Beaconsfield State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

Beaconsfield State School is an Education Queensland Primary School that caters for approximately 355 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 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 indivual 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. Our environmental involvement, combined with our love of the arts, provides a well-rounded curriculum for students to appreciate and enjoy.

School progress towards its goals in 2018

Beaconsfield State School set very clear goals for improvement in 2018 around three key areas: Kowing our students; knowing our practices and knowing our school community. Within that goals were set around feedback to students; goal setting and learning journeys; the teaching of reading and student and staff wellbeing. Throughout 2018, all staff worked towards a model of providing feedback to students. Each student has their own goals (reviewed each term) around Reading, Writing, Spelling, Numeracy and Work Habits. These link directly to the Literacy Continuum. The teaching of reading has seen a whole school delivery of student support involving teachers and teacher aides. Improvement in staff and students wellbeing has been evident through School Opinion Survey data.

Future outlook

The improvement priorities for 2019 follow along from 2018. Knowing your students targets our staff knowledge around IEALD and Trauma Informed Practice. Knowing your practices is targeting differentiated teaching and learning, whilst PLCs have been created and focusing on wellbeing.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	302	329	343
Girls	162	170	159
Boys	140	159	184
Indigenous	53	64	78
Enrolment continuity (Feb. – Nov.)	88%	92%	91%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Beaconsfield State School has 25% Indigenous population, 18.6% who require adjustments to curriculum delivery, 5% who are on Individual Curriculum Plans, 4% with a Verified Disability, and 2% who identify as being IELD. The current attendance rate is 92.2% and the School Index of Community Socio-Educational Advantage is 928 and in the 17th percentile.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	24	23
Year 4 – Year 6	24	26	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Curriculum delivery at Beaconsfield State School is about ensuring each child achieves to the best of their ability with continual improvement. We use the Key Learning Areas of the Australian Curriculum and Information Communication technologies (ICTs) are integrated to support to curriculum delivery and engage learners. A comprehensive school curriculum plan provides whole school and year level programing of units to ensure horizontal and vertical alignment and multiple opportunities for key concept learning. .

Co-curricular activities

- The majority of extracurricular activities occur on campus, however, an increasing number of opportunities are being provided for students to represent their school in various subject disciplines.

- Inclusive Education – Our Diverse Learning staff support programs that cater for students from Prep to Year 6 within mainstream classes;

- Library lessons;

- Health and Physical Education – specialist teacher;

- The Arts – Specialist Teacher

- Science – Specialist Teacher

- Sports Gala Day Program for Years Four, Five and Six in Sports. (Gala Sports);

- Languages Other Than English (LOTE) – Japanese for Prep, Year 1, Year 2, Year 5 and 6 students;

- School Leadership Roles and Responsibilities;

- Year level support and extension programs;

- Online extension activities;

- Camping Program for Years 4 - 5;

- Variety of incursions and excursions for each year level;

- Swimming program in Term 4 for Prep – Year 3

- Inter‐schoo lmathematics challenges;

- Student Council activities;

- Science Club;

- District/Regional/State representative pathways;

- Music extension program and performing arts activities including:

- • instrumental Program (includes lessons in Strings, Woodwind, Brass and Percussion);
    - o concert Band;
    - o string ensemble;
    - o inter‐schoo lmusic competitions;
    - o school choirs – Choir; and
    - o inter‐school music camps.

How information and communication technologies are used to assist learning

Information Communication technologies (ICTs) are very much a part of everyday situations. In keeping with corporate expectations Beaconsfield State School provides learning and assessment opportunities that allow the students to inquire, create and communicate with ICTs, and to use ICTs safely and responsibly to manage, store and locate information. Teachers are supported to structure learning programs that embrace year level specific ICT competencies that are aligned to the Australian Curriculum. We refer to Information Communication Technologies as those items of hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated. The students are involved in a variety of learning environments that make use of ICTs. These include class lessons that harness the power of the interactive white boards that are installed in each class room and specialist learning environments. These technologies enable the class to make use of the Internet to engage in online learning. Such technologies also allow the children to become directly involved in the development, delivery and reflection upon lesson content and learning outcomes. Initiatives of teachers to explore the opportunities provided through emerging technologies are expected to significant increase student engagement and the development of powerful opportunities for learning and discovery. By making use of these technologies the students can develop the knowledge, skills and capacity to select and use ICTs to inquire, develop new understandings, transform information and construct new knowledge for a specific purpose or context.

Access to class room computers and the opportunity to access computer laboratories makes it possible for the teachers to engage the students to communicate with others in an ethical, safe and responsible manner. In this way they are able to develop understandings of the impact of ICTs on society. Through year level specific unit planning processes, the teachers can apply ICTs as a tool to assists students to become competent, discriminating, creative and productive users of ICTs.

