Beaconsfield State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This report identifies school highlights, curriculum directions, and current performance data in key areas for the 2015 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 2015

High Quality Curriculum and Teaching (utilization of Pedagogy Coach to mentor and support EI Pedagogy development of identified teachers). A pedagogy coach was involved to support and assist classroom teachers. This is ongoing into 2016.

Numeracy - change of thinking, a change of strategy (Numeracy Problem Solving Focus combined with development of Numeracy Plans to compliment Math Unit Plans). Staff are continuing to work on numeary focuses.

Knowing our Kids - comprehensive data analysis of student performance to inform our teaching. Staff now have a greater knowledge and understanding of student data and are now very much 'data literate'

Literacy (continued focus improvement agenda of writing/spelling/G&P/reading). Literacy levels of students have increased and continue to be a strong focus within teaching practices.

Attendance and Enrolment Growth. Attendance improved throughout 2015, however enroment numbers continued to decline. This is a continued focus for 2016.

SWPBS and Differentiation for all students. The SWPBS team completed a large amount of work in realigning school focus

Future outlook

Key Priorities	Targets/Goals	Key Actions	When	Why - Research
Quality Teaching	100% of staff are delivering curriculum in line with Beaconsfield State School	School leadership team to ensure that there is a clearly articulated Whole School Pedagogical Framework and staff know and	Throughouth the year, school leadership team and Pedagogy coach break down Ped Framework and model best	Effective pedagogy ensures high-quality teaching that is focused on the achievement of every student.

	Whole School Pedagogical Framework	understand this framework Teachers use pedagogical framework to plan and implement optimal learning activities	practice based on evidence based research. This will occur in a cyclic nature.	
	100% of teachers use the Explicit Instruction lesson sequence to teach new skills and knowledge	Explicit Instruction observation and coaching feedback to be provided to teachers	This is to occur twice per term, each term	Effective explicit instruction allows us to attend to the details of instruction because the details do make a significant difference in providing quality instruction that promotes growth and success.
	Identified teachers develop their Explicit Instruction skills to mentor/coaching level to support peers. Identified teachers begin mentoring/coaching a peer on staff	Staff who are identified as delivering effective teaching practices (High Yield Teaching Strategies e.g. Marzano) including EI and Higher Order Thinking skills through High Yield Pedagogy will be released from class to model for other staff	Principal, Deputy Principal and HOC to deliver research based practices to teachers.	If we are to improve student learning, it is vital we identify the most important barrier to such improvement. And that barrier is the effect of within-school variability on learning. We need to embrace the power in collaborative expertise.
	Identified teachers begin mentoring/coaching a peer on staff	Staff will work with other staff around moderation and observations	Every five weeks, time will be scheduled for staff to come together	The aim of the process is to improve performance in "getting the job done" and make a direct contribution to the person's learning and development
Attendance	92.7% Attendance Rate (then 0.5% increase every year)	Improve all students' educational outcomes and achievements through the continued implementation of explicit attendance campaign - Every Day Counts.	Data to be measured and tracked weekly and both student numbers and names to be reported to Principal, Deputy Principals	Average academic achievement declined with any absence from school and continued to decline as absence rates increased. The effects of absence also accumulate over time.
	12.5% attendance <85% (then 2.5% decrease in 2017)	Monitor individual attendance by ID Attend and Performance Dashboard		
A-E Data	80% of students results to be a grade of C or better out of all students' English, Maths and Science learning areas	Tighter collaborationaround GTJM and moderation with other staff Improving the learning opportunities for all students	At five week junctures, data will be reviewed and monitored for alignment with standardised test data	There should be general alignment between NAPLAN data and KLA data. This analysis allows the opportunity to investigate broad curriculum and/or assessment implications such as assessment standards and moderation at the cohort/classroom level

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Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	345	180	165	51	86%
2014	313	168	145	53	93%
2015	291	145	146	50	89%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 7% of the student group. ICSEA provides an indication of the socio-educational backgrounds of students. ICSEA is set at an average of 1000, The lower the ICSEA value, the lower the level of educational advantage of students who go to this school. There was 1 EALD student and 56% of students who, as part of the Nationally Consistent Collection of Data, were not identified in NCCD as requiring adjustments.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	23	23
Year 4 – Year 7 Primary	28	27	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	66	42	37
Long Suspensions - 6 to 20 days	18	2	0
Exclusions	0	0	1

Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- Beaconsfield State School is organised using a learning group approach based on class structures from Prep to Year 6 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 4, 5 & 6 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

How Information and Communication Technologies are used to improve 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.

