

Alexandra Bay State School
 Queensland State School Reporting
 2015 School Annual Report



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Principal's foreword

Introduction

Alexandra Bay State School is a small school situated in pristine World Heritage Daintree Rainforest accessible by ferry over the Daintree River in Far North Queensland. The school comprises of an administration block, 2 double teaching/library classrooms, a multi-purpose building and an amenities block. There is an undercover playground due to our high rainfall and a tennis court across the oval. The school supplies its own electricity and water supplies.

School progress towards its goals in 2015

Alexandra Bay State School has done a lot of work to progress towards its learning and achievement goals. We have foundational learning programs which include a fully implemented Spelling Mastery across years 1-6 with Prep students participating in a direct instruction Phonemic Awareness program. In both the junior and senior classrooms reading, numeracy and writing are key priority learning areas. In 2015 we embed a foundational learning program specifically designed to teach 6 key foundations to reading (phonics, phonological awareness, fluency, expression, vocabulary and reading comprehension strategies). Reading comprehension continues to be a priority with whole staff professional development sessions. Teachers have been working hard to improve pedagogy and have set high expectations for their students in all key learning areas. Planning and implementing English units using the ACARA documents ensures that we are aligned with the National Curriculum in English. We also use the C2C and ACARA documents for Mathematics, Geography, History and Science as they have also been a high priority. Our school has embedded a School Wide Positive Behaviour Program that best suits our learning environment. We have 3 improvement priorities in 2016 which include

improving teaching pedagogy, data based decision making and implementation English units that have a structured WRITING focus, which includes text types, spelling, grammar, genre and literary devices.

Future outlook

In 2016 the school improvement planning will focus on:

Our School Improvement Priorities - 2016 Alexandra Bay State School

1. Focus on pedagogy

Quality teaching for ALL (Assessment for learning principles)

- a. Clear learning intentions
- b. Explicit, effective feedback
- c. Success criteria
- d. Effective questioning
- e. Target setting

SIGNATURE PEDAGOGY: Explicit instruction including gradual release model of instruction [I Do, We Do, You Do] and Warm Ups/ Consolidations to consolidate and apply learning

2. Data-based decision making

Instructional decision making focusing on:

- a. Teacher collecting data
- b. Teacher capturing data in a generic document
- c. Teacher making decisions based on evidence not 'gut feelings' – data meetings with Principal; refer SPM guide
- d. Working with Principal on 3 groups of children – benchmark, strategic intervention and extension
- e. Data analysis and target setting for differentiation
- f. Supporting each other as part of a learning team [sharing]

3. Implement a structured WRITING focus

A confident teaching team able to:

- a. Articulate standards for their cohort and plan from C2C/ Scope and Sequence Documents
- b. Use ABAY Writing Overview to determine explicit content to be taught
- c. Implement/adapt 10 week English units/program using ACCARA documents and adapting from regional materials/content
- d. Prepare students for NAPLAN
- e. Assess and report with confidence
- f. Embed quick write script and resources for weekly use
- G. Articulate grammar to be taught in classrooms (planning/ consolidations) – As per ABAY Writing Overview

Our school at a glance

Alexandra Bay State School

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2015: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	39	18	21		94%
2014	35	19	16		79%
2015	40	20	20	3	92%

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.

Characteristics of the student body:

Alexandra Bay State School is a close community school whereby students are supportive and understanding of one-another. Students get along with each other extremely well. We have a hard working team of children, parents, care givers 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. Our students exhibit a range of learning abilities and student backgrounds and cultures are varied and valued.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	16	19	24
Year 4 – Year 7 Primary	20	9	13
Year 7 Secondary – 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.

In 2015, 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>).

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	2	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum delivery

Our distinctive curriculum offerings

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. Our signature pedagogy is Explicit Teaching.

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, 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 (including the learning place) and creating projects using Microsoft Office, Movie Maker and Storybook Weaver. Both classrooms are fitted with interactive whiteboards (one classroom has two). Students are engaged and extended in reading programs through RAZ readers' website and the Year 5&6 students are learning LOTE online via the School of Distance Education. We have started to implement Coding topics for students and hope to build more advanced applications of ICTs. There is almost a computer for every child, including touch screens for younger students.

Social Climate

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 2013 a new Principal was appointed as the outgoing Principal was promoted to another school within the Douglas Cluster.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
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)	93%	100%	80%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	93%	100%	80%
their child is making good progress at this school (S2004)	93%	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)	93%	100%	80%
teachers at this school motivate their child to learn (S2007)	100%	100%	80%
teachers at this school treat students fairly (S2008)	100%	100%	80%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
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%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	87%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	94%
they like being at their school (S2036)	90%	100%	100%
they feel safe at their school (S2037)	94%	100%	94%
their teachers motivate them to learn (S2038)	100%	100%	94%
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%	100%	94%
teachers treat students fairly at their school (S2041)	95%	94%	89%
they can talk to their teachers about their concerns (S2042)	89%	100%	94%
their school takes students' opinions seriously (S2043)	95%	100%	94%
student behaviour is well managed at their school (S2044)	94%	100%	94%
their school looks for ways to improve (S2045)	100%	100%	94%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	89%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
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)	DW	100%	75%
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)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
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%

'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.

