



Alexandra Bay State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 an average of 40 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.

School progress towards its goals in 2018

2018 Improvement Priorities	Progress towards completion
1. Pedagogy	<p>The school's signature pedagogy is Explicit Instruction to improve student learning and achievement. Staff reflect on their pedagogy through differentiated formal coaching cycles in regards to clear learning intentions, explicit and effective feedback, success criteria, effective questioning and 3 target setting. Through Explicit Instruction, staff implement the Gradual Release of Responsibility model and incorporate warm ups and consolidations.</p> <p>Implemented</p>
2. Data-based decision making	<p>Instructional decision making focusing on:</p> <ol style="list-style-type: none">1. Teacher collecting data2. Teacher capturing data in a generic document3. Teacher making decisions based on evidence – data meetings with Principal; refer SPM guide4. Data analysis and target setting for differentiation5. Supporting each other as part of a learning team <p>Implemented</p>
3. Focus on Literacy	<p>Staff are committed to an embedded structured literacy focus towards reading, writing and spelling as they schedule and plan times for these foci during a set</p>

	<p>literacy block across the school. Teachers participate in planning sessions to create units each term. A confident teaching team able to:</p> <ol style="list-style-type: none"> 1. Articulate standards for their cohort and plan from C2C, Scope and Sequence Documents and ACARA 2. Use ABAY Writing Overview to determine explicit content to be taught 3. Embed/adapt 10 week English units/program using ACARA documents and adapting from regional materials/content 4. Prepare students for NAPLAN (Reading, Language and Punctuation, Writing)(NAPLAN strategy) e. Assess and report with confidence 5. Embed quick write script and resources for weekly use 6. Articulate grammar to be taught in classrooms (planning/ consolidations) – As per ABAY Writing Overview h. Embed explicit teaching of reading BIG SIX using effective teacher scripts 7. Set reading targets and data collection analysis using PAT tests (reading) Implemented
<p>4. Kindergarten Program</p>	<p>As part of the 'Remote Kindergarten Pilot' program, the 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 Kindy 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 students learning and achievement in the Early Years. Consequently, Explicit Instruction is under review as our 'signature' pedagogy across the school.</p> <p>Implemented</p>

Future outlook for 2019

- 100% of classes implementing the Teaching Reading Series to improve the A-C English results through teaching reading through the curriculum.
- 3 new forms of communication between staff, parents and community.
- 100% of students in the 3-6 classroom are setting goals and tracking own learning on the Literacy Continuum in reading and writing.
- Clearer processes for student support and identification of students with learning difficulties and disabilities. Better support and engagement for students with disabilities and learning difficulties.
- Focused attention on the implementation of a wider variety of Age Appropriate Pedagogies in all classes.
- Implementation of more cultural learning including Aboriginal and Torres Straight Island Culture through science units, arts and School based NAIDOC celebration. Also Japanese cultural learning to connect with LOTE program.
- Better communication, moderation and professional development connections with cluster schools.
- Kindergarten planning and implementation linked to the QKLG and the School based QIP.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	35	31	27
Girls	16	15	14
Boys	19	16	13
Indigenous			
Enrolment continuity (Feb. – Nov.)	89%	100%	85%

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

Alexandra Bay State School currently in 2019 has 32 students from Kindy to grade 6 in 2018 there were 28. Our students come from diverse families with different beliefs, cultures and socioeconomic backgrounds. This adds to the rich and inclusive environment at our rainforest school. Our students and their families have a strong connection with their community and the harsh but stunning environment that they live in. Environmental sustainability is of the utmost importance, with families unable to access the electricity grid and easy access to shops. Isolation can be a factor with many students not being able to connect with the internet, mobile reception and phone lines, with satellite internet being the only option. Employment is mostly reliant on the tourism industry and is effected greatly by the weather conditions. Currently in 2019, 54% of the students are male and 46% are female.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	16	12
Year 4 – Year 6	16	14	15
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

Alexandra Bay State School implements the Australian Curriculum utilising the Curriculum to Classroom units and the Multi-aged C2C units. English units run on a 10-week cycle, which are carefully selected to cover all required Achievement Standards for all age groups in the multi-aged classroom. Students also engage Mathematics, Science, HASS, LOTE, HPE, Health and Art. Lessons are planned for maximum retention with

teachers selecting pedagogies appropriate for the subject and the age group being taught. The Remote Schools Kindy program is planned in alignment with the QKLG (Queensland Kindergarten Learning Guidelines).

