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Webpages Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department’s Right to Information site.

Contact Person David Murphy

Principal’s foreword

Introduction

Our School Annual Report for 2011 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 well in the achievement of the children. In all areas we were equal to the National mean and in Year 7 Grammar & Punctuation we were above Like Schools.

In 2011, we prepared for the implementation of the Australian Curriculum and the use of C2C resources to 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 2011, our Multipurpose Hall and extension of our School Library were completed, 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. During 2011 they spent approximately $40,000 revamping our two main play areas.

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 that was enhanced in 2011 in conjunction with our P&C Association.
School progress towards its goals in 2011

The school had a number of goals for 2011 that we made progress with in differing degrees.

National Curriculum: As a staff we decided to shelve ‘Rich Task’ and use the national Curriculum for Maths and History as it was to be implemented in 2012. This gave our staff, in particular, an early detailed look at the National Curriculum and ways to implement prior to 2012.

NAPALN strategy: Our defined areas for improvement in NAPLAN were Spelling and writing. We trialled ‘Words their Way’ in the Year 7 class and saw some good results in terms of spelling improvement in the class. This trial will direct our thinking in 2012 with regard to spelling teaching.

OneSchool: A number of in services were conducted in 2011 for the staff to start using OneSchool as the major platform for recording student details and results.

Areas for improvement that were defined in the Teaching & Learning Audit were addressed

Closing the Gap on indigenous & non indigenous student performance was addressed in NAPLAN strategy as well as the work on the National Curriculum.

Future outlook

In 2012, one of our key priorities is to improve spelling with the use of Words their Way. This may be a longer term goal as students attain various levels in the Words their Way program. This will have to be evaluated each year.

In 2012 each class to set academic targets/goals that they plan for the children to achieve in each Term. The School improvement targets of improvement in Spelling and Writing are also published for families to know about.

Writing is again a focus for improvement in 2012 along with spelling.

We also plan to try to maintain or improve our NAPLAN results from previous years.

The ready reader program will be implemented twice in 2012, the first time for school families, the second time for pre Preps and the wider community.

Pat R and Pat M will be investigated this year as an additional diagnostic tool for teachers to increase the data they have available to them to inform their planning.

Use of Teacher Aides will target additional assistance in classrooms to relevant year levels prior to NAPLAN and then post NAPLAN in Term 3 & 4 for Year 2, 4 & 6 for 2013.

Teachers will embrace the positives that the Curriculum to the Classroom will provide to them, and have inservice to assist them with this task.

One School will be used to record student academic data as well as behaviour incidents affecting students. All financial details will also be conducted on One School.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - 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 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>151</td>
<td>76</td>
<td>75</td>
<td>94%</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 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.3</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.2</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>3</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 at a glance

Curriculum offerings

Our distinctive curriculum offerings

**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 Choir (Years 5 – 7)
- Senior Concert Band
- Junior Band
- String ensemble
- 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 2011, 6 additional computers were obtained from Gold Coast TAFE.
Our school at a glance

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 2011, 88% of our Parents rated our school as a good school & 82.7% 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.

Feedback from Parents is very positive, with 80% of parents saying that their child is happy to go to this school, 54.3% are satisfied with the behaviour of the students, 62.8% of parents satisfied with discipline at our school with 22.9% neutral about discipline. 82.8% of parents feel their child is safe at this school and 71.4% believe their child is treated fairly at this school.
Parent, student and teacher satisfaction with the school

In 2011, 88% of our Parents rated our school as a good school & 82.7% said it was a safe school to be at, which was above the State average. 80% of parents saying that their child is happy to go to this school, 54.3% are satisfied with the behaviour of the students, 62.8% of parents satisfied with discipline at our school with 22.9% neutral about discipline. 82.8% of parents feel their child is safe at this school and 71.4% believe their child is treated fairly at this school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>83%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>66%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>89%</td>
</tr>
</tbody>
</table>

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.
Our school at a glance

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 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. On a weekly basis though 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.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>58,342</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>66,305</td>
<td>0</td>
</tr>
</tbody>
</table>

% change 10 - 11 -12% N/A
Our staff profile

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>10</td>
<td>5</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

While the following table indicates the highest qualification the teachers at this school have, it does not indicate the number of degrees & qualifications the teachers have. One teacher has 6 degrees while six other teachers have two degrees each.

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>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>9</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</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 2011 was $5,257.63.

The major professional development initiatives are as follows:

- Persuasive Writing
- Science
- Curriculum Risk Management
- National Curriculum – Maths
- Intranet
- Epi pen training
- Code of Conduct
- Primary Connections (Science)
- National Curriculum – Science
- Science Sparks
- Analysing NAPLAN results
- OneSchool
- Behaviour Management
- C2C (Curriculum to the Classroom)
- There were many other, in school run Professional Development activities undertaken by the Staff including, moderation of children’s writing samples not only in English but SOS and Science. Others included Peer tutoring, mentoring

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2011 school year.
Our staff profile

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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<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>91%</td>
<td>93%</td>
<td>94%</td>
<td>96%</td>
<td>91%</td>
<td>93%</td>
<td>94%</td>
</tr>
</tbody>
</table>

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.

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 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

2011 School Annual Report
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.

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.
Performance of our students

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.