

QUEENSLAND STATE SCHOOL REPORTING - 2010

Beaconsfield State School (1672)

	Postal address	PO Box 8823 Mount Pleasant QLD 4740
	Phone	(07) 4969 2222
	Fax	(07) 4969 2255
	Email	the.principal@beaconsfieldss.eq.edu.au
	Webpages	www.beaconsfieldss.eq.edu.au Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
	Contact Person	Paul Richardson

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 a printed form from school reception.

The profile of the school identifies the current enrolment.

The curriculum overview outlines a range of programs that are unique to this school. In the Social Climate section, the notion of choice development is explained.

To complete the report a series of data are presented to identify many aspects of the school's performance in relation to systemic assessment tools.

Our purpose is to provide an educational service to every student who attends our school so that each can be the best that they can be. As an Education Queensland school we provide high quality education that makes a positive difference to the lives of our students.

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School progress towards its goals in 2010

Our school has progressed toward its goals throughout 2010 through:-

English and Mathematics programs:

Beaconsfield has continued to use the Northern Beaches school cluster English and Mathematics programs. These programs were developed collaboratively by schools across the northern beaches of Mackay and reflect Education Queensland's English and maths essentials. The programs include comprehensive strategies for teaching and learning as well as assessment processes to support the achievement of school and statewide targets in these subjects.

A focus on Spelling, Reading, Writing and Number

A school based focus on the teaching of these key areas has resulted from data analysis of a range of external and internal assessment sources. This focus has seen the implementation of a wide range of explicit teaching programs and strategies to support student improvement in these areas.

Science program

Through the Science Sparks initiative this school has been reviewing its teaching of science across P-7. The Education Queensland Science Sparks Coordinator was based at this school throughout parts of the year and worked closely with teachers and students in this area of the curriculum.

Closing the Gap

A school wide approach to Closing the Gap between indigenous and non-indigenous students was adopted. In class support, attendance management and the Drumbeat program have been key features of the program.

Curriculum Connections

School environmental programs have continued to "connect" school based curricula with local community programs and projects.

Future outlook

The Literacy Numeracy Partnership focus on reading will continue into 2011

NAPLAN Data Year 3/5 reading – have been used to inform programming into 2011

Closing the Gap engagement strategies – Indigenous students continue to be supported via a range of programs aimed at Closing the Gap in performance and attendance

Spelling Years 3/5/7 school program continue to reflect the emphasis that has been placed on the improvement of whole school performance in this area.

Reading Comprehension –Year 3/5/7 continues to be the focus for the LNP Coaches program

Science programming – is being supported by additional training of staff in Science Sparks

ICTs in student programming – further staff training and the acquisition of additional Interactive Whiteboards is scheduled to support further engagement of students in learning through the use of ICTs. During 2010 4 teachers commenced the pedagogical license program.

Our school at a glance

School Profile

Coeducational or single sex: Co-educational

Year levels offered: P-7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
496	239	257	77%

Characteristics of the student body:

Enrolments in 2010 decreased by 1% from February to November. This resulted in part from the reduction in enrolments and the eventual closing of the Steiner Education program. The student population consists of 13% Aboriginal and Torres Strait Islander students. As well 10% of the student population consists of students with a disability who are aligned to the school's Special Education Program.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	20	92%	92%	0%	8%
Year 4 – Year 7	23	91%	91%	0%	9%
All Classes	21	92%	92%	0%	8%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	16
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

The Learning Group Approach

Beaconsfield State School uses developmentally appropriate programming to place students in differentiated learning groups. The school does not use "grade level" as the primary reason for placing students with a common learning cohort. Aspects such as age, academic ability, and social connectedness are all determining criterion used for placement of students.

Curriculum Connections

This program continues to expand. The development of the Future Forest, Whale Watch, Bird Watch and Frog Watch programs continue to add new learning opportunities for students. The Footprints Eco Club has continued to add self-directed learning opportunities to the school's curriculum.

Extra curricula activities

Music

Strings, woodwind and percussion programs were offered to students. The school performed a Brass, Woodwind and Percussion ensemble and a String ensemble. Both musical groups performed at various venues, on weekly assemblies, and in various competitions in Mackay.

Wakakiri

Students from the school participated in 2010 Wakakiri

IYCC

A team of students from this school presented at the 2010 Kids Teaching Kids International Youth Coastal Conference at Caloundra.

How Information and Communication Technologies are used to assist learning

Communal approach

Computer resources are distributed across the school through learning rooms. Children within a learning group have access to computers housed locally, but can move around the school and use machines located in learning rooms other than their own.

Students can access an internal web based page known as "Kidzone". This enables common information, resources, and games to be stored centrally and accessed by student via personal logon scripts.

Connected Learning Centre

This is a shared computer learning room housed in the school's library. The centre enables the teacher and the students of the groups to be on line simultaneously. This enhances web based teaching and learning.