Co-curricular activities

- School Wide Positive Behaviour Excursions
- Youth Touring Groups
- Arts Council
- School Concerts
- Instrumental Music
- P&C Events
- GALA and Sports Days – independently and within Cluster Schools
- Student Council Events
- Community family day events
- Under 8's Day
- NAIDOC celebrations
- Mossman Show competitions
- Small School Athletics, Swimming and Cross-Country events

How information and communication technologies are used to assist learning

Information and communication technologies are utilised every day in the classroom for research, documentation, resourcing, planning and engagement. Applications, programs and websites such as Microsoft Word, PowerPoint, Google, learning place, Moviemaker, Reading Eggs, Mathletics, Blackboard and others are regularly utilised to support or extend learning. Grade 5-6 students also engage in weekly online LOTE lessons through Cairns Distance Education. Student had also begun to engage with Lego Mindstorm materials to develop coding skills.

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 Kindergarten to Year 6. In 2018, the school continued to have access to a Guidance Officer and other specialists if needed. The School Wide Positive Behaviour system provides all students with lessons on how to be a learner, be respectful and be safe. Staff observations informed the weekly whole school behaviour focus, such as 'We can all play'. Services such as Family and Child Connect are available to support families. The school utilises resources from the 'Bullying NO WAY' website and program to provide lessons to support the creation of a safe school environment. Information is available to parents from this website, such as some strategies for if, your child is bullying others or Quick Tips for Parents, to support a positive, informed relationship between families and school to create a safe school environment.

2018 School Opinion Survey Results

Parents had 100% agreement for the following School Opinion Survey (SOS) survey items: My child feels safe at this school and I would recommend this school to others. In 2018, that student behaviour is well managed at this school. Improvements have been made in communication between parents and school staff as specified in the survey results

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)	100%	100%	86%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	86%
• their child's learning needs are being met at this school* (S2003)	93%	92%	86%
• their child is making good progress at this school* (S2004)	100%	100%	86%
• 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%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	92%	100%
• teachers at this school treat students fairly* (S2008)	100%	92%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	92%	100%
• this school works with them to support their child's learning* (S2010)	100%	83%	86%
• this school takes parents' opinions seriously* (S2011)	93%	100%	86%
• student behaviour is well managed at this school* (S2012)	93%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	86%	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)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	92%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	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)	92%	100%	100%
• teachers treat students fairly at their school* (S2041)	92%	75%	100%
• they can talk to their teachers about their concerns* (S2042)	92%	92%	91%
• their school takes students' opinions seriously* (S2043)	85%	82%	100%
• student behaviour is well managed at their school* (S2044)	85%	92%	91%
• their school looks for ways to improve* (S2045)	100%	100%	91%
• their school is well maintained* (S2046)	92%	100%	91%
• their school gives them opportunities to do interesting things* (S2047)	92%	92%	91%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	86%	75%	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%	75%	75%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
• students are encouraged to do their best at their school (S2072)	100%	75%	100%
• students are treated fairly at their school (S2073)	86%	100%	88%
• student behaviour is well managed at their school (S2074)	86%	100%	100%
• staff are well supported at their school (S2075)	86%	100%	88%
• their school takes staff opinions seriously (S2076)	86%	100%	75%
• their school looks for ways to improve (S2077)	100%	100%	88%
• their school is well maintained (S2078)	100%	50%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	75%	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. Three Way Meetings occur at the start of each term where students set goals with their teacher and parent/s to promote supportive partnerships between home and school prior to their result. Oral reporting occurs in Term 1 and 3 and written reports are sent home in Term 3 and 4. Students with diverse needs are included at this school and necessary adjustments are provided to ensure access to learning and full participation. A referral process is in place for students who require access to specialist staff, such as a Guidance Officer or Speech Language Pathologist, to seek recommendations to support learning and achievement.

The school actively seeks community members to contribute to learning during the year, such as the President from the Cow Bay Memorial Committee providing information around Anzac Day. The School also benefits from parent support completing art activities during lunch breaks, local community members from Mossman Police, Mossman Library, Uniting Care and the Rural Fires participating in Under 8's Day and transition days for the local playgroup. The local health nurse is also available for hearing and vision testing if needed.

