

Beenleigh State School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 246 Beenleigh 4207
Phone	(07) 3386 2333
Fax	(07) 3807 3458
Email	principal@beenleigss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mrs Deborah Hinton Acting Principal

Principal's foreword

Introduction

The following report outlines the outcomes of Beenleigh State School for the 2015 calendar year. Our school caters for a diverse, complex range of students from a broad section of the Beenleigh community.

Our school prides itself on its links with the community. We regularly participate in the Beenleigh community ANZAC Day parade and our Jumping Beens and musical groups perform in community displays.

Beenleigh State School is one of the oldest schools in Queensland so we acknowledge and cherish that history even though the dynamics of the school population is extremely different from its historical beginnings.

We are a proud school with much to celebrate whilst also recognising that we must maintain our focus on academic and social/ emotional well being both of students and staff. This report outlines our progress to ensuring that we adhere to our motto... **NOTHING BUT THE BEST.**

School progress towards its goals in 2015

Implement the Australian Curriculum through the Guaranteed and Viable Curriculum process to prioritise curriculum offerings.

Using data to inform teaching practice. We continued to interrogate data collected from diagnostic assessments to inform our teaching. This includes the Fountas and Pinnell Benchmark Assessment to monitor reading progress.

Future outlook

Improvement agenda for 2016

Reading - We have made significant progress towards the accurate mapping of reading progress of our students through Fountas and Pinnell Benchmarking and NAPLAN results. The addition of Lead Reading Teachers is supporting the delivery of guided reading episodes.

Numeracy – We are continuing to explore the YuMi – Teaching Real World Mathematics program and an Inquiry approach to Problem Solving.

Science – We are maintaining a science curriculum program through a specialist teacher model.

Developing Teacher Capacity – We continue to support teachers through collegial engagement.

Early Learning - Continue to build Early Learning partnerships with community service providers and engage parents in school based playgroups.

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	439	217	222	41	88%
2014	438	222	216	47	88%
2015	421	203	218	49	89%

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:

Beenleigh State School is a school which recognises disadvantage. The School ICSEA value is 926. Approximately 9% of students are Students with Disabilities. 17% have English as a Second Language, some of whom are refugees. A great majority of these students have settled extremely well. About 12% are Indigenous.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	25	24	22
Year 4 – Year 7 Primary	24	23	25
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	70	56	123
Long Suspensions - 6 to 20 days	2	0	1

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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 distinctive curriculum offerings

*Japanese is offered to those students in Years 5 and 6.

*YUMI Deadly Maths continues to be implemented across the school with the support of trained teaching staff.

*THRASS phonographic teaching approach to reading and spelling.

*Ganaju Homework Club - A homework club for indigenous students that was established in 2012 continues to provide support.

Extra curricula activities

Jumping Beens- Jump Rope for Heart- skipping team.

Junior and Senior Choir

Book Club

Gala Days- Interschool sport Years 5&6.

Instrumental Music/ Bands (Brass, Woodwind, Guitar and Percussion)

Student Leadership programs

Writers' Workshop

School Camping Program

Student Academic Competitions

Chaplaincy Program

How Information and Communication Technologies are used to improve learning

Publication of student work

Student presentations

Internet research

Student licenses in SKWIRT

Multimedia presentations

Email communication

Interactive whiteboards in all classes

The Learning Place provides resources for both students and teachers.

Ed Studios

Ipads are beginning to be used in classrooms and as part of the SEP program

Wireless connectivity to mobilise IT use.

Social Climate

Virtues-all classes teach the same virtue every week. Awards are based on the Virtues and levels of achievement/ acknowledgement of students displaying the virtues. This is done weekly, at end of term and year. This program is embedded in our school. Students who receive Highly Commended or Excellence for their term's behaviour are rewarded with a free choice activity at the end of term.

Positive Behaviour Learning - The school had a uniform approach to acknowledging behaviour. Individual and Class awards are given weekly and daily. When students are spotted doing the right thing they are given a Spot On. This is traded for a sticker in the classroom. When the target chart is complete the class celebrates with a pre- assigned reward such as a popcorn and movie session.

Check Ins Check Outs. As part of Tier 2 strategies, students whose behaviour can be improved with a little adult support are assigned to an adult mentor who sets goals with their mentee and checks on them regularly.

