

Queensland State School Reporting – 2011

Beaconsfield State School (1672)



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Principal's foreword

Introduction

This report identifies school highlights, curriculum directions, and current performance data in key areas. The report is available via the school website and on request, in printed form, from the school's reception. The profile identifies the current enrolment. The curriculum overview outlines a range of programs that are unique to this school.

School progress towards its goals in 2011

The school has progressed toward its goals throughout 2011 through the implementation of the agreed curriculum programs. Beaconsfield State School teachers used the Northern Beaches school cluster English and Mathematics programs. These programs were developed collaboratively by the schools in the Northern Beaches of Mackay and reflect the essential learnings of the QCARF. The programs include comprehensive strategies for teaching and learning as well as assessment processes to support the achievement of school and state-wide targets in these key learning areas. With the support of the school's literacy coach and curriculum co-ordinator, teachers have focused on Reading, Spelling, Writing and Number. As a Reef Guardian school, and with the assistance of the Science Sparks Co-ordinator, the Science program was reviewed to include a number of Reef Guardian units, aligned with the essential learnings. School environmental programs have continued to connect school based curricula with local community programs and projects. A school wide approach to Closing the Gap between Indigenous and non-Indigenous students was adopted.

Future outlook

The literacy partnership focus on reading will continue in 2012. Years 3 and 5 NAPLAN data have been used to inform programming into 2012. Closing the Gap engagement strategies will continue to focus on performance and attendance. Focused improvement strategies will be identified by all teachers to continue improvement in reading, spelling and number outcomes for all students. The curriculum connections program will continue to engage students in environmental projects with the broader community.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
470	249	221	86%

Characteristics of the student body:

The student population consists of approximately 12.5% Aboriginal and Torres Strait Islander students. The school's special education program caters for students with disabilities who make up approximately 10% of the student group.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	20.2
Year 4 – Year 10	21.3
Year 11 – Year 12	N/A
All Classes	20.7

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	91
Long Suspensions - 6 to 20 days	9
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Beaconsfield State School is organised using a learning group approach based on developmentally appropriate programming rather than “year levels”. The Curriculum connections program involves students in a range of environmentally sustainable projects including the Future Forest, Turtle Watch, Revegetation, Worm Farms and a Market Garden.

Extra curricula activities

Strings, woodwind and percussion programs were offered to students. The school performed a Brass, Woodwind and Percussion ensemble and a String ensemble. Both groups performed at various venues, on weekly assemblies and in various competitions in Mackay. The school also produced its own musical in 2011.

A team of students led a Mackay based Kids Teaching Kids Conference hosted by Beaconsfield.

How Information and Communication Technologies are used to assist learning

ICTs are used by teaching staff to enhance learning opportunities for students through the school's pedagogical framework of Engage, Enrich and Extend. Learning groups focusing on engagement, use ICTs to encourage students to participate in learning experiences. Learning groups focusing on enrichment and extensions, use ICTs to further enhance student knowledge and skills.

Computer resources are distributed across the school through learning rooms. Children within a learning group have access to computers housed locally, but are able to move around the school to use machines located in other learning rooms. There is also a connected learning centre housed in the school's resource centre. This centre enables a teacher to work with a learning group, with all students on line simultaneously. Interactive whiteboards are gradually being purchased and in use in learning rooms throughout the school.

Social climate

Beaconsfield Club is a positive behaviour recognition program. The program is sequential with all students commencing the school year at “Level A”. Recognition for appropriate behaviour and social interactions sees students awarded level A plus. Continuation of this positive approach leads to the receipt of the Beaconsfield Club award and part of this recognition involves attendance at special activities. The Better Choices program is applied as a behaviour modification with students attending a session revisiting the school's culture statements and discussing appropriate behaviours with the teacher. The aim of the program is to establish a dialogue between students and teachers around the positive values promoted by the school. Students are encouraged to discuss issues re bullying directly with teachers and the administration staff. The school has a chaplain who works two days per week and a community education counsellor who also works two days per week.

Parent, student and teacher satisfaction with the school

The percentage of parents/caregivers satisfied that their child is getting a good education increased by 13% from 2010.

Similarly increases were also evidenced in the percentage of students satisfied that they are getting a good education and the percentage of parents/caregivers satisfied with the school. The percentage of school staff satisfied with access to professional development opportunities that relate to school and systemic initiatives was less than in previous years.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	67%
Percentage of students satisfied that they are getting a good education at school	91%
Percentage of parents/caregivers satisfied with their child's school	88%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	59%
Percentage of staff members satisfied with morale in the school	76%

DW – Data withheld

Our school at a glance

Involving parents in their child's education

Parents are involved in student educational programs as helpers in learning groups under the supervision of learning group teachers; as participants in meetings and strategic planning discussions; and as support staff on camps and excursions.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The Footprints Eco Club continued its implementation of the LOFOACO policy in 2011. The program actively promotes Lights Off, Fans Off, Air conditioners and Computers Off .

