



# Alexandria Bay State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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Contact Person:	Megan Arcidiacono (Acting Principal)

## School Overview

Welcome to Alexandra Bay State School.

Alexandra Bay State School is a Prep to Year 6 school and is set in the idyllic paradise of the Daintree National Park which is in a world heritage area in Far North Eastern Queensland. Our lush, tropical rainforest school is unique and rich in culture and experiences.

Our dynamic team provide outstanding academic opportunities and a supportive learning environment that services approximately 33 students and their families from as far north to Cape Tribulation and as far south to the Daintree river.

At Alexandra Bay State School all parents, students and staff take great pride in education. We are committed to delivering education, training and skills and we strive today for tomorrow as we see a bright future for our children and our community.

## Principal's Foreword

### Introduction

The School Annual Report (SAR) provides detailed information on our school's progress during 2016 as well as a future outlook towards priorities for 2017. As you will notice, we are continuing our focus on Explicit Teaching, in particular consolidations, data-based driven instructional practices and structured literacy. The integration of Kindergarten into a composite class setting is a new priority which will ensure these students are provided with the learning required for a great start to transition to Prep next year.

2016 Improvement Priorities	Progress towards completion
1. Focus on pedagogy	<ul style="list-style-type: none"><li>Continue to embed Explicit Teaching and consolidations.</li></ul>
2. Data-based decision making	<ul style="list-style-type: none"><li>Implemented and coached staff in data analysis and application to teaching through discussion cycles.</li><li>Continue to provide a differentiated approach to staff for data-based decision making to inform teaching and learning.</li></ul>

	<ul style="list-style-type: none"> <li>NAPLAN Results – 2013-2016 are Similar or Above the National Cohort. Implement any necessary improvements after reflection from 2017 results and internal data sets, such as PAT Reading and Mathematics assessments.</li> </ul>
3. Implement a structured WRITING focus	<ul style="list-style-type: none"> <li>Designed Multi-age unit plans in English utilising ACARA, including the incorporation of the 7 Steps to Writing.</li> <li>Reading data for Prep to Year 6 was generally at or above regional benchmarks.</li> <li>Embedded systematic differentiated foundational programs, such as JEMMS/EMMS, Spelling Mastery, Jolly Phonics and a reading program.</li> </ul>

## Future Outlook

For 2017, our improvement agenda is to embed a structured literacy focus across the school and utilise data-based decisions with Explicit Instruction to ensure that >90% of students attain a C or above in English in Years 1-6. Furthermore, Writing is our major focus to improve students' English achievements.

2017 AP Improvement Priorities	Progress towards completion
<p><b>1. Focus on pedagogy</b></p> <p>Quality teaching for ALL</p> <ol style="list-style-type: none"> <li>Clear learning intentions</li> <li>Explicit, effective feedback</li> <li>Success criteria</li> <li>Effective questioning</li> <li>Target setting</li> </ol> <p><b>SIGNATURE PEDAGOGY:</b> Explicit instruction including gradual release model of instruction [I Do, We Do, You Do] and Warm Ups/ Consolidations to consolidate and apply learning</p>	<p>Explicit Instruction is an effective pedagogy that will be continued to be utilised to improve student learning and achievement this year. Staff reflect on their pedagogy through differentiated coaching cycles. Through Explicit Instruction, staff implement the Gradual Release of Responsibility model and incorporate warm ups and consolidations.</p>
<p><b>2. Data-based decision making</b></p> <p>Instructional decision making focusing on:</p> <ol style="list-style-type: none"> <li>Teacher collecting data</li> <li>Teacher capturing data in a generic document</li> <li>Teacher making decisions based on evidence not 'gut feelings' – data meetings with Principal; refer SPM guide</li> <li>Working with Principal on 3 groups of children – benchmark, strategic intervention and extension</li> <li>Data analysis and target setting for differentiation</li> <li>Supporting each other as part of a learning team [sharing]</li> </ol>	<p>A data-based decision making culture to drive instruction at a school, class and individual level is a focus at our school. Systems are continuing to be reviewed and improved this year. Data meetings are held at least twice a term to set and review targets and differentiated support for student learning and achievement.</p>
<p><b>3. Embed a structured LITERACY focus</b></p> <p>A confident teaching team able to:</p> <ol style="list-style-type: none"> <li>Articulate standards for their cohort and plan from C2C, Scope and Sequence Documents and ACARA</li> <li>Use <i>ABAY Writing Overview</i> to determine explicit content to be taught</li> <li>Embed/adapt 10 week English units/program using ACCARA documents and adapting from regional materials/content</li> <li>Prepare students for NAPLAN (Reading, Language and Punctuation, Writing)(NAPLAN strategy)</li> <li>Assess and report with confidence</li> <li>Embed quick write script and resources for weekly use</li> <li>Articulate grammar to be taught in classrooms (planning/ consolidations) – As per <i>ABAY Writing Overview</i></li> <li>Embed explicit teaching of reading <b>BIG SIX</b> using effective teacher scripts</li> <li>Set reading targets and data collection analysis using PAT tests (reading)</li> </ol>	<p>Staff are committed to an embedded structured literacy focus with a scheduled whole school Literacy Block that incorporates Reading, Writing and Spelling. Teachers embed differentiated 10 week English programs using the Australian Curriculum and regional materials. For Writing, staff determine teaching content from the ABAY Writing Overview aligned to the assessable elements in their students' assessment tasks. Quick writes are embedded to revisit and apply learning. Reading programs are underpinned by the Big Six and individual reading targets are set from data analysis. Students' articulation of their reading goals is a current focus.</p>
<p><b>4. Implement a Kindergarten program</b></p> <ol style="list-style-type: none"> <li>Developing a kindergarten program in a composite class setting using the the Early Years Learning Framework (EYLF) and eKindy documents/ overviews.</li> <li>Integration and delivery of the Kindergarten program by the classroom teacher with support from a teacher-aide in a classroom where a fulltime education program is also being delivered to school children.</li> <li>Ensuring the health, safety and wellbeing of children (Kindy to 6) - inclusivity</li> <li>Constructing an overview of a timetable and rosters for supervision and expectations for teacher aide roles and responsibilities</li> <li>Supporting each other as part of a learning team</li> </ol>	<p>As part of the 'Remote Kindergarten Pilot' program, our current kindergarten students are integrated within a composite class and participate in a program that is delivered by a full time teacher with support from a teacher-aide. The program is underpinned by the Early Years Learning Framework (EYLF) and eKindy documents/ overviews. We are committed to ongoing feedback and improvement through this trial program. Age – Appropriate Pedagogies is an innovative pedagogy underpinned by research evidence to improve children's' learning and achievement in the Early Years. Consequently, Explicit Instruction is under review as our 'signature' pedagogy across the school.</p>