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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	100%	87%
this is a good school (S2035)	97%	100%	93%
their child likes being at this school (S2001)	92%	100%	97%
their child feels safe at this school (S2002)	94%	100%	87%
their child's learning needs are being met at this school (S2003)	97%	100%	84%
their child is making good progress at this school (S2004)	97%	100%	90%
teachers at this school expect their child to do his or her best (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	100%	90%
teachers at this school motivate their child to learn (S2007)	97%	100%	90%
teachers at this school treat students fairly (S2008)	94%	100%	90%
they can talk to their child's teachers about their concerns (S2009)	97%	100%	90%
this school works with them to support their child's learning (S2010)	94%	100%	94%
this school takes parents' opinions seriously (S2011)	97%	100%	90%
student behaviour is well managed at this school (S2012)	92%	95%	90%
this school looks for ways to improve (S2013)	97%	100%	97%
this school is well maintained (S2014)	97%	100%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	87%	91%	97%
they like being at their school (S2036)	93%	92%	99%
they feel safe at their school (S2037)	91%	91%	99%
their teachers motivate them to learn (S2038)	98%	98%	100%
their teachers expect them to do their best (S2039)	95%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	94%	95%	100%
teachers treat students fairly at their school (S2041)	87%	86%	97%
they can talk to their teachers about their concerns (S2042)	80%	88%	94%
their school takes students' opinions seriously (S2043)	91%	90%	95%
student behaviour is well managed at their school (S2044)	74%	79%	87%
their school looks for ways to improve (S2045)	91%	97%	98%
their school is well maintained (S2046)	89%	96%	98%
their school gives them opportunities to do interesting things (S2047)	87%	98%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	97%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
they receive useful feedback about their work at their school (S2071)	88%	100%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	88%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	97%
student behaviour is well managed at their school (S2074)	87%	93%	94%
staff are well supported at their school (S2075)	88%	94%	94%
their school takes staff opinions seriously (S2076)	94%	97%	100%
their school looks for ways to improve (S2077)	97%	97%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	93%	100%	100%

# '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

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.

| Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	206,920	3,226
2013-2014	206,329	2,713
2014-2015	205,734	2,748

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	29	28	0
Full-time equivalents	23	20	0

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**
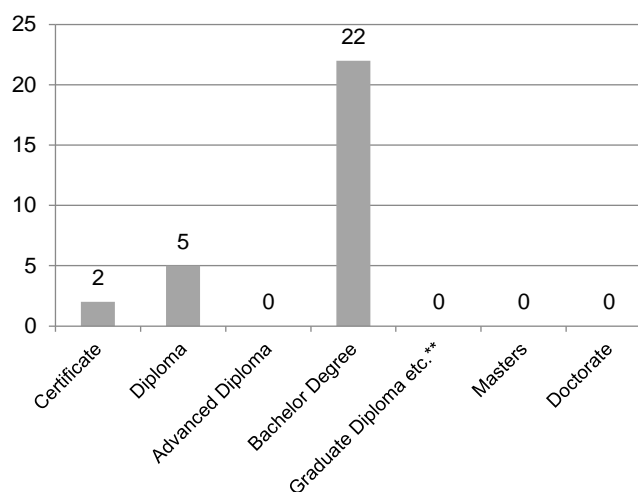
*Teaching staff includes School Leaders

**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 2015 were $25,556.03

The major professional development initiatives are as follows:

- Literacy
- Numeracy
- School Wide Positive Behaviour
- Implementaiotn of the Australian Curriculum

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2015 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

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	91%	87%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.
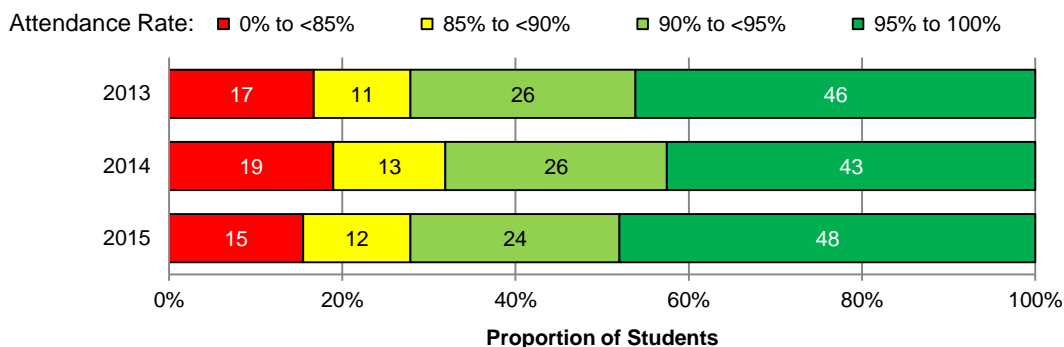
Student attendance rate for each year level (shown as a percentage)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	92%	91%	90%	92%	90%	90%	90%					
2014	92%	90%	93%	92%	92%	90%	90%	93%					
2015	92%	94%	91%	94%	92%	89%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	17	11	26	46
2014	19	13	26	43
2015	15	12	24	48

Proportion of Students

Description of how non-attendance is managed by the school

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

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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.

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.

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

School name	GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.