Principal’s foreword

Introduction

This School Annual Report for 2012 gives a snapshot of the satisfaction and performance of our students, staff and community. It looks at how we are endeavouring to meet the expectations of our families.

The academic performance according to our NAPLAN results rates us well in the achievement of the children. In 2012 it was pleasing to see an improvement in the number of children in the Upper 2 bands. The percentage of students in the upper 2 bands were: Reading(36%), Spelling(37%), Numeracy(42%) and Grammar and Punctuation(46%).

In 2012, we prepared for the implementation of History in Australian Curriculum and the use of C2C resources to ensure that we have the necessary resources, staff and faculties to give every student at our school the best possible opportunities for success.

We continue to have a strong focus on Literacy & Numeracy and deploy resources, both material & human, to provide the best environment for our children to reach their potential.

The dedication of our staff and support of our Parents and Citizen’s Association is a very strong aspect of our local community. Our P&C Association strongly supports our school in all possible ways. During 2012 they purchased laptops all the classrooms and a set of mini-laptops for the Senior classroom block.

The social and emotional education of our students is a high priority for our school as we have a firm belief that a child must be emotionally stable and socially accepted before any academic learning can take place.

At all times consider others remains our central platform for our Responsible Behaviour Plan.

School progress towards its goals in 2012

1. All classes are using Words Their Way.
2. Children are setting individual learning goals with their teacher.
3. School adopting The 7 Steps of Writing to improve the standard of Writing across the entire school.
4. NAPLAN results extremely pleasing with greater than 90% of children at or above the National Minimum Standard.
5. Pat M introduced.
6. Teacher Aide hours were adjusted to work with those children who require additional assistance.
Future outlook

In 2013 the improvement agenda is centred on improving student performance in Writing, Reading and Number. We will specifically be targeting:

- to improve the quality of student writing across the whole school, through the explicit teaching of writing strategies and the 7 Steps of Writing program.
- to improve student fluency in number facts with a whole school approach to the explicit teaching of multiplication tables and problem solving from Prep to Year 7.
- to improve reading comprehension skills through explicitly teaching reading and comprehension strategies through guided reading and reciprocal reading.
- to close the gap in the achievement level and attendance rate of the Indigenous students.

Priority Areas of Development

- Implementation of the Australian Curriculum – English, Mathematics, Science and History
- To embed the Beechmont State School pedagogical framework as part of the school culture, including the development of personalised learning goals for all students
- Strengthen Community Partnerships

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>163</td>
<td>91</td>
<td>72</td>
<td>91%</td>
</tr>
<tr>
<td>2011</td>
<td>151</td>
<td>76</td>
<td>75</td>
<td>94%</td>
</tr>
<tr>
<td>2012</td>
<td>141</td>
<td>76</td>
<td>65</td>
<td>93%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

The students who attend Beechmont School come from a range of socio-economic backgrounds. Most would fall into the middle social economic area. Grandparents play a significant role in our school with many families relying on their parents to support their outside the home work responsibilities. Culturally our student body has many connections with other countries but we do not have any significant number of students that attend our school who have been born overseas. Our Indigenous and ESL enrolment is less than 5 students.

There is a mix of family types in the school covering all areas, single parents, married parents and blended families
Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>2</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings

A distinctive curriculum offering not explicitly mentioned on our Web Site is our Year 7 Leadership Program. The Year 7 students are carefully assisted through the year learning how to go about their job as role models for the entire school. All Year 7 students are school leaders and are expected to complete their roles to an exceptional standard. The Year 6 students also take part in this program by ‘work shadowing’ a Year 7 student when they are completing their Leadership Roles. In Term 4, the Year 6 students have their own ‘Leadership’ sessions to assist with their transition to becoming Year 7 Leaders.

VALUES: Values are a very distinctive part of the Beechmont experience. Respect, Tolerance, Acceptance of others, Honesty, Responsibility for your own actions, Care and Compassion are all values that are promoted and used by students, staff and the wider Beechmont Community. The teaching and modelling of these values is integral to making Beechmont School the special place it is. To reinforce these values, the school focuses on the ‘You Can Do It’ Program.
**Extra curricula activities**

- **Opti-MINDS Challenge**
- **Chess**
- **Junior Choir (Prep to Year 4)**
- **Senior Choir (Years 5 – 7)**
- **Senior Concert Band**
- **Junior Band**
- **String ensemble**
- **Student Council**
- The Community offer Extra Curricular activities with the local Soccer & Netball clubs.

**How Information and Communication Technologies are used to assist learning**

Computers are used in the school from Prep to Year 7 in a variety of ways. In the Prep class one of the programs that the children use is Reading Eggs. This is purchased by the school for access at School as well as home. The school also purchases Literacy Planet, again for home and school use. This program provides great support for early Literacy development. To assist with Mathematics, Mathletics is purchased for School and home access. Many web based sites are used by all classes throughout the school. We have a series of checklists developed that outline the minimum requirements for each year level to achieve in the area of ICTs. During 2012 the P & C purchased additional laptops for all classes.

