

Beaconsfield State School

Queensland State School Reporting

2013 School Annual Report



Beaconsfield State School

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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 curriculum overview outlines a range of programs that are unique to this school .

School progress towards its goals in 2013

Priority Goals for 2013 included :

- **Implement a whole of school assessment and data collection plan** – this was achieved in 2013 and now provides an extensive data snapshot of student , class and school performance in the areas of Literacy & Numeracy achievement. This internal school data in conjunction with external school measures (NAPLAN) provides useful information when reviewing performance and future planning. The process will be continually reviewed and refined in 2014.
- **High quality teaching practices – Explicit Instruction** : A school Pedagogical Framework was developed outlining very explicitly our school teaching & learning strategy to ensure high standards & expectations as well as consistency across all year levels. A key component of this strategy was a direct focus on teacher coaching and feedback as a mechanism to reflect on best practice and maintain high standards of professionalism. This process will continue to evolve and expand in 2014.
- **Core Priority – Writing improvement P-7** : Using NAPLAN Writing results from 2013 as a benchmark our school made considerable improvement in this area with all students tested in Yrs 3/5/7 achieving mean results at or above national mean scores. To maintain and continue this improvement in 2014 our school focus will target Spelling / Grammar & Punctuation in all year levels.
- **School Wide Positive Behaviour Support** : This whole of school process was initiated at the beginning

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of 2013 and continued for the whole year. The school strategy focussed on identifying key areas of concern , prioritising these and then initiating pro-active class lessons as a weekly focus for teachers and students to discuss and plan for. Extensive incentive and reward systems were implemented to support and acknowledge student & class success. Behaviour data gathered throughout 2013 demonstrated considerable reductions in the occurrence of inappropriate behaviours while a major focus promoted students demonstrating positive behaviours.

- **Re-vitalise whole of school culture & community perceptions** : A concentrated effort to promote the schools achievements and student success was initiated in 2013. Our school profile and community perception was enhanced by our successful involvement in several high profile community / environmental projects which were acknowledged by state & regional awards. (Community education projects -Reef Guardian School , Turtle Watch Program & Wetlands Renewal Project). Academic success , increased Sporting participation and ongoing development of our music and the arts projects also received positive parental and community acknowledgement. Our endeavours continue in 2014.

Future outlook

For 2014 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 Literacy improvement. 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. In addition new spelling & reading programs will also be implemented across the whole school. 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.

2014 School Priorities

- On- going implementation of the Australian Curriculum
- High quality teaching practices
- Literacy Improvement – specifically targeting Spelling , Grammar & Punctuation
- Attendance & enrolment
- Monitor & refine whole school assessment and data collection processes

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	470	249	221	86%
2012	419	216	203	82%
2013	345	180	165	86%

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

Characteristics of the student body:

Average Class sizes The student population consists of approximately 7.5% 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. The socio-economic breakdown of the school community would best be described as predominantly low to middle range income earners.

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	20	18	21
Year 4 – Year 7 Primary	21	25	28
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	91	80	66
Long Suspensions - 6 to 20 days	9	4	18
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Beaconsfield State School is organised using a learning group approach based on class structures from Prep to Year 7 with groupings determined by total enrolments and class sizes conducive to effective learning & inclusive education. The New Australian Curriculum as well as 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, Reef Guardian School, Turtle Watch Beach Revegetation Project, Worm Farms, Yr 1 Frog Pond and Kids Teaching Kids Science Expo.

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, Mackay Fanfare, school Twilight Concert 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 as well as after school district rugby league & touch football for boys and girls teams.

* Language other than English (LOTE) was Japanese. Students in Yr 6&7 participated in formal weekly lessons as well as extended extra-curricular projects at the CQ University for identified students.

* School camps are organised to link with key curriculum areas to support learning with the Year 4-5 class groups and the Year 6-7 class groups.

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 devices 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. Sets of iPads for class use are also available for students to access and utilise to enhance learning.

Selected Year 5 students were also invited to participate in the literacy extension project 600 during semester 1. This involved students with weekly online interactive classes that focussed on literacy extension skills.

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 receiving of the Beaconsfield Club award. Part of this recognition involves attendance at special reward activities.

