Principal’s foreword

Our School Annual Report 2010 gives a brief snapshot of the satisfaction & performance of our students, staff & community & also looks at how we are endeavouring to meet the expectations of our families.

The academic performance according to our NAPLAN results rates us very well in the achievement of the children.

We continue to refine our curriculum and teaching practices to individualise our programs and ensure that we have the necessary resources, staff and facilities 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 try and give the best possible outcomes for our children.

During 2010, our Multipurpose Hall and extension of our School Library were started. These amazing facilities were finished in 2011, adding some very valuable resources for our community.

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.

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, which was reviewed in 2010 in association with our P&C Association.
School progress towards its goals in 2010

Literacy & Numeracy Targets: Literacy & Numeracy continued to be a focus for the school in providing a sound education for the children. NAPLAN results indicated some success in this area.

National Curriculum: In 2010 teachers continued to prepare themselves for the National Curriculum. Particular emphasis was placed on preparing themselves as the School will start using the History & Science curriculum from the beginning of 2011.

ICT Integration: Staff continued to receive ICT Professional Development to enhance their skill level. One Staff member was trained as an ICT facilitator and all but 2 Staff have their ICT Pedagogical Licence.

Enriching Opportunities for children: Students at Beechmont School continue to be provided with a huge range of opportunities that helps develop them as people. Choir, Band, Opti-MINDS, Instrumental Music lessons, Leadership Program, Vegetable garden work, Public Speaking, Bush Poetry, Writing Competition, Camps, Under 8’s day, Carnival of Words, LEO all add to the rich diversity offered to all the students.

Future outlook

As a school we will continue to strive to achieve excellent outcomes for our children both academically and emotionally. In the academic area to help we will continue to focus on quality learning times with a focus on Teacher Aides being present in classrooms especially in Session 1 & 2 to maximize the learning opportunities available for the children. In the emotional area we will continue to keep a family focus for the direction of the school.

As a school community we will have to face the reality that Beechmont State School is having dwindling enrolments as Beechmont & Lower Beechmont are becoming more of a ‘post teenage years’ destination for families, and not an option for young families any more as house & land prices increase, and the transport stretches young families budgets. Staffing will decrease, teachers & teacher Aides as well as general funding will decrease. Despite this we will continue to provide our children with a loving & caring home where they spend at least 6 hours a day.

As a school, we will develop the School Science & English plans for implementation in 2011 along with the implementation of the Developing Performance Framework. Also more use of OneSchool for recording of Students results is to be investigated.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational School
Year levels offered: Prep to year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>163</td>
<td>91</td>
<td>72</td>
<td>85%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
The students who attend Beechmont School come from a range of socio-economic backgrounds, but 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 enrolment is less than 5 students as is our ESL enrolment.

There is a mix of family types in the school covering all areas, Single parents, Married parents as well as blended families

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23</td>
<td>75%</td>
</tr>
<tr>
<td>All Classes</td>
<td>23</td>
<td>86%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<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>
Our School offers a number of distinctive curriculum opportunities:

Rich Task. A Rich Task is when a number of subjects are combined into a single course of study that presents a problem for the children to solve. It is based on developing Thinking Skills in each child. It is much more than a Theme, as the children have a real problem or challenge to solve. The Rich task is also formally presented to the Parents at the end of each Term so they can see the learning that each class has obtained. For Term 1, each class will be looking at Multiculturalism. In Term 2 classes will be conducting a Systems Investigations and Human & Children's rights and Term 3 will see each class engaged in an Art exhibition highlighting the Multicultural perspectives of Australia. Rich Tasks will cease to be offered in 2011 as we move to fall into line with the Australian Curriculum.

A distinctive curriculum offering not explicitly mentioned on our Web-Site is our Year 7 Leadership Program. This year long program is conducted by the Principal David Murphy. 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. Also in Term 4, the Year 6 students have their own 'Leadership' sessions to assist with their transition to becoming Year 7 Leaders the following year.

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 Vocal Timbre (Years 5 – 7)
- Senior Concert Band
- Junior Band
- Guitar Club
- Percussion Group
- Student Council

The Community also offers 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 a Literacy program called Intrepica, again for home & school use. This program provides great support for early Literacy development. To assist with the Mathematics learning, Mathletics is also 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 2010, 13 laptops were purchased to enable greater access by students and to develop more whole class possibilities when using ICTs.

**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 are the children's parents for a big part of the day, so it is important that we teach them the necessary academic requirements as well as provide the love and support for 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’. Also 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 2009, 83% of our Parents rated our school as a good school which was = to the State average & 86.7% said it was a safe school to be at, which was above the State average.

Our survey results paint a positive picture of our school. These survey results are on our website on the School reporting page. Please have a look.

