



Beenleigh State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

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## School Overview

Beenleigh State School was established on January 1, 1871. Present enrolment is 415 children from Prep to Year 6. The school motto is 'Nothing But The Best'. Teachers are committed to providing Essential Learnings for students so that every child is tracked and linked to expected areas of academic growth. The school has designated Literacy and Numeracy group times which focus on improving these priorities. The Special Education Programme of the school operates on an inclusive model, with specialist teachers working in conjunction with classroom teachers to assist in the quality delivery of programmes. Gifted & Talented students are also catered for. In conjunction with academic programmes, the school also offers social and emotional support, and many sporting and cultural events. The school explicitly teaches the Virtues, which encourage positive character development. The school also has the services of a Chaplain.. Culturally, the school has Vocal and Instrumental Music Programmes, including an all boys choir. Staff work closely with the Parents and Citizens and the wider community.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

At Beenleigh State School, we are very proud of the achievements we have made in making our school a safe and positive learning environment for all of our students.

Our focus is strongly centred on providing the best educational outcomes through a rich, diverse, engaging curriculum in a happy, safe and healthy environment.

We value:

- 🌐 A holistic approach to childhood development - emotionally, intellectually, physically & socially
- 🌐 A focus on children reaching their full academic potential.
- 🌐 A balanced curriculum focusing on Clever, Skilled, Creative
- 🌐 A strong sense of community
- 🌐 Supporting quality professional staff

Core Priority: The Teaching of Reading (comprehension & fluency)

- 🌐 Administration conducted term classroom observations and provided feedback to teachers on their data driven planning, pedagogical practice and classroom environment.
- 🌐 A refocussing on Rigorous Reading and Complex Texts as a strategy for developing reading comprehension occurred across the whole school.

Core Priority: Continuous Monitoring of Student Achievement

- 🌐 Teachers were provided time to meet as a year level team to examine the data and identify "where next" in the learning journey
- 🌐 Data stored centrally (OneSchool) as per our Whole School Assessment Schedule.
- 🌐 The school continued to offer a range of support options to support all learners.
- 🌐 The current support options were aligned with the additional funding from the Great Results funding to maximise the potential of all programs

Core Priority: Quality School Curriculum Reflective of ACARA and the Beenleigh School Community

- 🌐 C2C units were adjusted or "personalised" to meet the needs of our learners, current curriculum offerings and feedback from our teachers. This occurred at the end of each unit and during the curriculum planning phase.
- 🌐 All teachers worked in their Year Level Planning teams to ensure consistency of learning experiences.
- 🌐 Teachers were provided with a half planning day. Teachers planned in year level teams with our Curriculum Co-Ordinator

## Future Outlook

At Beenleigh State School we believe that all students are capable of success.

Our 2017 Improvement Journey focuses on the beliefs of:-

- 🌐 Curriculum delivery is underpinned by explicit instruction pedagogy and is a feature of every lesson in every classroom
- 🌐 We have a school culture of high expectations
- 🌐 We believe that each of our students matter, everyday.
- 🌐 We share collective accountability for all student outcomes – we all own the data
- 🌐 Our school provides a range of opportunities for children both inside and outside the classroom to enhance and engage learning
- 🌐 We believe in the collegial sharing of classroom practices to provide best practice

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	438	222	216	47	88%
2015*	421	203	218	49	89%
2016	444	226	218	52	86%

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 2016, 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

#### Overview

Our students come predominantly from our catchment area. As a result our students are well supported by their parents and the local community instilling a strong community focus within our school.

#### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	23	23
Year 4 – Year 7	23	25	28
Year 8 – 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.

### Curriculum Delivery

#### Co-curricular 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 Assist 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  
 I pads are beginning to be used in classrooms and as part of the SEP program  
 Wireless connectivity to mobilise IT use.

