Beechmont State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Beechmont State School is very proud of how it is different from other schools in our region. Beechmont State School is more than just a school; we are a family. The 'Beechmont Experience' is a gift students take with them on their life journey. Our Mission Statement describes 'THE BEECHMONT EXPERIENCE as 'Working together to empower our children to reach their potential in an inspiring, loving and homely environment that provides challenges and opportunities, values diversity and encourages lifelong learning'. We have a strong focus on family values and treat the children as if they are our own children as we are with them for at least 6 hours each day.

Principal's Forward

Introduction

School Progress towards its goals in 2016

In 2016, the improvement agenda specifically targeted:
Improvement Agenda Curriculum
- ✓ Systematic delivery of curriculum, teaching and assessment across school site
- ✓ Continue to implement the Australian Curriculum
- ✓ Data Analysis – reading, writing and numeracy
- ✓ Short term data cycles, unpacking reading and Naplan data

Workforce
- ✓ Building the capability of every teacher and aspiring leader to be an expert in the teaching of reading, engaging in moderation and mentoring others

Well – Being & Partnerships
- ✓ Develop workforce performance, including instructional leadership
- ✓ Develop productive partnerships with students, staff, parents and community.

Future Outlook

Beechmont State School 2017 Explicit Improvement Agenda:
Writing
Reading

School Improvement Priorities in 2017 continue to reflect:
Improvement Priority Curriculum, Data Analysis and Pedagogy – Reading, Writing and Numeracy
Improvement Priority Workforce – Teaching Quality, Principal Leadership and Development
Improvement Priority Wellbeing & Partnerships – Attendance, Attainment, Transition and Closing the Gap

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	119	60	59	5	89%
2015*	120	60	60	5	97%
2016	119	62	57	4	84%

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
Beechmont State School's Primary and Prep enrolments are predominately drawn from the suburbs of Lower Beechmont and Beechmont, with a few students travelling up from Nerang. With the year 6 & 7 transitioning to high school in 2014 there was a drop in enrolments. In 2016, enrolment numbers remained steady. Generally, the student population consist of those that are from generations of Beechmont families and those who are new to the area. There is a mix of socio-economic families.

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	23
Year 4 – Year 7	24	28	25
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

Beechmont State School utilises C2C units that are differentiated to suit the complexity of our multi-age classrooms. For the remaining key learning areas, we rely on ACARA. To complement our curriculum delivery, other resources and programs are used to give students a broad range of activities and learning experiences.

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Co-curricular Activities

Beechmont State School is extremely active in the community and is involved in numerous extra curricula activities. The school community is involved in:
• Beechmont Day & attendance awards;
• Carnival of Words and Public Speaking events at school and local high school;
• Sporting events within a cluster and Broadwater Districts;
• ANZAC Day ceremonies co-ordinated by the ANZAC committee;
• Student Council representatives;
• Senior Class as leaders within the school;
• Participating in community events such as – Jump Rope for Heart, ANZAC day, Zest Fest. Choir performing at Binna Burra;
• Whole School functions such as various Sports Day, Awards and Concert Night & Graduation;
• Participating in Instrumental music programs;
• NAIDOC, Melbourne Cup Day and other celebrations throughout the community;
• Senior School Leadership Program; and
• Transition Program with Nerang State High School.

How Information and Communication Technologies are used to Assist Learning

Each school classroom is equipped with an interactive whiteboard which is in daily use. Classrooms also have a small bank of 3 or 4 computers linked to internet and printers. The school has a set of iPads which are used during across curricula activities to provide engaging and intellectually stimulating activities that produce strong learning results.

A school wide mathematics program has been initiated across the school. Beechmont has computer areas in each block, which can be accessed. Computers are regarded as an essential tool for learning and are essential to the delivery of the curriculum. Some activities included are - participating in web-quests, internet usage for research, using programs such as movie maker, power point, clay animation and publisher and using digital technologies including cameras and recording devices.

Staff use computers to store and create digital portfolios and access curriculum/interactive software to engage students. Computers are used extensively to support students with disabilities to maximise their access to learning. Digital animation and online learning is embedded in learning units. Interactive whiteboards enhanced the potential for engaging students with ICT programs and rejuvenated pedagogical practice throughout the school. With the introduction of C2C units of work, this technology has become mandatory from Prep to Year 6.