The Better Choices program is implemented as a behaviour modification strategy with students attending a session revisiting the school's culture statements and discussing appropriate behaviours with a 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. Opportunities to address issues via class discussions or student leader forums are provided for students to report or contribute opinions. The SWPBS program (School Wide Positive Behaviour Support) targets specific identified issues as they arise (in or outside the classroom) and puts in place targeted class lessons and strategies to respond proactively. This develops student resilience toward how they handle issues or conflict in the future.

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 .

Our school at a glance

Parent, student and staff satisfaction with the school

The school staff and students deserve much recognition & acknowledgement for their contributions that convinced the majority of both parent & student responses to be within the 92-97% satisfaction range in most areas when reflecting on the school year in 2013. The comparison below demonstrates consistent positive improvement has continued from the high levels of satisfaction from 2012.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	97%
this is a good school (S2035)	93%	97%
their child likes being at this school* (S2001)	93%	92%
their child feels safe at this school* (S2002)	85%	94%
their child's learning needs are being met at this school* (S2003)	88%	97%
their child is making good progress at this school* (S2004)	92%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	97%
teachers at this school motivate their child to learn* (S2007)	96%	97%
teachers at this school treat students fairly* (S2008)	88%	94%
they can talk to their child's teachers about their concerns* (S2009)	93%	97%
this school works with them to support their child's learning* (S2010)	89%	94%
this school takes parents' opinions seriously* (S2011)	92%	97%
student behaviour is well managed at this school* (S2012)	80%	92%
this school looks for ways to improve* (S2013)	100%	97%
this school is well maintained* (S2014)	96%	97%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	87%
they like being at their school* (S2036)	87%	93%
they feel safe at their school* (S2037)	96%	91%
their teachers motivate them to learn* (S2038)	100%	98%
their teachers expect them to do their best* (S2039)	99%	95%
their teachers provide them with useful feedback about their school work* (S2040)	91%	94%
teachers treat students fairly at their school* (S2041)	68%	87%
they can talk to their teachers about their concerns* (S2042)	74%	80%
their school takes students' opinions seriously* (S2043)	71%	91%

Our school at a glance

student behaviour is well managed at their school* (S2044)	68%	74%
their school looks for ways to improve* (S2045)	91%	91%
their school is well maintained* (S2046)	95%	89%
their school gives them opportunities to do interesting things* (S2047)	86%	87%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	88%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	87%
staff are well supported at their school (S2075)	88%
their school takes staff opinions seriously (S2076)	94%
their school looks for ways to improve (S2077)	97%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	93%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 discos, BBQs, school concerts & class presentations.

Each term class teachers provide a Term Overview of key learnings , assessment and events for their class that is sent home to parents. This informs parents of important teaching & learning goals for students as well as ways to support and enhance the learning at school.

Class open days as well as concerts , class performances , sports day and special events such as the Science Expo & Kids Teaching Kids project all encourage parents to have an active role in the life of their child at school.

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. The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	200,381	2,012
2011-2012	223,751	3,936
2012-2013	206,920	3,226

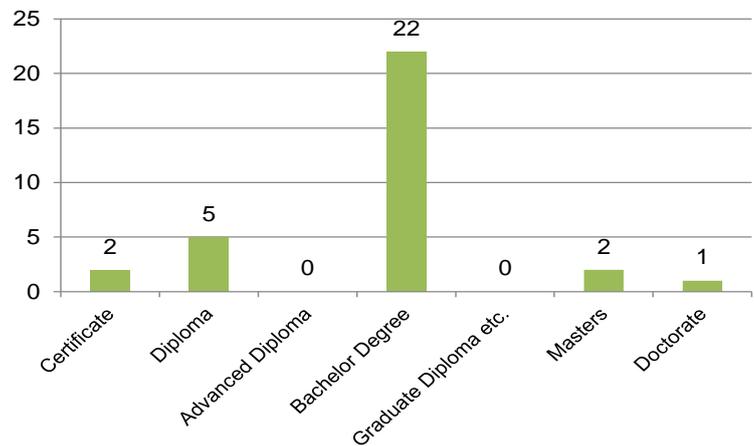
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	32	22	0
Full-time equivalents	26	16	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	5
Advanced Diploma	0
Bachelor Degree	22
Graduate Diploma etc.	0
Masters	2
Doctorate	1
Total	32



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher & staff professional development in 2013 was \$ 25 661. The major professional development initiatives included:

- * The Australian Curriculum – implementation
- * Literacy – “ 7 Steps to Writing “ (Whole school) & Reading
- * Science – Science Sparks Initiative & Curriculum Connections
- * ICT – IWB & Ipad use
- * SEP – supporting the needs of special needs children & inclusive education
- * First Aid training
- * SWPBS implementation & continuation for 2014
- * Collegial coaching and professional feedback
- * School cluster moderation meetings - Literacy
- * Australian Curriculum on going implementation & refinement
- * New strand Geography implementation 2013

The proportion of the teaching staff involved in professional development activities during 2013 was 100%

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2013 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.