Our school at a glance

Social climate

Responsible Behaviour Plan supports

Beaconsfield Club program

Beaconsfield Club is a positive behaviour recognition program. The program is sequential with all students commencing the school year at "Level A". Recognition for appropriate behaviour and social interactions sees students awarded level A Plus. Continuation of this positive approach leads to the receipt of the Beaconsfield Club Award.

In 2010 65% of students attained Beaconsfield Club recognition. As part of the recognition these students attend special recognition day activities.

Better Choices Program

Beaconsfield uses a Better Choices program to support and promote positive social interaction between and amongst its students.

The Better choices program is applied as a behaviour modifier and continues to support the development of responsible social interactions in the school setting. Through this program those who do not comply with the schools' Culture Statements attend a session where they discuss appropriate behaviours with a teacher. The aim of the program is to establish dialogue between students and teachers around the positive cultures and values promoted by the school.

In 2010 over 80% of first time attendees at Better Choices did not re-attend for the same misdemeanour.

Students are encouraged to discuss issues re bullying directly with teachers and administration staff. The school also has an email contact protocol called bullyline@beaconsfieldss.eq.edu Through this service students can notify the principal in confidence of any concerns they may have regarding bullying and/or other negative social interactions they may have encountered.

School Chaplain

A chaplaincy service continues to be offered 2 days per week. The school chaplain operated specific lunchtime club programs as well as an ad. hoc. role with students and teachers.

Parent, student and teacher satisfaction with the school

Percentage of parents/caregivers satisfied that their child is getting a good education at school was significantly less in 2010 than the response to the area over previous years.

However the percentage of students satisfied that they are getting a good education has increased with the response being above the mean for like schools.

The percentage of parents/caregivers satisfied with their child's school was less than in previous years.

The percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives was less than in the previous years but similar to responses from years prior to 2009.

Our school at a glance

The percentage of staff members satisfied with morale in the school while still at a high level was less than the response in 2009.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	54%
Percentage of students satisfied that they are getting a good education at school	88%
Percentage of parents/caregivers satisfied with their child's school	75%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	63%
Percentage of staff members satisfied with morale in the school	80%

Involving parents in their child's education.

Parents are involved in student educational programs at Beaconsfield in the following ways

As parent helpers – in reading, group work, and project style learning events under the supervision of the learning group teacher.

As participants – in elective learning programs both on and off campus; in information meetings and strategic planning discussions.

As support staff – on camps and excursions

In governance - As School Council /Beaconsfield Steiner Reference group members involved in strategic decision making processes for school policy.

Reducing the school's environmental footprint

The student led Footprints Eco Club introduced the LOFOACO policy in 2010. This program actively promoted Lights Off Fans Off Air Conditioners Off and was implemented and monitored across all rooms in the school. The ability for the students to achieve reductions in energy usage has been impeded by the large construction projects that have taken place throughout the year.

The Solar Schools program saw the installation of solar panels at the school, however these were not connected to the electrical grid in 2010.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$75,928	\$46,082	\$19,228	\$4,687	\$5,791	\$0	\$140	238,023	2,769	0
2009	\$69,865	\$44,037	\$0	\$0	\$3,060	\$0	\$22,768	265,271	2,140	0
% change 2009 - 2010	9%	5%	N/A	N/A	89%	N/A	-99%	-10%	29%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	43	18	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	2
Bachelor degree	28
Diploma	10
Certificate	3

Full-time equivalents	Teaching Staff	Non-teaching Staff	Indigenous Staff
	37	12	<5

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$31751.

The major professional development initiatives are as follows:

- Literacy Coach Program (L and N partnership School)
- First Steps in Mathematics
- Science Sparks program

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

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 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 91%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
91%	91%	93%	91%	91%	89%	91%

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 around 9:30 a.m. and 2:45 p.m.

Attendance register data is recorded onto the School Management System (SMS) Weekly

The school offers an absentee email service to families for reporting absences. SMS attendance data is used to identify regular or lengthy unexplained absences.

Communication protocols between school and home are in place to manage such absences and expedite the quick return to attendance for the student's involved.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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

Enrolments: August 2010

Indigenous status	Prep Year	Year 01	Year 02	Year 03	Year 04	Year 05	Year 06	Year 07	TOTAL
Aboriginal and or Torres Strait Islander	7	6	10	5	10	8	8	10	64
Neither Aboriginal and or Torres Strait Islander	56	62	41	37	61	66	56	53	432
Total	63	68	51	42	71	74	64	63	496

The 2010 Education Queensland Closing the Gap Report presents data to demonstrate that in the NAPLAN 2010 Year 3 Mean scale score the gap between indigenous and non-indigenous students at this school has closed in reading writing and numeracy.

GAP 2010

Reading gap -1

Writing Gap -11

Numeracy Gap -13

The gap between Indigenous and Non-Indigenous Students' attendance was reduced slightly in 2010.