



Beaconsfield State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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## School Overview

Beaconsfield State School is an Education Queensland Primary School that caters for approximately 315 children from Prep to Year six. The school is in the northern suburbs of Mackay. The school's mission is to develop students who are safe, respectful and responsible life-long learners, through the implementation of School Wide Positive Behaviour Support. Our ongoing focus for improvement in Literacy has delivered a whole school approach to reading – Reading on the Same Page, with a focus on SCORE as a strategy for reading comprehension, which is part of every teacher's classroom practice when teaching Reading. Our staff use Explicit Instruction as our signature pedagogy for teaching and learning. Our students are involved in many sporting opportunities representing Beaconsfield, Cumberland, Mackay, Central Queensland and Queensland in individual and team sports. Our performing arts program provides an excellent music education with a strong tradition of success. The school provides instrumental music tuition in strings, brass, percussion and woodwind, with students becoming involved in regional band competitions and instrumental music camps. Each year members of our school choirs join in the local massed schools choir event, and also participate in regional competitions and choral camp. Students also have opportunities to demonstrate their performance skills through musicals and group competitions. The school has a performing arts hall with excellent stage and sound facilities, for hosting such events.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

The sharp and narrow focus of Beaconsfield State School in 2016 was around Attendance, Quality Teaching and A-C data. The attendance rate at the end of 2016 was 91.4%; attendance < 85% was 18.5% and Indigenous attendance was 88.2%.

Staff were focused on Quality Teaching through engagement with the Beaconsfield State School Pedagogical Framework of Explicit Instruction; as well as working alongside regional PEAC staff in literacy and numeracy.

School reporting data showed the percentage of students to receive an A-C was English – 85%; Mathematics - 80.7%; and Science – 98%.

#### Future Outlook

The 2017 Explicit Improvement Agenda has a sharp and narrow focus on Australian Curriculum, Attendance, A-E data and Engagement.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	313	168	145	53	93%
<b>2015*</b>	291	145	146	50	89%
<b>2016</b>	302	162	140	53	88%

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.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

The student population consists of approximately 18% Indigenous students. The school's caters for students with disabilities who make up approximately 8% 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. Beaconsfield State School ICSEA in 2016 was 959. There were no identified EALD students and 78.1% of students who, as part of the Nationally Consistent Collection of Data, were not identified in NCCD as requiring adjustments.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	23	20
Year 4 – Year 7	27	24	24
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Beaconsfield State School is organized 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 endeavor to improve students' reading, writing, spelling and numeracy skills.

- We implement the Positive Behavior for Learning Program across all year levels which develops students to Be Safe, Respectful and Responsible Learners
- We maintain a supportive approach to verified students with individualized support programs offered to students based on their degree of need

### Co-curricular 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 – Utilization 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 and excursions were organized to link with key curriculum areas to support learning

### 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.
- 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

### Overview

- 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 Positive Behaviour for Learning (PBL) program 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.
- 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.
- The school has a chaplain who works three days a fortnight. 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.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that: their child is getting a good education at school (S2016)	100%	87%	84%
this is a good school (S2035)	100%	93%	94%
their child likes being at this school* (S2001)	100%	97%	89%
their child feels safe at this school* (S2002)	100%	87%	89%
their child’s learning needs are being met at this school* (S2003)	100%	84%	84%
their child is making good progress at this school* (S2004)	100%	90%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	90%	94%
teachers at this school motivate their child to learn* (S2007)	100%	90%	95%
teachers at this school treat students fairly* (S2008)	100%	90%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	90%	95%
this school works with them to support their child's learning* (S2010)	100%	94%	95%
this school takes parents' opinions seriously* (S2011)	100%	90%	89%
student behaviour is well managed at this school* (S2012)	95%	90%	84%
this school looks for ways to improve* (S2013)	100%	97%	89%
this school is well maintained* (S2014)	100%	97%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	97%	99%
they like being at their school* (S2036)	92%	99%	95%
they feel safe at their school* (S2037)	91%	99%	86%
their teachers motivate them to learn* (S2038)	98%	100%	99%
their teachers expect them to do their best* (S2039)	100%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	95%	100%	92%
teachers treat students fairly at their school* (S2041)	86%	97%	91%
they can talk to their teachers about their concerns* (S2042)	88%	94%	84%
their school takes students' opinions seriously* (S2043)	90%	95%	87%
student behaviour is well managed at their school* (S2044)	79%	87%	76%
their school looks for ways to improve* (S2045)	97%	98%	90%
their school is well maintained* (S2046)	96%	98%	91%
their school gives them opportunities to do interesting things* (S2047)	98%	96%	88%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	100%	92%
they feel that their school is a safe place in which to work (S2070)	100%	94%	97%
they receive useful feedback about their work at their school (S2071)	100%	91%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	92%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	97%	97%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	93%	94%	97%
staff are well supported at their school (S2075)	94%	94%	89%
their school takes staff opinions seriously (S2076)	97%	100%	74%
their school looks for ways to improve (S2077)	97%	100%	97%
their school is well maintained (S2078)	100%	100%	92%
their school gives them opportunities to do interesting things (S2079)	100%	100%	91%

