

Beaconsfield State School

Queensland State School Reporting

2014 School Annual Report



Postal address	PO Box 8823 Mount Pleasant 4740
Phone	(07) 4969 2222
Fax	(07) 4969 2255
Email	the.principal@beaconsfieldss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Darren Russell - Principal

Principal's foreword

Introduction

This report identifies school highlights, curriculum directions, and current performance data in key areas for the 2014 school year. 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 2014

Progress towards our goals for 2014 included:

- Ongoing implementation of the Australian Curriculum** – this goal was achieved with teachers continuing to develop their knowledge and confidence in delivering the Australian curriculum with the ongoing implementation of English, Maths, Science and History curriculum. Teachers also commenced the implementation of the Australian Curriculum area of Geography across all year levels.
- High quality teaching practices** – Teacher coaching and feedback continued to be a key focus that was expanded upon with Explicit Instruction (EI) Observation feedback provided to teachers twice a term combined with fortnightly classroom walkthrough feedback focused on student/teacher interactions. A Pedagogical Coach also supported teachers with refining and enhancing their knowledge and expertise of the EI teaching and learning sequence. Developing teacher expertise in EI delivery will continue to be a priority goal in 2015.
- Literacy Improvement – specifically targeting Spelling, Grammar & Punctuation** – Improvements made in writing in 2013 were maintained with literacy improvement goals also being achieved with improvement in spelling and grammar and punctuation (G&P) also reflected in the Yr 3/5/7 NAPLAN student results. Maintaining this improvement in the key literacy areas of writing, spelling, G&P and reading will continue to be key priority goal in 2015.
- Attendance & enrolment** – Attendance and Enrolment goals were partly achieved with school enrolment numbers growing throughout the year and a number of attendance initiatives implemented to track and improve student attendance throughout the year. This goal will continue to

be a priority area for 2015 with specific targets to be set for student enrolment and attendance as part of the school's Explicit Improvement Agenda.

- **School Wide Positive Behaviour Support** – The SWPBS team led the school staff to embed the philosophy and practices of the SWPBS program within the school community. The positive outcomes resulting from this included more productive teaching and learning environments in classrooms, an increased percentage of students achieving behaviour expectations, decreased number of suspensions and a more positive school climate. This area will be a continued focus in 2015 as we aim to further decrease the number of student suspensions and meet the identified needs of our school with developing safe, responsible and respectful learners.
- **Monitor & refine whole school assessment and data collection processes** – This goal was achieved as the School Assessment Plan and Internal Monitoring Program were continually monitored and refined throughout the year ensuring that student performance data was collected, analysed and used to inform teacher planning and the teaching and learning cycles within our classrooms. Focused Improvement Meetings and teacher planning days held in the middle and end of each term respectively, were the key opportunities utilised to achieve this goal. This area will remain a priority in 2015 with our goal of developing the skills and knowledge of teaching staff even further, in order to conduct a comprehensive analysis and understanding of student performance as we enhance our ability to, 'know our kids'.

Future outlook

Our key areas for improvement in 2015 include:

- High Quality Curriculum and Teaching (utilization of Pedagogy Coach to mentor and support EI Pedagogy development of identified teachers)
- Numeracy - change of thinking, a change of strategy (Numeracy Problem Solving Focus combined with development of Numeracy Plans to compliment Math Unit Plans)
- Knowing our Kids - comprehensive data analysis of student performance to inform our teaching
- Literacy (continued focus improvement agenda of writing/spelling/G&P/reading)
- Attendance and Enrolment Growth
- SWPBS and Differentiation for all students

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	419	216	203	82%
2013	345	180	165	86%
2014	313	168	145	93%

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

Characteristics of the student body:

The student population consists of approximately 17% Indigenous students. The school's special education program caters for students with disabilities who make up approximately 9% of the student group. The socio-economic breakdown of the school community would best be described as predominantly low to middle range income earners.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	18	21	23
Year 4 – Year 7 Primary	25	28	27

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	80	66	42
Long Suspensions - 6 to 20 days	4	18	2
Exclusions [#]	1	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 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.
- We have a strong Literacy and Numeracy focus in all areas of our curriculum, to endeavour to improve students' reading, writing, spelling and numeracy skills.
- We implement the School Wide Positive Behaviour Support Program across all year levels which develops students to Be Safe, Respectful and Responsible Learners
- We maintain a supportive approach to special education programs with individualised support programs offered to students based on their degree of need

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.