Social climate

Overview

At Beaconsfield State School, we refer to social climate as the emotional and the physical aspects of the classroom. It is the understanding that teachers influence student growth and behaviour. The student's behaviour

affects peer interaction—the responsibility of influencing these behaviours is placed with the teachers and staff who interact with the students and those who are responsible for the developing and enriching a very caring and supportive school climate. The school has a coordinated network or support provisions that encompass pastoral care programs, student support and staff support. Much of the success of these programs is attributed to the leadership of the Student Support and PBL teams and the ongoing and immediate responses to requests and concerns tabled at the regular meetings. It is our belief that these programs and the genuine partnerships that exist between home and school have much to do with the commendable behaviour of the students and the ability of the teachers to create and sustain pleasant learning environments.

A clearly articulated Responsible Behaviour Program is in place. Be Safe, Be Responsible, Be Respectful, are our cornerstone expectations underpinned by explicit behaviour expectations for the various areas and aspects of learning. This program has been highly successful as evidenced by the feedback from parents, caregivers, staff and students.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	84%	96%	100%
• this is a good school (S2035)	94%	89%	95%
• their child likes being at this school* (S2001)	89%	93%	100%
• their child feels safe at this school* (S2002)	89%	100%	95%
• their child's learning needs are being met at this school* (S2003)	84%	93%	95%
• their child is making good progress at this school* (S2004)	100%	96%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	86%	95%
• teachers at this school motivate their child to learn* (S2007)	95%	86%	95%
• teachers at this school treat students fairly* (S2008)	89%	93%	95%
• they can talk to their child's teachers about their concerns* (S2009)	95%	93%	95%
• this school works with them to support their child's learning* (S2010)	95%	96%	95%
• this school takes parents' opinions seriously* (S2011)	89%	88%	95%
• student behaviour is well managed at this school* (S2012)	84%	86%	85%
• this school looks for ways to improve* (S2013)	89%	96%	95%
• this school is well maintained* (S2014)	100%	96%	95%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	93%	96%
• they like being at their school* (S2036)	95%	96%	97%
• they feel safe at their school* (S2037)	86%	95%	94%
• their teachers motivate them to learn* (S2038)	99%	96%	95%
• their teachers expect them to do their best* (S2039)	97%	99%	98%
• their teachers provide them with useful feedback about their school work*	92%	96%	96%

Percentage of students who agree# that:	2016	2017	2018
(S2040)			
• teachers treat students fairly at their school* (S2041)	91%	92%	91%
• they can talk to their teachers about their concerns* (S2042)	84%	92%	87%
• their school takes students' opinions seriously* (S2043)	87%	87%	83%
• student behaviour is well managed at their school* (S2044)	76%	80%	83%
• their school looks for ways to improve* (S2045)	90%	94%	97%
• their school is well maintained* (S2046)	91%	86%	96%
• their school gives them opportunities to do interesting things* (S2047)	88%	95%	96%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	96%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	96%
• they receive useful feedback about their work at their school (S2071)	91%	77%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	86%	83%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	97%	100%	100%
• student behaviour is well managed at their school (S2074)	97%	81%	100%
• staff are well supported at their school (S2075)	89%	76%	96%
• their school takes staff opinions seriously (S2076)	74%	83%	96%
• their school looks for ways to improve (S2077)	97%	100%	100%
• their school is well maintained (S2078)	92%	96%	96%
• their school gives them opportunities to do interesting things (S2079)	91%	88%	92%

* 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

The Beaconsfield State School Parents and Citizens' Association must be applauded for the dedication and commitment of its members. The Association provides an excellent forum for parents and caregivers to share their views on a wide range of topics. These views are respected and have a genuine and positive impact upon school strategic planning and operations.

The School Opinion Survey data suggests that parents and caregivers believe that the school is welcoming and engaging. The data also evidences improvements upon highly commendable survey data recorded in previous years.

Respectful relationships education programs

The safety and well‑being of our students is one of our paramount responsibilities. Success is achieved by a shared acceptance that school staff, parents and caregivers must work together to set and to reinforce the expectations and values that enable our students to make sound choices and to know how to reach out for support as they navigate the challenges of growing up in a modern, complex and constantly changing society.

The students are aware of to whom they can turn in difficult times or of they are unsure of what to do. All staff are trained and have competed corporate requirements pertaining to Code of Conduct and Student Protection. All staff are aware of and reminded that members of the leadership team are available at all times should they need to discuss concerns pertaining to any student.

