

Beechmont State School

Queensland State School Reporting

2015 School Annual Report



At all times consider others

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Principal's foreword

Introduction

Our school's motto "at all times consider others" and is the motivation for our whole school community to work together to provide a safe and supportive learning environment which focuses on achievement and success to allow each of our students to reach his/her potential. The school program is conducted with a disciplined framework where children's faces show they are learning, happy and engaged. Our learning journey for students at Beechmont is guided by staff that are current in teaching practice and rich in knowledge regarding current curriculum and educational trends. The following report measures our improvement and successes in various areas and provides our focus for the coming year.

School progress towards its goals in 2015

In 2015, the improvement agenda specifically targeted:

Improvement Agenda	<ul style="list-style-type: none"> Curriculum <ul style="list-style-type: none"> ✓ Systematic delivery of curriculum, teaching and assessment across school site ✓ Continue to implement the Australian Curriculum Workforce <ul style="list-style-type: none"> ✓ Building the capability of every teacher and aspiring leader to be an expert in the teaching of reading Data Analysis <ul style="list-style-type: none"> ✓ Implement short term data cycles and effectively use data to inform teaching practice ✓ Embed collaborative inquiry and 'putting face to data' practices ✓ Ensure reading expectations are aligned with state-wide improvement priorities
Priority Areas of Development	<ul style="list-style-type: none"> Pedagogy <ul style="list-style-type: none"> ✓ Review whole school practices Well – Being <ul style="list-style-type: none"> ✓ Develop workforce performance, including instructional leadership. Develop Well Being framework Partnerships <ul style="list-style-type: none"> ✓ Develop productive partnerships with students, staff, parents and community. Develop PACE and EATSIPS framework

Future outlook

School Improvement Priorities 2016 is reflected in:

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

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	137	77	60	5	86%
2014	119	60	59	5	89%
2015	120	60	60	5	97%

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 2015, 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:

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 2015, enrolment numbers remained steady. The student population is unique and there is a mix of socio-economic families.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	23	23
Year 4 – Year 7 Primary	13	24	28
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	0	4	15
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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* 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

Beechmont State School utilises C2C units that are differentiated to suit the complexity of our 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.

Extra curricula 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;
- 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

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.

Social Climate

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. The 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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	92%	100%	93%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	96%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child's learning needs are being met at this school (S2003)	96%	100%	100%
their child is making good progress at this school (S2004)	92%	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)	92%	100%	93%
teachers at this school motivate their child to learn (S2007)	92%	100%	93%
teachers at this school treat students fairly (S2008)	92%	100%	93%
they can talk to their child's teachers about their concerns (S2009)	96%	100%	100%
this school works with them to support their child's learning (S2010)	92%	100%	100%
this school takes parents' opinions seriously (S2011)	88%	100%	93%
student behaviour is well managed at this school (S2012)	92%	91%	93%
this school looks for ways to improve (S2013)	96%	100%	100%
this school is well maintained (S2014)	81%	83%	87%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	87%	92%	100%
they like being at their school (S2036)	89%	93%	97%
they feel safe at their school (S2037)	93%	92%	97%
their teachers motivate them to learn (S2038)	93%	93%	100%
their teachers expect them to do their best (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	93%	100%
teachers treat students fairly at their school (S2041)	82%	93%	100%
they can talk to their teachers about their concerns (S2042)	81%	69%	100%
their school takes students' opinions seriously (S2043)	79%	71%	100%
student behaviour is well managed at their school (S2044)	69%	71%	97%
their school looks for ways to improve (S2045)	95%	77%	100%
their school is well maintained (S2046)	78%	71%	100%
their school gives them opportunities to do interesting things (S2047)	91%	86%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	93%	71%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	60%	83%
students are encouraged to do their best at their school (S2072)	100%	86%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
students are treated fairly at their school (S2073)	93%	86%	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)	100%	86%	100%
their school is well maintained (S2078)	93%	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

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.

- Classroom helpers
- Sport coaches
- P&C, Tuck shop & Uniform volunteers
- Office and library helper
- Market Day helper
- Camp supervisor
- Gardening Club and Vege Stall
- Pre-Prep program
- Photographer at School functions
- Carnival of Words Reader
- Christmas in July – Binna Burra
- Anzac Committee

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	54,592	0
2013-2014	57,164	0
2014-2015	31,208	

*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

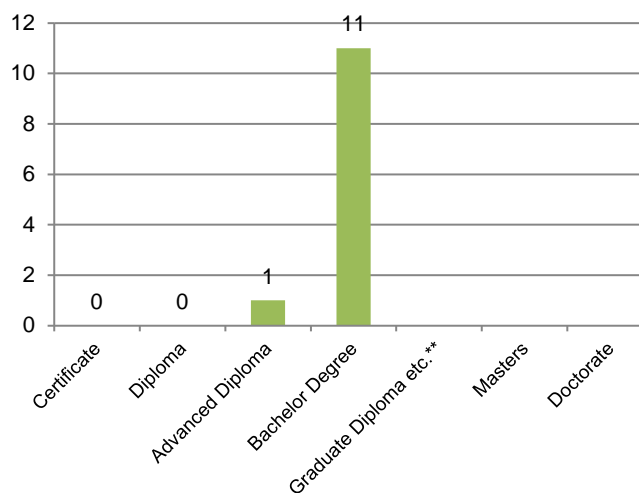
Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
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Headcounts	12	9	<5
Full-time equivalents	7	5	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	11
Graduate Diploma etc.**	
Masters	
Doctorate	
Total	12



*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 \$ 6000

The major professional development initiatives are as follows:

- iPads in the classroom
- Curriculum & Moderation
- Mandatory Professional Development
- First Aide
- Analysing NAPLAN results
- Behaviour Management & First Year Teacher PD

The proportion of the teaching staff involved in professional development activities during 2014 was 100% 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.	97%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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

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 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).	90%	92%	93%

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%.

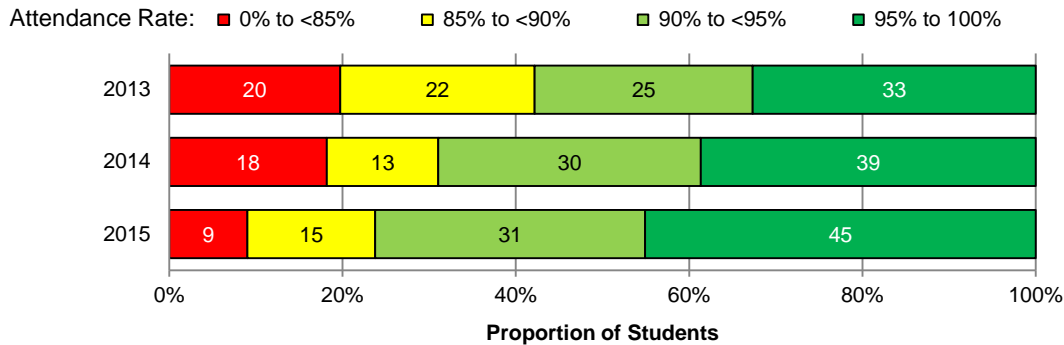
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	91%	87%	90%	93%	88%	90%	88%					
2014	88%	92%	93%	91%	91%	93%	89%	97%					
2015	91%	94%	90%	96%	96%	94%	95%						

*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.



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-attendeers 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 .

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

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

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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.