Games Room and Rewards Rooms are used at the breaks to support and/or recognise good behaviour.

Daily Parades are held so that we can discuss school rules, the PBS lesson for the week and the weekly virtue. In excess of 40 parents attend regularly. This sets the tone for the school day. Parents are included in some of the items.

Green Day. We have continued Green Day celebrations in which all staff are given a green shirt to wear on a day set to celebrate students' great behaviour. Staff perform a composed song about behaviour which students and parents enjoy immensely.

Chaplaincy. This program continued in 2015 with our chaplain being a contributor to the pastoral care of our students.

Attendance Awards. School attendance is monitored in each classroom. Classes are rewarded at the end of each term for their attendance.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	78%	100%
this is a good school (S2035)	100%	78%	100%
their child likes being at this school (S2001)	100%	89%	100%
their child feels safe at this school (S2002)	100%	89%	100%
their child's learning needs are being met at this school (S2003)	97%	78%	82%
their child is making good progress at this school (S2004)	97%	78%	82%
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)	94%	75%	95%
teachers at this school motivate their child to learn (S2007)	97%	75%	100%
teachers at this school treat students fairly (S2008)	97%	78%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	95%
this school works with them to support their child's learning (S2010)	97%	78%	100%
this school takes parents' opinions seriously (S2011)	97%	75%	95%
student behaviour is well managed at this school (S2012)	100%	78%	91%
this school looks for ways to improve (S2013)	100%	78%	100%
this school is well maintained (S2014)	100%	78%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	92%	94%	91%
they like being at their school (S2036)	90%	86%	95%
they feel safe at their school (S2037)	91%	86%	92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers motivate them to learn (S2038)	95%	94%	96%
their teachers expect them to do their best (S2039)	97%	100%	95%
their teachers provide them with useful feedback about their school work (S2040)	96%	94%	91%
teachers treat students fairly at their school (S2041)	91%	94%	91%
they can talk to their teachers about their concerns (S2042)	89%	80%	88%
their school takes students' opinions seriously (S2043)	92%	86%	96%
student behaviour is well managed at their school (S2044)	92%	76%	81%
their school looks for ways to improve (S2045)	94%	94%	97%
their school is well maintained (S2046)	92%	82%	91%
their school gives them opportunities to do interesting things (S2047)	97%	91%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	93%	91%
they feel that their school is a safe place in which to work (S2070)	98%	93%	87%
they receive useful feedback about their work at their school (S2071)	85%	79%	72%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	90%	85%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	100%	95%	91%
student behaviour is well managed at their school (S2074)	100%	90%	70%
staff are well supported at their school (S2075)	87%	75%	65%
their school takes staff opinions seriously (S2076)	90%	74%	82%
their school looks for ways to improve (S2077)	100%	92%	91%
their school is well maintained (S2078)	93%	93%	83%
their school gives them opportunities to do interesting things (S2079)	98%	85%	82%

'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

Parents attend parade each week to listen to the news, keep abreast of the virtues and PBS lessons, celebrate their children's achievements and to watch performances.

Every Tuesday we conduct Playgroup, staffed by the Early Years Co-ordinator and the Chaplain. More than 20 families participate. A separate group also runs on a Wednesday to target older children to help them become school ready.

RAI involvement. This organisation conducts support programs for parents.

Parents are involved in numerous P&C activities. These include discos, the Community Festival and end of year Christmas Concert.

Our P&C are involved in decision making through our meetings which are held monthly and volunteers help out at the tuckshop and with fundraising events.

Reducing the school's environmental footprint

The Business Services Manager monitors our electricity and water usage. At staff meetings we discuss strategies for reducing use of electricity.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	161,630	944
2013-2014	163,814	0
2014-2015	162,536	1,630

*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.