Reducing the school's environmental footprint

Data is sourced from 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.

Environmental footprint indicators:

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	0	0
2013-2014	0	0
2014-2015	0	0

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.

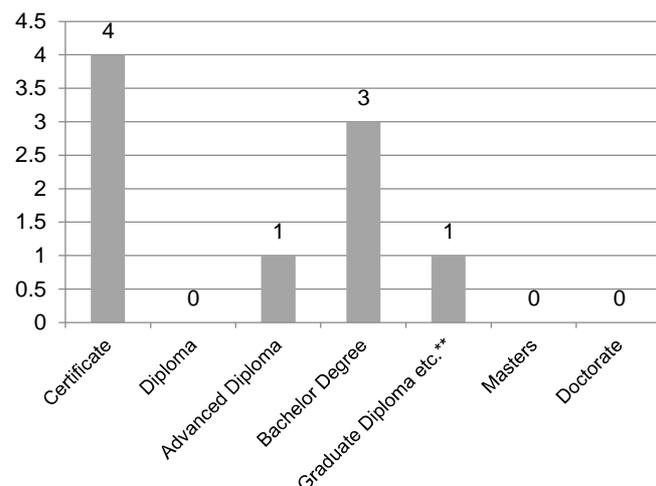
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time equivalents	3	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	4
Diploma	0
Advanced Diploma	1
Bachelor Degree	3
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	9



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$10 351 .50.

The major professional development initiatives are as follows:

- Professional Development
- Explicit Teaching
- Consolidations
- Information Technology
- Profiling
- Coaching
- Mentoring Beginning Staff
- Essential Skills For Classroom Management
- English Planning
- Teacher Aide Professional Development (Examples include, Curriculum, Behaviour Management).

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.	99%	99%	96%

Proportion of staff retained from the previous school year

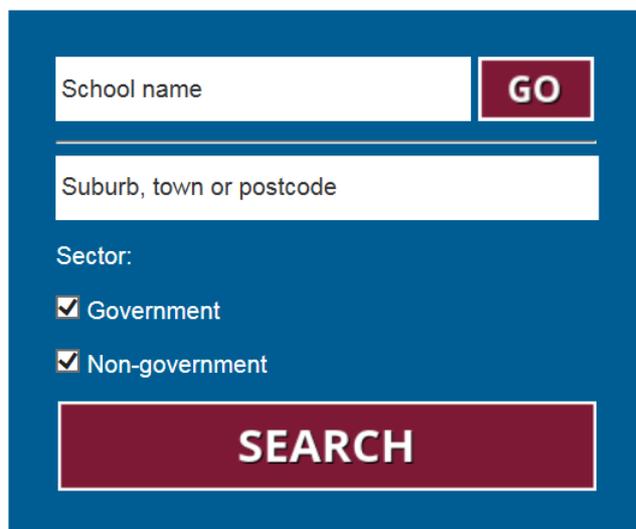
From the end of the previous school year, 63% of staff was retained by the school for the entire 2015 school year.

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



The screenshot shows a search form with a blue background. It contains a text input field for 'School name' with a red 'GO' button to its right. Below this is another text input field for 'Suburb, town or postcode'. Underneath the second field, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button with the word 'SEARCH' in white capital letters.

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).	90%	93%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).			88%

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	93%	84%	86%	93%	90%	93%	96%	90%					
2014	94%	94%	89%	91%	93%	98%	96%	92%					
2015	85%	90%	73%	89%	86%	83%	91%						

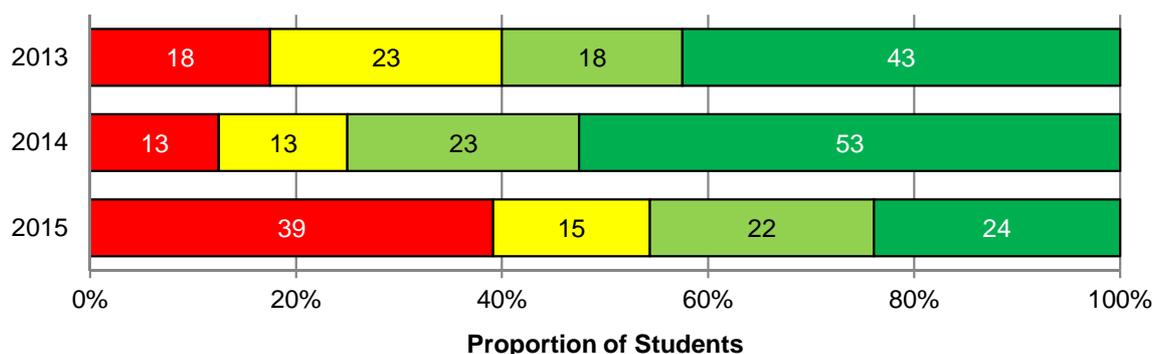
*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total 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.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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) and the administration (through the collection of rolls). If students are absent for more than a day without contact from the parents, the school will ring the students' parents to confirm the students' absence and the reason why they are absent.

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, 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

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.