In addition to this, teachers all used their government-issued laptops for planning, assessment and reporting. The transition to One School, the state-wide database, also simplifies record-keeping, including behaviour management data. The introduction of C2C online learning has resulted not only in engaging students in interactive online learning, but also in up-skilling teaching staff in the integration of ICT into their daily routines. Children are able to access programs from home to continue their online learning. For example, Reading Eggs, Mathletics and Studyladder. Teachers have incorporated home use into their planning.

Social Climate

Overview

Beechmont State School is more than just a school, we are a family. The 'Beechmont Experience' is a gift student's take with them on their life journey. Staff provide the children with the necessary academic requirements as well as supporting them to grow as people in a safe, secure and caring environment. One of the most unique aspects of our School is the contact we maintain with past students. Past students are often seen at our School as general volunteers, as invited guests as Adjudicators at our Public Speaking Competition or even as helpers at our Athletics, Cross Country & Swimming Carnivals. This is something very special about Beechmont School.

This is reflected in our School Mission Statement - working together to empower our children to reach their potential in an inspiring, loving and homely environment that provides opportunities, values diversity and encourages life- long learning'. Our school Motto, 'At all times consider others' reflects the values we endeavour to instil in the children. Our efforts in this regard are reflected in our School Opinion Surveys where Parents, Students & staff provide very positive feedback.

Parent, Student and Staff Satisfaction

Parent opinion survey

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

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is making good progress at this school* (S2004)	100%	100%	100%
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%	93%	100%
teachers at this school motivate their child to learn* (S2007)	100%	93%	100%
teachers at this school treat students fairly* (S2008)	100%	93%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	93%	93%
student behaviour is well managed at this school* (S2012)	91%	93%	94%
this school looks for ways to improve* (S2013)	100%	100%	93%
this school is well maintained* (S2014)	83%	87%	82%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	100%	100%
they like being at their school* (S2036)	93%	97%	100%
they feel safe at their school* (S2037)	92%	97%	100%
their teachers motivate them to learn* (S2038)	93%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	100%	100%
teachers treat students fairly at their school* (S2041)	93%	100%	88%
they can talk to their teachers about their concerns* (S2042)	69%	100%	87%
their school takes students' opinions seriously* (S2043)	71%	100%	96%
student behaviour is well managed at their school* (S2044)	71%	97%	100%
their school looks for ways to improve* (S2045)	77%	100%	100%
their school is well maintained* (S2046)	71%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	86%	100%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	71%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	60%	83%	100%
students are encouraged to do their best at their school (S2072)	86%	100%	100%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are treated fairly at their school (S2073)	86%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	86%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

At Beechmont State School we believe that the best possible outcomes can be achieved when parents work cooperatively with teachers. Families are encouraged to become involved in the life of the school and support their children in the classroom and in extra-curricular and co-curricular activities. Parent- teacher meetings are held at the beginning of each year and at the end of term 1 and 3.

Parents, grandparents and other significant adults in children's lives are more than welcome to involve themselves in their children's education. That involvement is not ours as a school to decide, it is a joint decision. Talk to us about how you feel you can be involved in your children's schooling. We are proud of our communities' involvement in our school. Beechmont State School exercises many strategies for involving parents in their child's education. Parents/Families are involved in their child's education in many forums throughout the school. Some of these include:

P&C Association – many parents participate in the running of the P&C which meets once per month. Our P&C operates the Tuckshop, Mountain Mates and the Uniform Shop. They work throughout the year to raise much needed funds for the school.

Classroom Volunteers – many parents assist teachers in classrooms with everything from administrative assistance to taking reading, math, writing or art groups.

Parades: Children's success is supported at our fortnightly parades and our community is welcome to join us.

Volunteers in other areas – some parents feel more comfortable helping out in areas other than their child's class. These parents are encouraged to assist in our Tuckshop, Resource Centre, swimming classes and the school grounds. Parents are encouraged to attend parades. These are held on Friday mornings. Parents also attend special assemblies throughout the year to celebrate such occasions as Book Week and State Education Week.

Staff/Parent Evenings- Every term we hold a staff family evening. Parents and staff are encouraged to attend these social occasions which are growing in popularity. Parents also attend special days and activities throughout the year. These include open nights, sports days, swimming carnivals and commemorative assemblies.

