

Beaconsfield State School (1672)

Queensland State School Reporting

2012 School Annual Report



BEACONSFIELD SS

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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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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 2012

The school has progressed toward its goals throughout 2012 with the implementation of agreed curriculum programs and community education programs

Beaconsfield State School teachers began the introduction & implementation of the new Australian Curriculum into the classroom. The science connections program also featured as a key focus across all year levels as part of the schools award winning environmental & sustainability projects.

The programs include comprehensive strategies for teaching and learning as well as whole of school assessment processes to support student achievement. The school also reviewed its student support programs and inclusivity of students with specialised learning needs. All school goals aligned with both regional and state-wide targets for achievement in these key learning areas. With the support of the school's literacy coach and curriculum co-ordinator these targets then became specific focus areas for classroom improvement and innovation. Teachers focused on Reading, Spelling, Writing and Number.

School environmental programs have continued to connect school based curricula with local community programs and projects. As an Identified Reef Guardian School we were recognised for our achievements as an environmental award winner for our " Turtle safe-Eco Bags" & " Kids teaching Kids" environmental conferences.

A school wide approach to Closing the Gap between Indigenous and non-Indigenous students was adopted. The school has also continued to offer a wide range of extra- curricular opportunities via its cultural & sporting programs.

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Future outlook :

For 2013 our school has identified a number of key priorities that will guide our direction and focus as a school community. While all elements will play a key role in school improvement our major academic focus for the whole school will be Writing proficiency, Specifically we will be targeting the use of writing features , expanded vocabulary , grammar & punctuation and self editing skills. Focussed and skill based writing will occur daily in all classrooms in response to explicit teaching & modelling of writing strategies. Staff & community professional development & training will be a key part of achieving & sustaining positive change. School internal benchmark measures as well as moderation of written tasks at set junctures will be used in conjunction with National testing data to gauge improvement.

School Priority Goals for 2013 :

- Implement a whole of school assessment and data collection plan
- High quality teaching practices – Explicit Instruction
- Core Priority – Writing improvement P-7
- School Wide Positive Behaviour Support
- Re-vitalise whole of school culture & community perception.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	496	239	257	85%
2011	470	249	221	86%
2012	419	216	203	82%

Student counts are based on the Census (August) enrolment collection.

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 12% of the student group

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	20	20	18
Year 4 – Year 7	23	21	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	16	91	80
Long Suspensions - 6 to 20 days	0	9	4
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Beaconsfield State School is organised using a learning group approach based on classed structures from Prep to Year 7 with groupings determined by total enrolments and class sizes conducive to effective learning & inclusive education". The Curriculum Connections Science program involved students in a range of environmentally sustainable projects within school and in the community. Specific class projects included the Future Forest, Turtle Watch, Beach Revegetation, Worm Farms, Yr 1 Frog Pond and a Market Garden.

Extra curricula activities:

* Cultural : Music Instrumental Program- Strings, woodwind and percussion programs were offered to students. The school then created orchestral ensembles that performed at various venues, on weekly assemblies and in various competitions in Mackay. Other groups included choirs and Mackay Eisteddfod performances

* Science : " Kids Teaching Kids Conference hosted by Beaconsfield students featuring practical workshops on key local environmental & sustainable projects.

* Community – Welcoming & establishing of school " Yarning Areas" for families with indigenous links to gather and be involved in the life of the school.

* Before school running club & organised lunch time games

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 Engagement, Enrichment and Extension. Learning groups focussed ICTs to engage & encourage learners to participate in practical & relevant learning experiences.

Computer resources are also distributed across the school throughout learning classrooms. 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 now in use in learning rooms throughout the school. Planned additional innovations for future include Ipad class sets.

Social

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. An indigenous liaison staff member also assists families on & off campus in areas such as attendance, health or additional family support.

Opportunities were offered throughout the year to welcome community into the school for celebrations of special occasions or significant achievements. These included events such as weekly assemblies, breakfast club, sports day, Christmas concert, open days, parent class evenings and instrumental concerts.

Student resilience is developed via weekly class focus lessons that feature & practice skills as well as discussion on potential bullying type behaviours and a process for dealing with them. Across the whole school the " High 5" strategy is evident as a strategy for staff & children to use to assertively deal with bullying type behaviours.

Parent, student and staff satisfaction with the school

The percentage of parents/caregivers satisfied that their child is getting a good education was 96% in 2012.