\* Nationally agreed student and parent/caregiver items

# '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.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This program uses existing Curriculum into the Classrooms (C2C) resources and is delivered through the scheduled Health and Physical Education lessons

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	42	37	57
Long Suspensions – 6 to 20 days	2	0	3
Exclusions	0	1	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.

## Environmental Footprint

### 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	206,329	2,713
2014-2015	205,734	2,748
2015-2016	247,887	2,744

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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '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.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	29	28	<5
Full-time Equivalent	23	21	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	22
Diploma	5
Certificate	2

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 34639.42.

The major professional development initiatives are as follows:

- Teacher release time for planning, moderation and collaboration
- Bruce Sullivan professional development – Your Best You
- Seven steps to writing professional development
- Malachi Pancoast – The Breakthrough Coach

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2016.

## Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	87%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

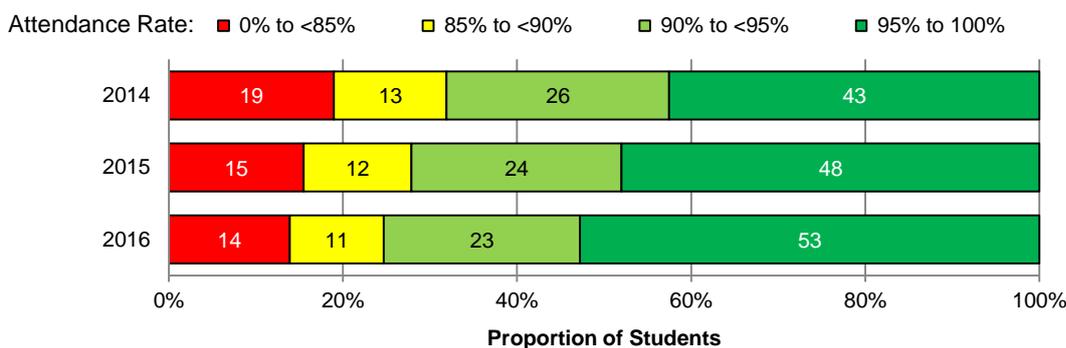
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	90%	93%	92%	92%	90%	90%	93%					
2015	92%	94%	91%	94%	92%	89%	91%						
2016	95%	93%	92%	92%	91%	93%	93%						

\*Attendance rates effectively count 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:



### 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.

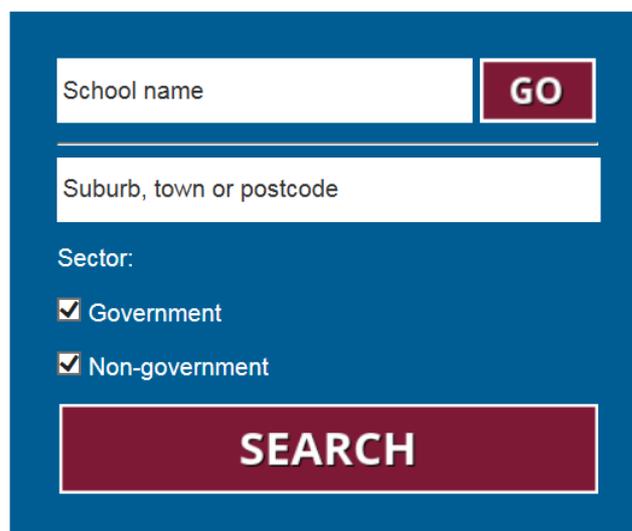
- Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.
- Attendance rolls are marked twice daily at approximately 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.
- 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.

## NAPLAN

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**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.