88%
their child likes being at this school* (S2001)	100%	62%	100%
their child feels safe at this school* (S2002)	93%	85%	100%
their child's learning needs are being met at this school* (S2003)	93%	54%	88%
their child is making good progress at this school* (S2004)	93%	54%	88%
teachers at this school expect their child to do his or her best* (S2005)	93%	92%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	62%	100%
teachers at this school motivate their child to learn* (S2007)	93%	62%	75%
teachers at this school treat students fairly* (S2008)	100%	58%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	85%	100%
this school works with them to support their child's learning* (S2010)	93%	54%	88%
this school takes parents' opinions seriously* (S2011)	93%	62%	75%
student behaviour is well managed at this school* (S2012)	86%	69%	88%
this school looks for ways to improve* (S2013)	93%	50%	88%
this school is well maintained* (S2014)	100%	85%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	91%	97%
they like being at their school* (S2036)	89%	91%	97%
they feel safe at their school* (S2037)	95%	97%	89%
their teachers motivate them to learn* (S2038)	100%	94%	94%
their teachers expect them to do their best* (S2039)	97%	94%	97%
their teachers provide them with useful feedback about their school work* (S2040)	95%	88%	97%
teachers treat students fairly at their school* (S2041)	95%	91%	91%
they can talk to their teachers about their concerns* (S2042)	97%	88%	86%
their school takes students' opinions seriously* (S2043)	86%	85%	94%
student behaviour is well managed at their school* (S2044)	81%	81%	91%
their school looks for ways to improve* (S2045)	92%	100%	94%
their school is well maintained* (S2046)	95%	97%	97%
their school gives them opportunities to do interesting things* (S2047)	95%	94%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	89%	93%	100%
they feel that their school is a safe place in which to work (S2070)	78%	100%	100%
they receive useful feedback about their work at their school (S2071)	75%	71%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	33%	100%	93%
staff are well supported at their school (S2075)	67%	64%	71%
their school takes staff opinions seriously (S2076)	78%	64%	71%
their school looks for ways to improve (S2077)	89%	93%	86%
their school is well maintained (S2078)	67%	77%	93%
their school gives them opportunities to do interesting things (S2079)	78%	79%	79%

* 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 Behaviour 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 programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	9	1	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

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 2 years.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	15,544	1,675
2014-2015	9,500	693
2015-2016	33,628	

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

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	9	6	<5
Full-time Equivalents	7	4	<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	5
Diploma	1
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 2016 were \$10,249.51.

The major professional development initiatives are as follows:

- SWPBS Coaching
- Practical Functional Behaviour Analysis
- Australian Curriculum Maths and English
- CPR
- Sheena Cameron - The Writing Book
- AITSL Professional Standards for Teachers

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%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% 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).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	89%	87%

*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%.

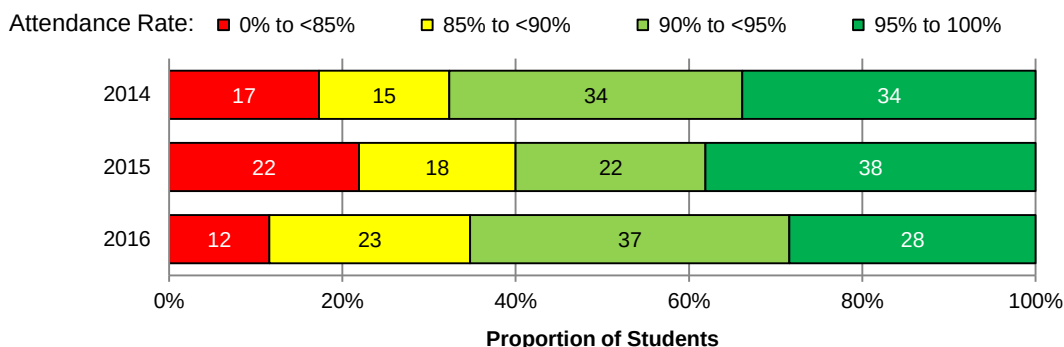
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	89%	92%	92%	95%	89%	91%	85%					
2015	84%	91%	91%	93%	91%	94%	89%						
2016	91%	93%	92%	93%	93%	90%	92%						

*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.

At Rainbow Beach SS, we believe that every day counts. Our school requests that student absences must be accompanied with a note or phone call from the parent explaining the absence. A student who is absent from school for more than two consecutive days, and whose absences are unexplained, has their parents contacted by the school. 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 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

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 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.