Performance of our students

Key student outcomes

Compared to National Testing results from 2012 our 2013 achievements were highlighted by :

- WRITING improvement for all Year 3/5/7 classes to be comparable to or above National Minimum Standards with the % of high performing students above national mean scores when compared with other schools nationally. Yr 3 achieved 40% of all students identified as performing in the top 2 achievement bands.
- Year 5 Numeracy & Reading improvement with 41% of students in Spelling achieving in the top 2 achievement bands for that year level.
- Year 3 Reading : 94% of students achieving above National Minimum Standards (NMS) with 33% performing in the top 2 achievement bands.
- Numeracy achievement – Year 3 & 7, 100% of students achieved above NMS with Year 5 having 94% of students above NMS.

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	91%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

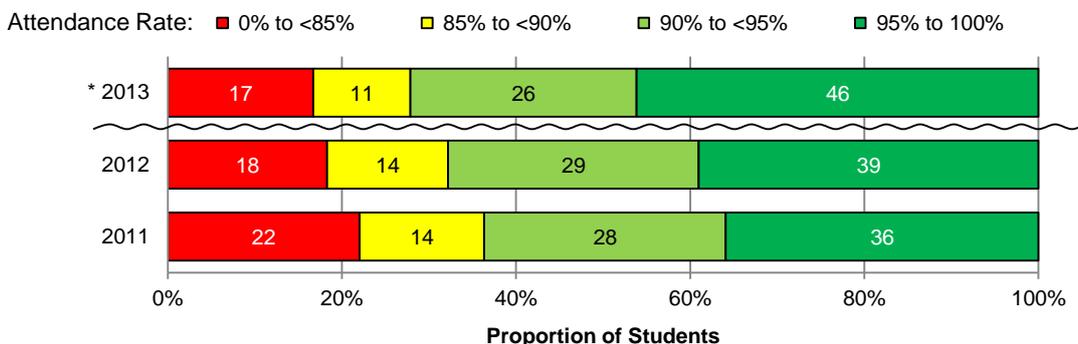
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	90%	91%	92%	91%	89%	90%	89%					
2012	91%	89%	91%	91%	90%	89%	91%					
2013	92%	91%	90%	92%	90%	90%	90%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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 1.45 pm. Attendance register data was recorded weekly onto the School Management System/OneSchool.

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

Patterns of repeated absence are tracked over time. School staff respond by contacting these families by phone, email or in writing. Pro-active 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.

By 2014 an automated sms text message system will be in place to contact parents each day where unexplained absences post morning roll call exist. This will be backed up with monthly reports that issue letters to families with outstanding unexplained absence records.

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/>.

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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			Beaconsfield SS
<p>Attendance : Improvement has occurred with general attendance for all students to date in 2014 compared to 2013. Specific communication & information sharing with families as well as tracking measures and incentive programs have contributed positively to this improvement. This program continues as a priority in 2014 with an additional focus on late arrivals & early departures under the mantra “ Every day Counts “ .</p> <p>Achievement : Due to the small number of indigenous students who participated in Year 3/5/7 NAPLAN 2013, statistical comparisons between indigenous & non indigenous students would not be a fair & true measure of improvement. However individual results from NAPLAN as well as other school based benchmarks and measures have indicated improvement in all areas, particularly in Writing. Individual student profiles have also tracked improvement in reading and sight word recognition. Students identified with significant learning gaps in comparison to peers (2 years below) have been targeted for intensive intervention and individual learning plans. Individual learning plans are a collaborative document with input from school and family, outlining specific support required and strategies to be implemented. Progress is tracked continually and reviewed at key junctures.</p> <p>The MySchool Web site mentioned above can provide further detailed analysis in all key learning areas for students over time.</p>			
Attendance	Indigenous Students	Non Indigenous Students	Gap measure
2013	85.6	90.5	- 4.9
2014 (June figure)	89.7	92.8	- 3.1