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

* Before school running club & interclass sport competitions at lunch breaks, as well as after school district rugby league & touch football competitions 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 and competitions at the CQ University for identified students.

* School camps were 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 within their classroom, 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 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 one. 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 students demonstrating behaviour expectations leads to them receiving 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 reflecting on 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 regarding 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 three days a fortnight 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, Grandparents Day, Literacy and Numeracy Week, 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 .

A positive school social climate exists as reflected through student and parent responses that are highlighted in the tables below.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	97%	100%
this is a good school (S2035)	93%	97%	100%
their child likes being at this school* (S2001)	93%	92%	100%
their child feels safe at this school* (S2002)	85%	94%	100%
their child's learning needs are being met at this school* (S2003)	88%	97%	100%
their child is making good progress at this school* (S2004)	92%	97%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	97%	100%
teachers at this school motivate their child to learn* (S2007)	96%	97%	100%
teachers at this school treat students fairly* (S2008)	88%	94%	100%
they can talk to their child's teachers about their concerns* (S2009)	93%	97%	100%
this school works with them to support their child's learning* (S2010)	89%	94%	100%
this school takes parents' opinions seriously* (S2011)	92%	97%	100%
student behaviour is well managed at this school* (S2012)	80%	92%	95%
this school looks for ways to improve* (S2013)	100%	97%	100%
this school is well maintained* (S2014)	96%	97%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	87%	91%
they like being at their school* (S2036)	87%	93%	92%
they feel safe at their school* (S2037)	96%	91%	91%
their teachers motivate them to learn* (S2038)	100%	98%	98%
their teachers expect them to do their best* (S2039)	99%	95%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	94%	95%
teachers treat students fairly at their school* (S2041)	68%	87%	86%
they can talk to their teachers about their concerns* (S2042)	74%	80%	88%
their school takes students' opinions seriously* (S2043)	71%	91%	90%
student behaviour is well managed at their school* (S2044)	68%	74%	79%
their school looks for ways to improve* (S2045)	91%	91%	97%
their school is well maintained* (S2046)	95%	89%	96%
their school gives them opportunities to do interesting things* (S2047)	86%	87%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	97%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		88%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	97%
student behaviour is well managed at their school (S2074)		87%	93%
staff are well supported at their school (S2075)		88%	94%
their school takes staff opinions seriously (S2076)		94%	97%
their school looks for ways to improve (S2077)		97%	97%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		93%	100%

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

'Agree' represents the 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.

The students and staff are to be acknowledged for their contributions that have resulted in all stakeholder groups expressing strong satisfaction ratings when reflecting on the 2014 year. Results for parents and students reflect satisfaction ratings between 91%-100% for most areas and demonstrate further improvement upon the positive satisfaction results achieved in 2013.

Involving parents in their child's education

A range of strategies are utilised to involve parents in their child's education which include:

- Performing volunteer roles in learning groups under the supervision of staff
- Participating in meetings and strategic planning discussions
- Fulfilling support staff roles on camps and excursions

Our families also provide considerable support with fundraising events that support the acquisition of resources to enhance the school's learning programs. Fundraising events include: school discos, BBQs, Mother's and Father's Day stalls and school concerts.

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 parents can support and enhance their child's learning at school.

Class open days as well as concerts, class performances on weekly assembly, sports day and invitations to special events such as Grandparents Day, Harmony Day and Literacy and Numeracy Week all encourage parents to have an active role in the life of their child at school.

Reducing the school's environmental footprint

The school 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 when students and staff leave rooms and buildings. The school also continued implementation of our policy which involves the utilisation of air conditioners being restricted to Term 1 and 4 only. 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. The school's commitment to reducing our environmental footprint resulted in further reductions in electricity and water usage during the last financial year. A positive result that we are proud of.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	223,751	3,936
2012-2013	206,920	3,226
2013-2014	206,329	2,713

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.