A snapshot of other items we cover are:
• Classroom helpers
• Sport coaches
• P&C, Tuck shop & Uniform volunteers
• Office and library helper
• Camp supervisor
• Gardening Club and Vege Stall
• Pre-Prep program
• Photographer at School functions
• Carnival of Words
• Christmas in July – Binna Burra
• Anzac Committee

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school runs a You Can Do It Program and the Daniel Morcombe Child Safety Program will be introduced in 2017. Classes focuses on a range of strategies that suit their classrooms – mindfulness, goal setting, bucket filling strategy where by student's endeavour to consider their own and others emotional and social growth by treating each other respectfully and politely.

In addition, the school focuses on a culture of care and concern for self and others and lives through its code of behaviour which encourages children to be:
• Learner
• Safe
• Respectful

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• Responsible

We have a guidance officer who supports and encourages our students, parents and community.

The school has developed and implemented activities that focus on appropriate, respectful and healthy relationships.

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	4	15	6
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
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 has made a concerted effort to reduce electricity use, by making Staff more aware and encouraging students to turn off equipment when not in use, especially computers. The number of general waste bins being put out for collection has been reduced and the number of recycling bins has increased to 6 recycling bins each week. The installation of skylights into the Administration block and classrooms has considerably reduced the use of lights throughout the day.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	57,164	0
2014-2015	31,208	
2015-2016	49,196	

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

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	11	7	<5
Full-time Equivalents	7	5	<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	6
Diploma	
Certificate	

*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 $6531.
The major professional development initiatives are as follows:

• iPads in the classroom
• Curriculum & Moderation
• Mandatory Professional Development
• Senior First Aid and CPR
• Student Health Care, e.g. diabetes, anaphylaxis, epi pens
• Code of Conduct and Student Protection Curriculum Risk Management
• Up the Creek Professional Development
• SER Network Meetings for STLAN and SEP staff
• ORIGO Stepping Stones in-servicing
• Analysing NAPLAN results
• Behaviour Management & First Year Teacher PD

The proportion of the teaching staff involved in professional development activities during 2015 was 100%. 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.	95%	96%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 90% 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).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	86%	94%

*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	88%	92%	93%	91%	91%	93%	89%	97%					
2015	91%	94%	90%	96%	96%	94%	95%						
2016	94%	92%	93%	93%	94%	97%	95%						

*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:
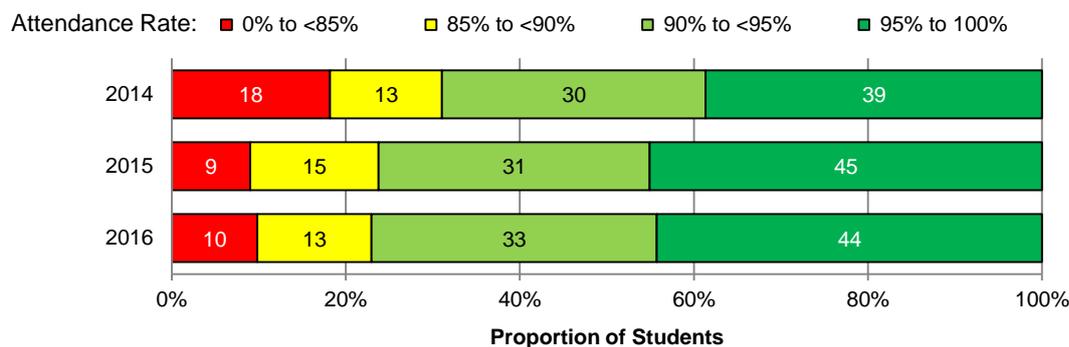
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Student rolls are marked twice daily by teaching staff, once in the morning and once in the afternoon. Teachers follow up any student absences with families. Administration follow up any student who is absent without explanation on a regular basis. Students who are regular non-attendees are identified and a member of the office contacts the parents/carers daily to find out reasons for non-attending and offer support if needed. When concerns with a student's absences continue either the Principal arranges a meeting in the first instance to discuss the reasons for absences. If there isn't a change in attendance rates, the procedures outlined in the above policies are implemented. We will be implementing the 'Same Day Notification' processes in 2016.

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.**

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Find a school

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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.

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