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	200,381	2,012
2010	238,023	2,769
% change 10 - 11	-16%	-27%

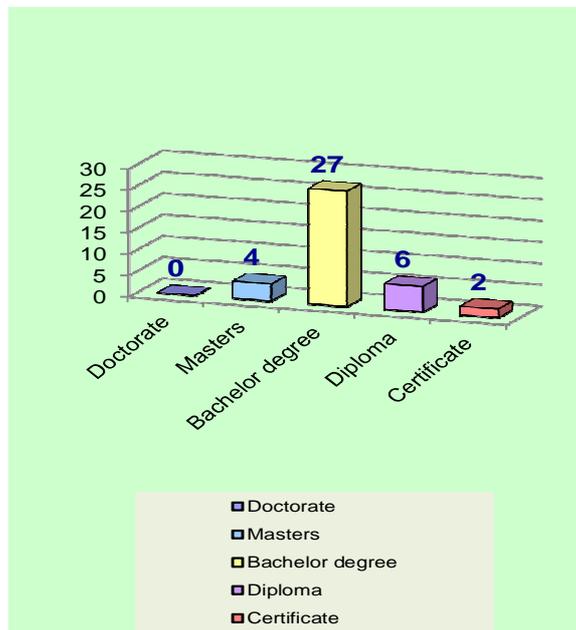
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	39	19	<5
Full-time equivalents	33	14	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	27
Diploma	6
Certificate	2



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$6669.35.

The major professional development initiatives are as follows:

The Australian Curriculum – introducing the new curriculum.

Literacy - specifically, reading and spelling.

Numeracy – specifically, First Steps Mathematics

Science – specifically, Science Sparks initiative.

ICTs – specifically, Websites for schools, eLearning master classes, interactive whiteboards and Ipad usage.

Data – data analysis to inform teaching.

Communication – working with students with Autism and communication difficulties.

First Aid – including Asthma and Anaphylaxis; Epipen and anapen administration.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Our staff profile

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2011 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

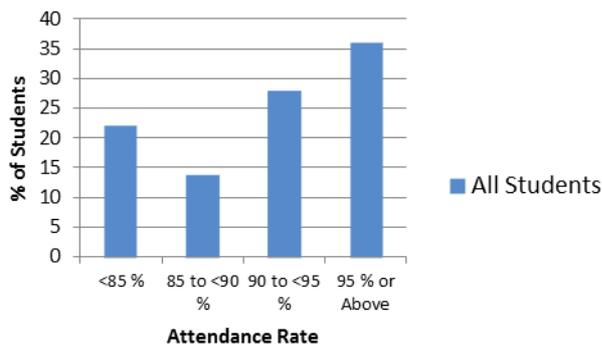
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
90%	91%	92%	91%	89%	90%	89%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Attendance rolls are marked twice daily at approximately 9.30 am and 2.45 pm. Attendance register data was recorded weekly onto the School Management System/OneSchool.

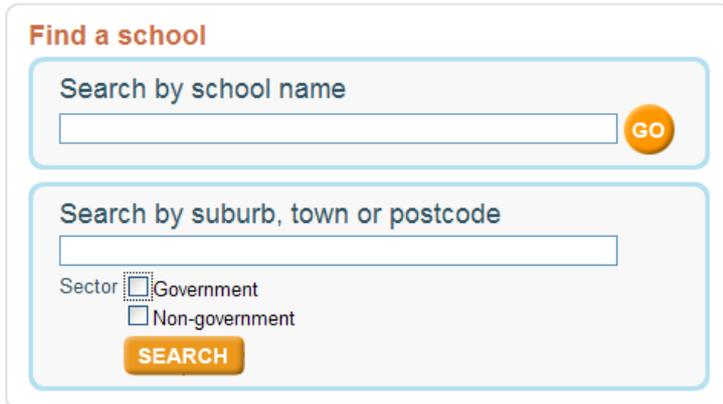
The school offers and absentee email service to families for reporting absences. Communication protocols between school and home are in place to manage length or unexplained absences.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select '<GO>'.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The gap between Indigenous and non-Indigenous students' attendance was narrowed from 2010, down from 5.2% to 2.5%.

In 2010, the gap between Year 3 Indigenous and non-Indigenous students' attainment was narrowed, however, in 2011, the gap reopened. Importantly, the mean scale score for Year 3 Indigenous students for reading in 2011 was higher than the mean scale score for non-Indigenous students in 2010.