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. To support communication with families the school provides a newsletter every 3 weeks to keep parents up to date with events, upcoming dates, classroom learning and coloured photos of students. Through consultation with the community, the school also has a noticeboard located in the entryway that adorns updates and student work.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. This program involves 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. Each week, staff identify a whole school behaviour focus from observations in the classroom and playground. This focus is shared with families through Parade and the school newsletter. The 'High Five' strategy is utilised to manage and resolve social problems between students. This strategy involves the following five steps: ignore, talk friendly, walk away, talk firmly and report. The Bullying NO Way website is a resource utilised by staff at school and shared with families. Student well-being is definitely a priority at our school.

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	1	0	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

As the school is located in the World Heritage Daintree Rainforest students, staff and the community take the protection of the environment very seriously. The school runs on solar and generated power, relies on rain water tanks, limits Air-conditioning use in the cooler months, uses food scraps to feed the school's chickens, grows small vegetable gardens and recycles.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			Unavailable
Water (kL)			Unavailable

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.

Find a school
Search website

Go

School sector ▼

School type ▼

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	3	6	0
Full-time equivalents	3	3	0

*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
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	3
Diploma	
Certificate	2

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

Professional development

Expenditure on and teacher participation in professional development

The major professional development initiatives are as follows:

- Douglas Cluster Moderation Day
- Classroom Profiling
- SCIS Webinar Series
- First Aid in Education Settings
- Early Literacy Conference
- Future Leaders Symposium 4
- Coaching and mentoring
- Collaborative planning and moderation

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.	98%	98%	96%

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.

[90% of staff from 2017 remained for 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%	90%	88%
Attendance rate for Indigenous** students at this school	0%		

* 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	94%	DW	83%
Year 1	90%	91%	92%
Year 2	92%	86%	85%
Year 3	92%	90%	88%
Year 4	94%	95%	85%
Year 5	92%	88%	91%
Year 6	96%	90%	96%

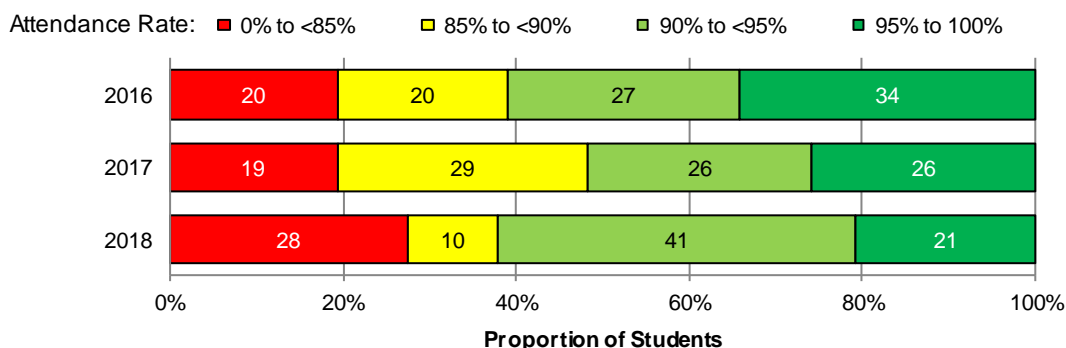
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Student attendance is monitored by both the classroom teachers through electronic and paper roll marking and the administration through monitoring attendance on OneSchool. Administration and the Principal process any explained absences through 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. Alexandra Bay State School aligns its attendance target with the Far North Queensland (FNQ) region with a focus on students attending 92% to enable a full year of progress for a full year of time. Positive individual and whole school rewards to promote attendance will be utilised to reach this target.

Key strategies that are used to increasing attendance include the following:

- Communicate high expectations of regular attendance through newsletter articles, one on one conversations and at Parade
- Aim for 0 unexplained absences
- Utilise resources from the Every Day Counts governmental website
- Active engagement in learning and enthusiasm to attend school
- Record and follow up student absences
- Monitor non-attendance
- Send home letters to gain reasons for unexplained absences after trying to contact parents through a phone call or one on one conversation
- Provide support and referrals to outside agencies
- Tracking and addressing patterns in data

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.

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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.