Chaplaincy Support programs include individual contact to help support students and families with any social emotional support and provide a conducted for any programs outside the school can provide any additional Support. The school utilizes the services of a guidance officers who works closely with the School Support Committee. An extensive and regular referral and review process operates in the school to support students and families. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	57	26	37
Long suspensions – 11 to 20 days	3	1	1
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The School has continued to monitor existing and to explore additional strategies to reduce its environmental footprint. The air-conditioning of all rooms to provides an excellent environment for students and staff conducive to learning. This year we have been able to reduce our consumption of electricity as we continue to implement school based practices to operate air-conditioning units economically. The management of water consumption has increased and reflects a prolonged dry spell which required the watering of the oval to maintain minimal grass coverage and safe play environments.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	247,887	39,952	188,433
Water (kL)	2,744	1,508	2,399

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
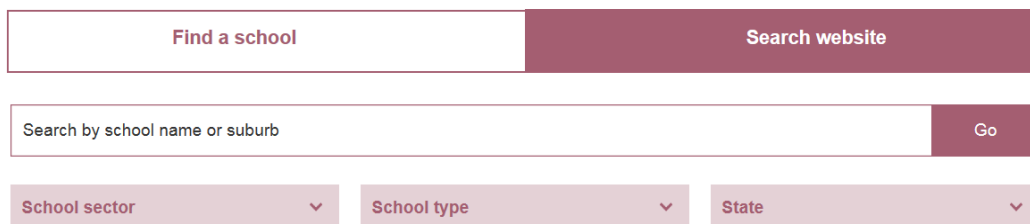
School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	27	31	<5
Full-time equivalents	23	21	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	2
Bachelor degree	25
Diploma	
Certificate	

*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 2018 were $23800

The major professional development initiatives are as follows:

- QELI Coaching
- Compulsory Annual Training
- BSM Leadership
- Classroom Profiling
- Australian Curriculum
- Moderation of student work
-

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	92%	92%
Attendance rate for Indigenous** students at this school	87%	90%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	92%	93%
Year 1	93%	93%	91%
Year 2	92%	93%	92%
Year 3	92%	92%	93%
Year 4	91%	92%	92%
Year 5	93%	92%	91%
Year 6	93%	89%	93%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	14	11	23	53
2017	19	9	24	48
2018	17	11	24	49

Proportion of Students
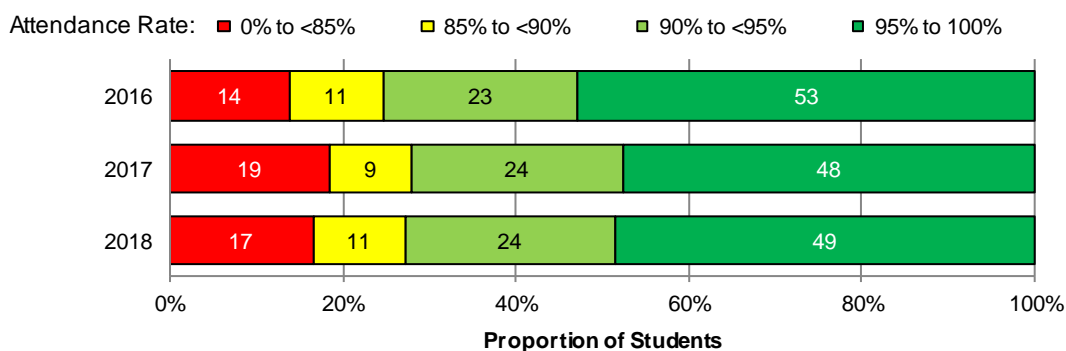
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 Department of Education (DOE) 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.

Class rolls are marked electronically twice a day. They are marking in accordance with Education Queensland's Policy and Procedures. Shortly after 9.30 am each day automatic SMS messages generated through IDAttend are sent to the parents and caregivers of students marked absent with a reason. All unexplained absences are followed up with parents and caregivers.
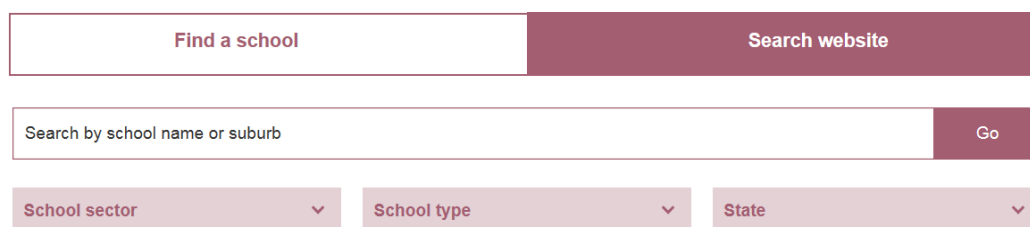
When it is identified that a student fails to attend on a regular basis and normal procedures are not helping to improve attendance, a meeting is convened with the parents and caregivers. The Principal and Deputy Principal responsive for the year level in which the student is enrolled meet with the parents and caregivers. If the parent or caregiver fails to improve their child's attendance at school and the school had followed Department procedures the principal will consider the need to implement Student Protection processes.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.