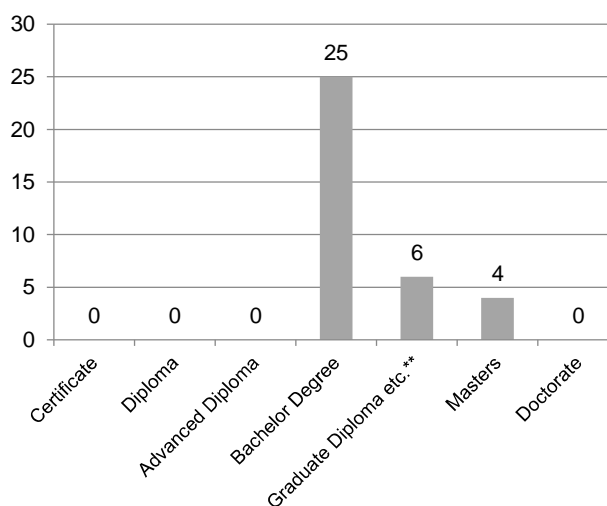
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	35	28	0
Full-time equivalents	29	20	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	25
Graduate Diploma etc.**	6
Masters	4
Doctorate	0
Total	35



*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 \$19 888.

The major professional development initiatives are as follows:

- *YUMI Deadly Maths
- *Beginner teacher mentoring
- *Anita Archer – Explicit Teaching

*Personalised professional development to support Personal Development Plans

*Workplace Health and Safety

*Planning with ACARA

*Data Analysis for Teaching and Learning

*Reading Comprehension Strategies

*Levelled Literacy Intervention

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.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% 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

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).	89%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	86%	84%

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)

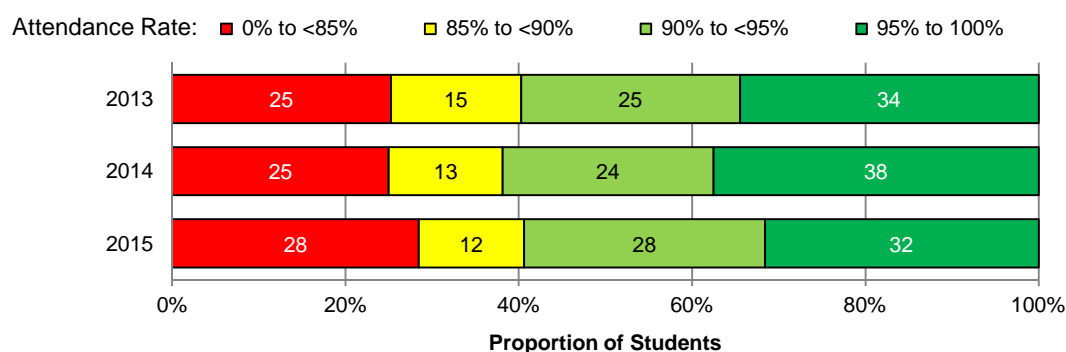
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	86%	89%	90%	90%	91%	90%	91%					
2014	90%	86%	87%	88%	92%	91%	91%	90%					
2015	86%	84%	87%	86%	90%	90%	92%						

*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 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.

During 2015 we continued our efforts to improve attendance. Closer monitoring of attendance was enacted. Once a week on parade classes were acknowledged for their attendance rate. Students are rewarded at the end of the term for their attendance.

Parents are contacted and supported where there were unexplained absences.

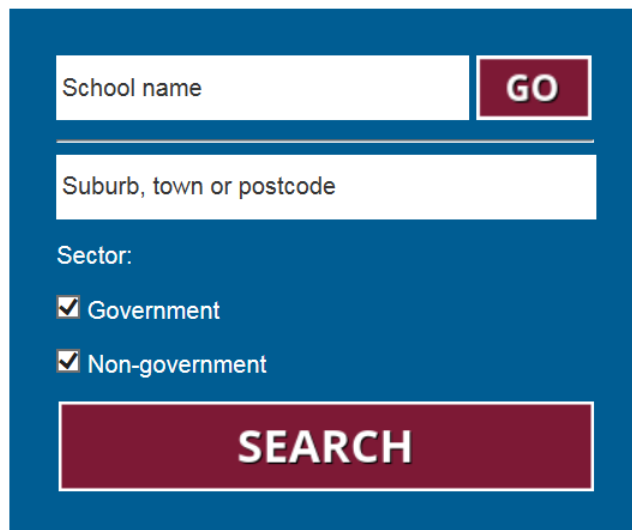
Parents of students with high levels of absences are sent Education Queensland sanctioned letters to remind them of their obligations.

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



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath that, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled '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 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.