Beechmont State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
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School overview

Beechmont State School is very proud of the success we have enjoyed in our region. Our 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 outlines us 'working together to empower our children to reach their potential in an inspiring environment. This environment provides challenges and opportunities, values diversity and encourages lifelong learning'. We have a strong focus on family values and respect. Beechmont has had many successes and we work steadily, every year to improve or maintain our wonderful results and our exceptional, nurturing environment.

Beechmont State School embodies a encouraging culture, which provides a peaceful, caring environment for our students and community to work and learn together. This enables our students to develop as independent, creative, persistent, problem solvers, prepared to meet the challenges of our changing society. Our school setting is safe, challenging and rewarding. The curriculum is rich with opportunities in all areas and we go to great lengths to involve our community in the provision of extra curricula activities - ensuring all children are involved and developed.

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 2018

School Improvement Priorities 2018 reflected in:
Improvement Priority Curriculum – Reading, Writing and Numeracy
Improvement Priority Workforce – Teaching Quality, Principal Leadership and Development
Improvement Priority Wellbeing & Partnerships – Attendance and Transition

We further consolidated our 'Explicit Improvement Agenda':
- Reading
- Writing
- Attendance

Future outlook

Our outlook for 2019 is entrenched in the following improvement priorities:
Priority One - Attendance
'Same Day Notification' processes and Attendance Action Plan is implemented fully.
Prep Orientation Plan implemented fully in Term 4 - Prep Action Plan.
100% of Year 5 & 6 student are engaged in High School Transition program and enrichment days.

Priority Two - Capability and Staff Performance
100% of staff are committed to improving practice by engaging in Professional Development.
All permanent Teachers and Teacher Aides are to complete Annual Developing Performance Plans.
100% of staff receiving formal feedback about planning, lesson observations and differentiation.
100% of teaching staff attend and participate in moderation within the Nerang Alliance Cluster.

Priority Three - Whole School Curriculum Framework
Development of a whole school curriculum plan.
Development of a whole school writing framework.

Priority Four - Community Partnerships
>/90% parent satisfaction in SOS that Beechmont SS is a good school and families are kept informed.
School continues to manage Hall - bookings, maintenance, committee meetings (2x per year).
Complete Inclusion education policy work and formalise Beechmont's Inclusion Plan.

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School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	119	113	109
Girls	62	55	51
Boys	57	58	58
Indigenous	4	3	4
Enrolment continuity (Feb. – Nov.)	84%	89%	90%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 community change, we have noted a growing trend of students travelling up from Nerang and Canungra.

With the Year 6 & 7 transitioning to high school in 2014, there was an immediate drop in enrolments. In 2015, enrolment numbers remained steady throughout the year. Throughout 2016 - 2018, the enrolment numbers fluctuated and we have seen a transient population move to Beechmont. The student population is unique and there is a mix of socio-economic families, rural lifestyles and attitudes towards schooling.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	20
Year 4 – Year 6	25	29	30
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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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. From a self-determined review in late, 2017, it was determined that a key focus of 2018 would be to develop a whole school curriculum framework. This will tie into our approaches to pedagogy, reporting and assessment.

Co-curricular activities

Beechmont State School is 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, Carnival of Words and Canungra Interschool Sports Day. Choir performing at Binna Burra;
- Whole School functions such as various Sports Day, Awards and Concert Night & Graduation;
- Participating in Instrumental music programs;
- All children from Prep to Year 6 participate in Japanese;
- NAIDOC, Melbourne Cup Day, Out of the Box, Sleep Overs 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 by staff and students. 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 moviemaker, 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 statewide 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

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. 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 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 are 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.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	94%	94%	100%
• 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%
• their child is making good progress at this school* (S2004)	100%	100%	93%
• 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%	100%	93%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	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)	93%	100%	100%
• student behaviour is well managed at this school* (S2012)	94%	100%	100%
• this school looks for ways to improve* (S2013)	93%	100%	93%
• this school is well maintained* (S2014)	82%	100%	93%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	95%	100%
• they feel safe at their school* (S2037)	100%	95%	100%
• their teachers motivate them to learn* (S2038)	100%	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)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	88%	95%	100%
• they can talk to their teachers about their concerns* (S2042)	87%	100%	90%
• their school takes students' opinions seriously* (S2043)	96%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	95%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	96%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	94%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	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)	100%	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. 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.

Our tuckshop is fully operated by volunteers and this was a deliberate decision by our P&C. So families contribute to this important service. In addition to this, community members contribute our annual raffles and financial contribution of the school.

• Classroom helpers
• Sport coaches
• P&C,Tuckshop & Uniform volunteers
• Office and library helper
• Camp supervisor
• Gardening Club and Vege Stall
• Pre-Prep program
• Carnival of Words Reader
• Christmas in July – Binna Burra
• Anzac Committee

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. We have the You Can Do It philosophy and in Year 6 children participate in an educational program aimed at their growing needs. In addition to this, senior class participates in leadership and mindfulness activities throughout the year. We work with local council and organisations (Red Cross) to deliver student development programs to our children. In 2018, the Red Cross ran the 'Pillow Case Project' for children in Year 4-6 and a local university ran a Resilience program with the Year 5-6. We also do mindfulness activities in the Year 5-6 class accessing the smiling minds program.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	6	6	5
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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. Tuckshop and staff continually reduce and re-use articles through the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	49,196	35,008	43,680
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	10	7	<5
Full-time equivalents	7	5	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	8
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $5562.81. The major professional development initiatives are as follows:

The major professional development initiatives are as follows:
• Student Protection
• Curriculum & Moderation
• Mandatory Professional Development
• Special Needs Training
• First Aide
• Analysing NAPLAN results
• Finance Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	91%
Attendance rate for Indigenous** students at this school	94%	91%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	96%	93%
Year 1	92%	93%	92%
Year 2	93%	92%	93%
Year 3	93%	90%	86%
Year 4	94%	91%	91%
Year 5	97%	94%	94%
Year 6	95%	95%	92%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate
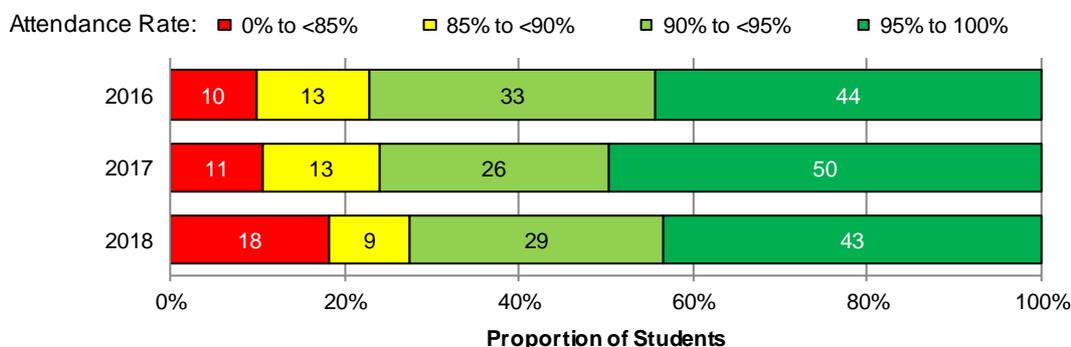
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 is not a change in attendance rates, the procedures outlined in the above policies are implemented.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

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Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

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