Feedback from Parents is very positive, with 90.4% of parents saying that their child is happy to go to this school, 71% are satisfied with the behaviour of the students, 64.5% of parents satisfied with discipline at our school with 25.8% neutral about discipline. 96.8% of parents feel their child is safe at this school and 80.6% believe their child is treated fairly at this school.
The Parent, Student & Staff satisfaction with the school continues to remain at very pleasing levels. The following graphs & tables clearly outline these satisfaction levels.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good</td>
<td>84%</td>
</tr>
<tr>
<td>education at school</td>
<td></td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development</td>
<td>74%</td>
</tr>
<tr>
<td>opportunities that relate to school and systemic initiatives</td>
<td></td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>
Our school at a glance

Beachmont State School
School Surveys - Parent Satisfaction Overview
for Performance Areas for All Parents for 2008-2010

<table>
<thead>
<tr>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CUR</th>
<th>PED</th>
<th>LCL</th>
<th>SCL</th>
<th>SCR</th>
<th>RES</th>
<th>ADD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Pedagogy</td>
<td>Learning Climate</td>
<td>School Climate</td>
<td>School Community Relations</td>
<td>Resources</td>
<td>Additional Items</td>
</tr>
</tbody>
</table>

Precision Ranges
- Mean

- 2009
- 2009
- 2010

Printed on: 08-NOV-2010 Further information:
Report ID: scq.mean.p.1708675P GoonvallaData PERMEAS@epd.cld.gov.au User: es00681
Page 1 of 1
Beechmont State School
School Surveys - Student Satisfaction Overview
for Performance Areas for All Students for 2000-2010

Very Satisfied

Satisfied

Neutral

Dissatisfied

Very Dissatisfied

<table>
<thead>
<tr>
<th>STO</th>
<th>CUR</th>
<th>PED</th>
<th>LCL</th>
<th>SCL</th>
<th>RES</th>
<th>ADD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student outcomes</td>
<td>Curriculum</td>
<td>Pedagogy</td>
<td>Learning climate</td>
<td>School climate</td>
<td>Resources</td>
<td>Additional items</td>
</tr>
</tbody>
</table>

Precision Ranges

Mean

2000

2009

2010

Printed on: 06-NDV-2010 Further Enquiries:
Report ID: sos_mean_s_1706039P Corpod:sata.PERFNEAS@qegq.qld.gov.au User: c005848
Page 1 of 1
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

IN FACT........ 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

The School completed the SEMP Plan in 2010 and has made a concerted effort to reduce electricity use, by making Staff more aware and encouraging students also to be more aware about turning off equipment when not in use, especially computers. The increase in KwH can be attributed to the construction of the Hall and Library extension. The $1,530 waste charge is due to the school implementing a recycling program that Council charges for recycling bins. On a Weekly basis though the number of general waste bins being put out for collection has been reduced since the introduction of recycling bins.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity Kwh</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$14,199</td>
<td>$12,669</td>
<td>$0</td>
<td>$1,530</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$66,305</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$12,304</td>
<td>$10,928</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$1,376</td>
<td>64,911</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

% change 2009 - 2010

- 15% for Total
- 16% for Electricity
- N/A for Sewerage
- N/A for Waste
- N/A for Water
- N/A for Gas
- -100% for Other
- 2% for Electricity Kwh
- N/A for WaterKL
- N/A for GasMJ
Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>16</td>
<td>8</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>11</td>
<td>5</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>9</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $6,145.54.

The major professional development initiatives are as follows:

- QCATS
- Visual Impairment
- SEMP
- Numeracy
- Informal Prose Inventory
- Writing
- Intrepica
- Mathletics

The involvement of the teaching staff in professional development activities during 2010 was 72.3%.

### 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, 74% of staff were retained by the school for the entire 2010 school year.
### Key student outcomes

#### Attendance

<table>
<thead>
<tr>
<th>Year</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>92%</td>
<td>94%</td>
<td>95%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>90%</td>
</tr>
</tbody>
</table>

*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.

Parents informing the school about children’s absence is not an issue at our school. Parents either ring or email the teacher/Administration informing us of a child’s absence. In the last 12 months the has not had to follow up with parents as to why their child was absent from school. Rolls are marked each day at the beginning of the day and also after 2nd break.
Achievement – Years 3, 5 and 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

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

GO

Search by suburb, town or postcode

Sector ☐ Government
☐ Non-government

SEARCH

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

Our School only had 3 Indigenous students enrolled in 2010. One of those students averaged academically B/C standard and had 40 absences. Both of the other students were at a D standard with 50 absences.

All students were given additional in class support of 1 hour a week. Two of the students were offered very lucrative financial assistance & concessions. One of the students was involved in the Learning Engagement OnLine program.

Education Queensland's Closing the Gap report is below.
Performance of our students

2010 Closing the Gap Report - Beechmont State School (0681)

Full and Part-Time Enrolments August 2010

<table>
<thead>
<tr>
<th>Indigenous Status</th>
<th>Yr 09</th>
<th>Yr 10</th>
<th>Yr 11</th>
<th>Yr 12</th>
<th>Yr 13</th>
<th>Yr 14</th>
<th>Yr 15</th>
<th>Yr 16</th>
<th>Yr 17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous</td>
<td>22</td>
<td>31</td>
<td>20</td>
<td>11</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>22</td>
<td>135</td>
</tr>
<tr>
<td>Non-Indigenous</td>
<td>22</td>
<td>31</td>
<td>20</td>
<td>11</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>22</td>
<td>135</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>62</td>
<td>40</td>
<td>22</td>
<td>22</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>44</td>
<td>270</td>
</tr>
</tbody>
</table>

NAPLAN Year 3 Mean Scale Score - Indigenous/Non-Indigenous Gap

- Reading
- Writing
- Numeracy

Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap

Student Attendance

Student Attendance Rate Semester 1, Years 2006-2010 Indigenous & Non-Indigenous Students

Proportion of Students by Attendance Range Semester 1, 2010 - Indigenous & Non-Indigenous Students

Release Date: November 2010