# 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 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	35	19	16		79%
<b>2015*</b>	40	20	20	3	92%
<b>2016</b>	35	16	19		89%

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

Alexandra Bay State School is a close remote community school whereby students are supportive and understanding of one-another. Our students exhibit diverse beliefs and a range of abilities. We have a hard working team of children, parents, caregivers and auxiliary staff who want the best learning and social experiences for the children in our care. When issues do arise, respectful communications are a priority and the issue is handled immediately and appropriately to promote the rights and responsibilities of all Alexandra Bay State School community members. Job opportunities are seasonal due to the tourist industry and a few families also operate their own business. Consequently, our students are from diverse economic backgrounds within a low socioeconomic area. In 2016, approximately 45% of students are female compared to 54% of male students.

### 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	19	24	19
Year 4 – Year 7	9	18	16
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

Class units are planned over a 10 week cycle incorporating the key learning areas. Units are planned using the National Curriculum for English and the C2C units for Mathematics, Science and History. For all other key learning areas, the Essential Learnings from the QCAR (Queensland Curriculum, Assessment and Reporting) framework is used. LOTE (Japanese) is taught using Tele-learning from Cairns School of Distance Education. In 2016, our signature pedagogy was Explicit Teaching across the whole school. However, Age Appropriate Pedagogies is a new innovative pedagogy that is also utilised in the Early Years in 2017. Our pre-Prep program involves our active participation in the new 'Kindy Pilot' program for remote schools.

**Extra curricula activities** include:

- School Wide Positive Behaviour Excursions
- Extended Lunchtimes and activities – gardening, art and sports on Friday
- Chook Club
- Arts Council
- Drama, Music and Dance
- Christmas Concert
- Instrumental Music Program
- Student Council Events
- Sport including Active Afternoon School Sports
- P&C Events
- P&C Fun Run
- GALA/ Sports DAY sports within the cluster
- Small school Athletics, Cross Country and Swimming

### How Information and Communication Technologies are used to Assist Learning

At Alexandra Bay State School we use information and communication technologies in our classrooms every day. This includes email communication, researching on the internet, such as through the Learning Place, and creating projects using Microsoft Office, Movie Maker and Storybook Weaver. Both classrooms are fitted with interactive whiteboards. Students are engaged and extended in reading programs through RAZ readers' website and the Year 4-6 students are learning LOTE online via the School of Distance Education. Coding and Robotics are new subjects that have started to be implemented as we hope to build more advanced applications of ICTs. There is almost a computer for every child, including touch screens for younger students.

## Social Climate

### Overview

Alexandra Bay State School is a small relatively isolated school serving a community along the Daintree Coast from the Daintree River north to Cape Tribulation. The school offers a supportive and safe learning environment for all students from Prep to Year 6. In 2015, the school population was stable with students consisting of local and established families in the community. The school has a very hard working student council, enthusiastic teachers, staff and a supportive P&C association ensuring a very positive school climate. In 2016, there are areas of strength and improvement and some identified areas that need attention to improve this year. These areas for improvement will be continued to be addressed this year with the new Acting Principal who was appointed in Term 2.