**Social climate**

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.

Beechmont is unashamedly a real “Family School”. We don’t just say that, we are that. Children have to spend a minimum of six hours a day here, so we have to provide another home for them, not just a school, but a home.

The staff provide the children with the necessary academic requirements as well as supporting them to grow as people in a safe, secure, caring and loving environment.

One of the most unique aspects of our School is the contact we maintain with past pupils. Children may physically leave our School and move on to High School and other ventures, but we endeavour to keep in close contact, as best we are able with them all. Past pupils are often seen at our School as general Volunteers, as invited guests at our Leaders Presentation Ceremony, talking with Year 7’s at Leadership Camp, 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.

Our Staff work very hard to provide a safe & caring environment for our children. 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 positive feedback to us. In 2012, 100% of our Parents rated our school as a good school & 94.3% said it was a safe school, which was above the State average.

Our survey results paint a positive picture of our school.
## Parent, student and staff satisfaction with the school

In 2012, 100% of our Parents rated our school as a good school & 94.3% said it was a safe school to be at, which was above the State average. Every parent interviewed indicated that their child is happy to go to this school.

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>94.3%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>94.3%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>94.1%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>94.3%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>97.1%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>91.4%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>91.4%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>88.6%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>76.5%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>93.8%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>76.5%</td>
</tr>
</tbody>
</table>

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>93.1%</td>
</tr>
</tbody>
</table>
they feel safe at their school*  96.6%
their teachers motivate them to learn*  96.6%
their teachers expect them to do their best*  100.0%
their teachers provide them with useful feedback about their school work*  96.6%
teachers treat students fairly at their school*  86.2%
they can talk to their teachers about their concerns*  89.7%
their school takes students' opinions seriously*  96.6%
student behaviour is well managed at their school*  89.7%
their school looks for ways to improve*  93.1%
their school is well maintained*  96.6%
their school gives them opportunities to do interesting things*  96.6%

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>78.9%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>93.7%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child’s education

Parents, Grandparents and other significant adults in children's lives are always welcome at our School. Parents can be involved as

- Classroom helpers, not just Maths & English but any subject area
- Sport coaches
- Tuck shop Volunteer
- Office helper
- P&C volunteer
- Market Day helper
- Camp supervisor
- Garden volunteer
- Photographer at School functions
- Carnival of Words Reader
• Chess Club helper
• Gardening Club member

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.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>66,305</td>
<td>0</td>
</tr>
<tr>
<td>2010-2011</td>
<td>58,342</td>
<td>0</td>
</tr>
<tr>
<td>2011-2012</td>
<td>53,232</td>
<td>12</td>
</tr>
</tbody>
</table>
Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>15</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>9.4</td>
<td>5.7</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

- **Doctorate**: 0
- **Masters**: 1
- **Bachelor degree**: 12
- **Diploma**: 1
- **Certificate**: 1
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $5600.

The major professional development initiatives are as follows:

- Persuasive Writing
- Science
- Curriculum Risk Management
- National Curriculum – Maths
- Intranet
- Code of Conduct
- National Curriculum-History
- National Curriculum – Science
- Science Sparks
- Analysing NAPLAN results
- OneSchool
- Behaviour Management
- C2C (Curriculum to the Classroom)
- In school Professional Development activities undertaken by the Staff included moderation of children’s writing samples in English, SOSE and Science, peer tutoring and mentoring

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

### Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95.5%</td>
<td>96.6%</td>
<td>95.8%</td>
</tr>
</tbody>
</table>

### Proportion of staff retained from the previous school year

From the end of the previous school year, 86.2% of staff was retained by the school for the entire 2012 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/](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.
Where it says ‘Search by school name’, type in the name of the school 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 given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage). 92% 93% 93%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>92%</td>
<td>94%</td>
<td>95%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>90%</td>
</tr>
<tr>
<td>2011</td>
<td>91%</td>
<td>93%</td>
<td>94%</td>
<td>96%</td>
<td>91%</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>2012</td>
<td>92%</td>
<td>94%</td>
<td>93%</td>
<td>98%</td>
<td>91%</td>
<td>94%</td>
<td></td>
</tr>
</tbody>
</table>

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 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.

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Parents either ring or email the teacher/Administration informing us of a child’s absence. In the last 12 months the school has not had to follow up with parents as to why their child was absent from school as we had been informed. Rolls are marked each day at the beginning of the day and also after 2nd break.

Attendance is encouraged through various articles in the school newsletter.
Performance of our students

**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/](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.

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**

We are unable to report on Closing the Gap as the number of Indigenous students is less than 5 and reporting could lead to identification.

Our school expectations are that Indigenous & Non indigenous students should be achieving at the same high level and their attendance is also at a high level.