Similarly the percentage of students satisfied that they are getting a good education at the school was 92% while 100% satisfaction was achieved in regard to how teachers motivate students to learn. The percentage of school staff satisfied with morale across the school in 2012 was 84%

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	96.3%
this is a good school	92.6%
their child likes being at this school*	92.6%
their child feels safe at this school*	85.2%
their child's learning needs are being met at this school*	88.5%
their child is making good progress at this school*	92.3%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	88.9%
teachers at this school motivate their child to learn*	96.3%
teachers at this school treat students fairly*	88.5%
they can talk to their child's teachers about their concerns*	92.6%
this school works with them to support their child's learning*	88.9%
this school takes parents' opinions seriously*	91.7%
student behaviour is well managed at this school*	80.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	96.3%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	92.3%
they like being at their school*	87.0%
they feel safe at their school*	96.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	98.8%
their teachers provide them with useful feedback about their school work*	90.8%
teachers treat students fairly at their school*	67.9%
they can talk to their teachers about their concerns*	74.4%
their school takes students' opinions seriously*	70.8%

Our school at a glance

student behaviour is well managed at their school*	67.6%
their school looks for ways to improve*	90.8%
their school is well maintained*	94.9%
their school gives them opportunities to do interesting things*	86.1%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	63.3%
with the individual staff morale items	84.4%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents are involved in student educational programs as volunteers in learning groups under the supervision of class teacher & support staff. Also as participants in meetings and strategic planning discussions; and as support staff on camps and excursions . Family volunteers also provided considerable support with fundraising events to support the purchase of resources to benefit student learning. These included school disco's , BBQ's , school concerts & class presentations.

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 from 2011 which actively promoted energy saving measures that focussed on Lights Off ,Fans Off, Air conditioners and Computers Off . The school also prioritised funding to install skylights into all buildings to improve natural light and reduce the need for powered lighting in classrooms.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	238,023	2,769
2010-2011	200,381	2,012
2011-2012	223,751	3,936

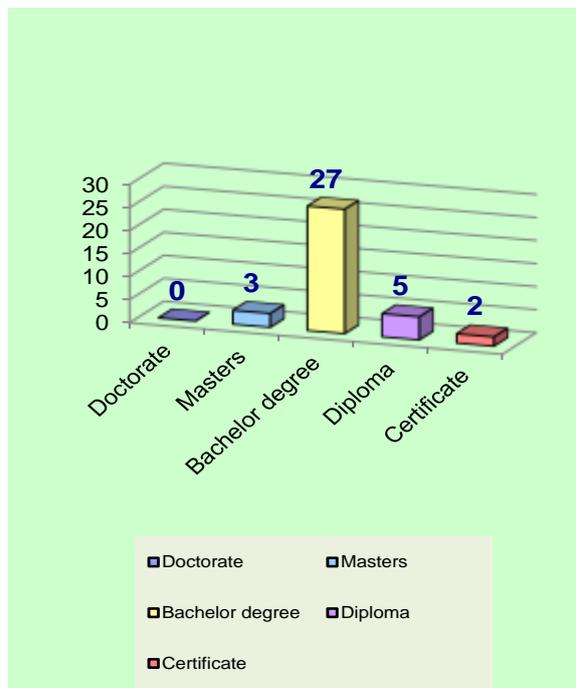
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	37	19	2
Full-time equivalents	30	13.6	2

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	27
Diploma	5
Certificate	2



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was \$20,499

The major professional development initiatives are as follows:

- * The Australian Curriculum – implementation
- * Literacy – Reading
- * Science – Science Sparks Initiative & Curriculum Connections
- * ICT – IWB & Ipad use
- * SEP – supporting the needs of special needs children & inclusive education

Our staff profile

* First Aid

* SWPBS implementation & preparation for 2013

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.4%	95.7%	96.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.5% of staff was retained by the school for the entire 2012 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

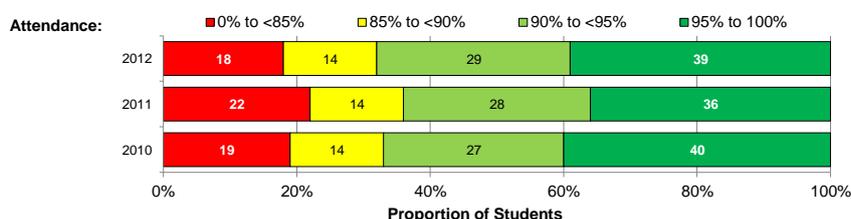
Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	91%	91%	93%	91%	91%	89%	91%					
2011	90%	91%	92%	91%	89%	90%	89%					
2012	91%	89%	91%	91%	90%	89%	91%					

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

Patterns of repeated absence are tracked over time. School staff respond by contacting these families by phone, email or in writing. Proactive messages & information in regard to the importance of attendance are promoted via school newsletter & message board. The indigenous liaison officer also conducts courtesy calls and home visits to follow up attendance issues.

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.

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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

Attendance 2012 :

* Non indigenous mean score for attendance achieved was 91% while Indigenous was 84% . This was a very similar result to 2011

NAPLAN Achievement 2012 Indigenous / Non Indigenous Gap

* Years 3/5/7 Reading & writing results reflected a significant gap increase compared to results achieved in 2011.

* Results have informed our school decision to focus on Writing & Reading as an improvement priority for 2013

* Year 5 Numeracy result indicated the smallest gap between indigenous & non indigenous students