## 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)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	80%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	80%	93%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	80%	100%
teachers at this school motivate their child to learn* (S2007)	100%	80%	100%
teachers at this school treat students fairly* (S2008)	100%	80%	100%
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)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	93%
student behaviour is well managed at this school* (S2012)	100%	100%	93%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	86%

### Student opinion survey

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

### Staff opinion survey

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

## Parent and community engagement

At Alexandra Bay State School parents are integral to student's social and academic learning. Open, productive and friendly communication between parents and school staff is encouraged. Parents are always welcome to discuss their child/children's progress and needs with the class teacher and/or Principal.

The P&C is an important aspect of the management of school in maintaining community links, participation and providing advice and feedback in the management of the school.

The three weekly school newsletter, as indicated by a survey to ascertain its effectiveness, showed that most family's read it to keep themselves up to date on what is happening at the school. It was found that the use of colour photos and segments showing what students are doing in the school was valued.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These programs involve a focus on personal safety and awareness. Each year, staff complete student protection training and when required refer to resources from DETE as well as support services within our local community. Alexandra Bay State School has a School Wide Positive Behaviour System to manage student behaviour which involves the explicit teaching of expected appropriate behaviours, such as conflict resolution. Student well-being is definitely a priority at our school.

## 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	2	2	1

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

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. Our school has generators to service the school's electrical needs. Generators turn off from 6pm until 6am weekdays and run intermittently on weekends and school holidays. New solar panels are installed to reduce our environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	0	0
2014-2015		
2015-2016		

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

## SEARCH

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	3	5	0
Full-time Equivalents	3	3	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	1
Bachelor degree	3
Diploma	1
Certificate	4

\*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 was \$8649.23.

The major Professional Development (PD) initiatives are as follows:

- Futures Leadership PD.
- Coaching and mentoring.
- Explicit Teaching PD.
- Planning and moderation.
- Fleming PD.
- Essential Skills for Behaviour management PD.
- Library workshop.
- Writing workshops.
- Teacher Aide PD.
- FNQ SBMAQ PD – Administration PD.

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.	99%	96%	98%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 68% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

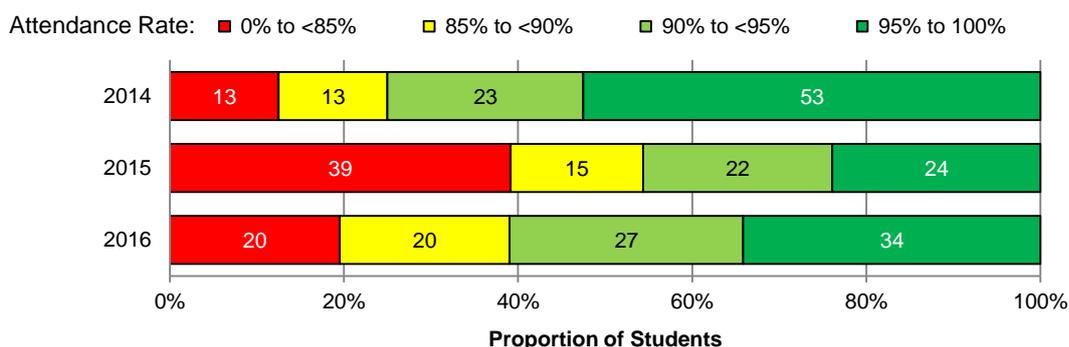
STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	86%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).		88%	0%

\*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%.

#### 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.

Student attendance is monitored by both the classroom teachers through roll marking in the morning and afternoon and the administration through monitoring attendance on OneSchool. Administration and the Principal check the answering machine for any explained reasons for absence and inform the required staff to record these.

reasons on OneSchool. If students are absent for more than a day without an explained reason from parents and/or caregivers, the school will seek an explanation by contacting parents through a phone call, home visit and/or sending an unexplained absence note home for families to provide a reason. A good education is key to the opportunities available in life. The Far North Queensland (FNQ) region has a focus on 92% school attendance for students so they learn and achieve. Consequently, our school focus is >92% attendance to support learning. Positive individual and whole school rewards to promote attendance will be utilised to reach this target. Understandably, sometimes students will be absent due to acceptably appropriate reasons, such as illness. If your child is absent for a few days it does matter. For example, 1 day per week equals 40 days per year which equals 8 weeks per year. Consequently, if a child was absent for this period over 13 years of schooling he/she would miss over 2.5 years. Thus, every child's regular attendance is important to all the staff at Alexandra Bay State School.

## 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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School 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.