## Social Climate

### Overview

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.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	78%	100%	85%
this is a good school (S2035)	78%	100%	85%
their child likes being at this school* (S2001)	89%	100%	92%
their child feels safe at this school* (S2002)	89%	100%	77%
their child's learning needs are being met at this school* (S2003)	78%	82%	77%
their child is making good progress at this school* (S2004)	78%	82%	77%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	95%	85%
teachers at this school motivate their child to learn* (S2007)	75%	100%	92%
teachers at this school treat students fairly* (S2008)	78%	100%	73%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	69%
this school works with them to support their child's learning* (S2010)	78%	100%	70%
this school takes parents' opinions seriously* (S2011)	75%	95%	55%
student behaviour is well managed at this school* (S2012)	78%	91%	45%
this school looks for ways to improve* (S2013)	78%	100%	75%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school is well maintained* (S2014)	78%	100%	77%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	91%	85%
they like being at their school* (S2036)	86%	95%	85%
they feel safe at their school* (S2037)	86%	92%	84%
their teachers motivate them to learn* (S2038)	94%	96%	90%
their teachers expect them to do their best* (S2039)	100%	95%	95%
their teachers provide them with useful feedback about their school work* (S2040)	94%	91%	85%
teachers treat students fairly at their school* (S2041)	94%	91%	87%
they can talk to their teachers about their concerns* (S2042)	80%	88%	78%
their school takes students' opinions seriously* (S2043)	86%	96%	84%
student behaviour is well managed at their school* (S2044)	76%	81%	72%
their school looks for ways to improve* (S2045)	94%	97%	92%
their school is well maintained* (S2046)	82%	91%	89%
their school gives them opportunities to do interesting things* (S2047)	91%	94%	88%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	91%	81%
they feel that their school is a safe place in which to work (S2070)	93%	87%	67%
they receive useful feedback about their work at their school (S2071)	79%	72%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	85%	74%
students are encouraged to do their best at their school (S2072)	97%	100%	95%
students are treated fairly at their school (S2073)	95%	91%	76%
student behaviour is well managed at their school (S2074)	90%	70%	43%
staff are well supported at their school (S2075)	75%	65%	60%
their school takes staff opinions seriously (S2076)	74%	82%	74%
their school looks for ways to improve (S2077)	92%	91%	93%
their school is well maintained (S2078)	93%	83%	84%
their school gives them opportunities to do interesting things (S2079)	85%	82%	84%

\* 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

Parents and other community members are involved in the education of children at our school through a number of initiatives: -



Support A Reader  
Choral Music Programs  
Beenleigh Play Groups

Parents and community members also contributed significantly to the design and implementation of our school leadership program, responsible behaviour program and enrolment plan. Class groups provide opportunities for families to participate in culminating events for specific class units.

Throughout the school year community members and parents were also invited to attend numerous community events including Graduation, Easter Parade, Music Evenings and as well as a variety of other cultural celebrations.

Children with diverse needs are referred to the Student Services (SNAC) committee and appropriate support is decided upon and actioned as needed.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	56	123	166
Long Suspensions – 6 to 20 days	0	1	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.

## Environmental Footprint

### Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	163,814	0
2014-2015	162,536	1,630
2015-2016	153,656	2,326

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.

## 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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states **'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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	36	30	0
Full-time Equivalents	29	19	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	6
Bachelor degree	25
Diploma	8
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$12, 000

The major professional development initiatives are as follows:

- Cooperative Planning and Support
- Pedagogical Approach to learning
- First Aid
- Literacy and Numeracy

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	88%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	84%	81%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

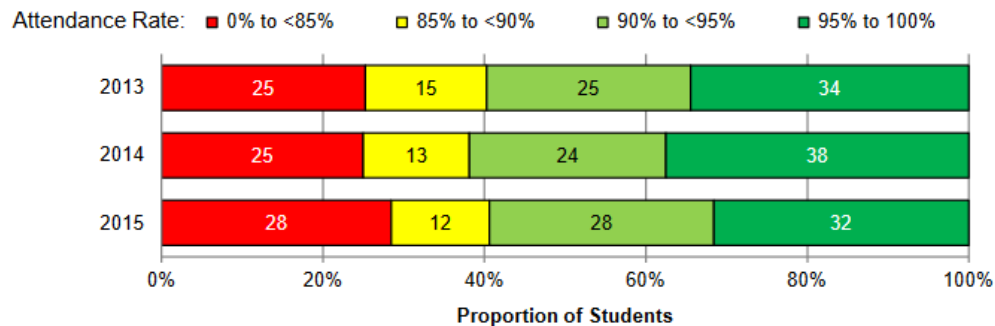
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	86%	87%	88%	92%	91%	91%	90%					
2015	86%	84%	87%	86%	90%	90%	92%						
2016	87%	86%	86%	86%	87%	90%	86%						

\*Attendance rates effectively count 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 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.

## NAPLAN

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.

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Non-government

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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.