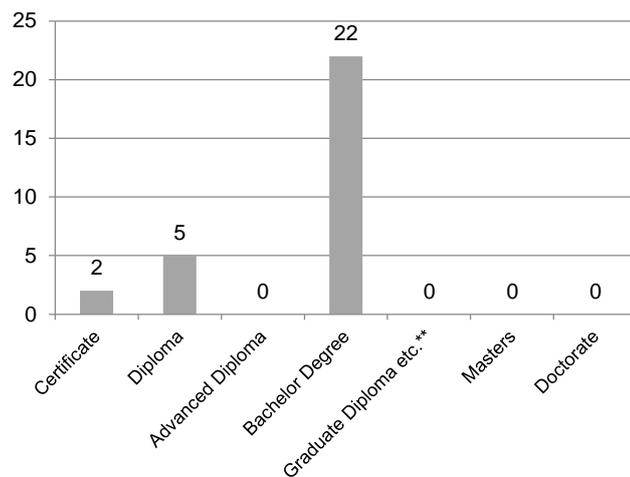
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	29	25	<5
Full-time equivalents	23	18	<5

Qualification 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	0
Doctorate	0
Total	29



*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 professional development in 2014 were \$31 373.

The major professional development initiatives are as follows:

- Literacy (Reading Comprehension)
- Music (specialist teacher skill focus)
- Geography Curriculum Implementation
- First Aid Training
- Administration Staff (leadership training)
- Indigenous Staff (skill development)
- ICT (iPad skill and knowledge development)
- Australian Curriculum ongoing implementation
- SWPBS (Tier 2 and 3 program development)
- Collegial Coaching and Professional Feedback

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	91%

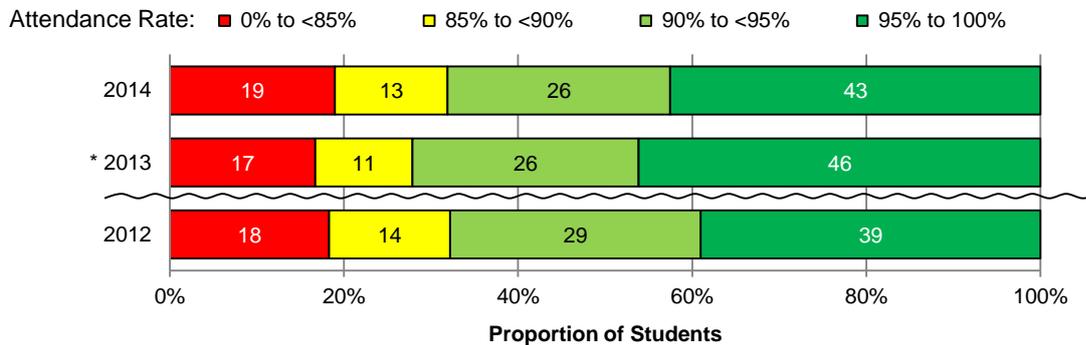
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	91%	89%	91%	91%	90%	89%	91%
2013	92%	91%	90%	92%	90%	90%	90%
2014	90%	93%	92%	92%	90%	90%	93%

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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 9.00 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. Teachers contact parents on the third day of unexplained absence. If communication was unsuccessful, then this is referred on to Administration staff to follow up further. 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. A class attendance award is also presented to the class achieving the lowest number of unexplained absences at our weekly assembly. The indigenous liaison officer also conducts courtesy calls and home visits to follow up attendance issues.

This year an automated SMS text message system contacts 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.

Particular results of note from the performance of students in the 2014 NAPLAN assessment program included:

- Students achieving numerically equal to or above the Nation in % of students at or above the National Minimum Standard for :
 - Yr 3 (all 5 areas of testing)
 - Yr 5 (Writing, Grammar & Punctuation and Numeracy)
 - Yr 7 (Spelling and Grammar & Punctuation)

- Students achieving numerically equal to or above the Nation in % of students in the Upper Two Bands for:
 - Yr 3 (Writing, Grammar & Punctuation and Numeracy)
 - Yr 5 (Grammar and Punctuation)
 - Yr 7 (Writing)

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

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 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

Achievement – Closing the Gap			Beaconsfield SS
<p>Attendance : Improvement has occurred with general attendance for all students when comparing 2014 to 2013 with the gap in performance between Indigenous and Non-Indigenous students decreasing from 5.4% to 0.5%. 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 2015 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 2014, the following results are to be considered cautiously. NAPLAN measures have indicated improvement with the gap in performance between Indigenous and Non-Indigenous students decreasing from the previous year in: Yr 3 (Reading, Writing and Numeracy), Yr 5 (Writing and Numeracy) and Yr 7 (Reading). 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	86.2%	91.6%	- 5.4
2014	90.7%	91.2%	- 0.5