Beachmere State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

Postal address:	James Road Beachmere 4510
Phone:	(07) 5433 9222
Fax:	(07) 5496 8125
Email:	the.principal@beachmeress.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:	Mr Bradley Geisel, Principal

School Overview

Beachmere State School is a small school located in the Moreton Bay Region. The school has a current enrolment of 300 students. Our school is very community orientated and has regular and ongoing support from parents and local volunteers. Our volunteers support student learning in a range of educational areas including classroom reading programs, school community garden projects, sporting & cultural activities.

The school has a very active and supportive Parents and Citizens Association that provides financial and "on the ground" support for a range of Educational Programs.

Our school motto is "To Soar with Persistence" which underpins the high expectations for learning and behaviour expected of all students by our school staff, parents and community members. Students are reminded daily that they can achieve great things in their learning if they have the "Right Attitude, Put the Effort in and Always demonstrate Respect." We have high expectations for learning and behaviour because we strongly believe all students can achieve every day in every classroom.

Principal's Foreword

Introduction

This report outlines the priorities and focus of the School Improvement Agenda. It shares information about student outcomes as evidence to support improvement initiatives as well as highlighting community sentiment towards the school's core business and how this shapes decision making.

School Progress towards its goals in 2016

The Quadrennial School Review and the Beachmere State School Strategic Plan 2016-2019 provided the focus and key priorities for the school in 2016.

Our 2016 Explicit School Improvement Agenda was:
• Improvement in Reading - Embedding the Gradual Release of Responsibility Model & 1 hour uninterrupted Reading Blocks
• Development of a Whole School Curriculum Plan utilising OneNote as our Digital Curriculum Platform (Focus on English and Maths)
• Refining data collection and analysis processes
• Continued improvement and enhancement of the Response to Targeted Reading Intervention
• Improving student attendance to meet school and regional targets
• Continuation of the implementation of the Australian Curriculum in English, Mathematics, Science, History and Geography through Professional Development and Moderation Activities
• Continued implementation of a whole school pedagogical, coaching and feedback framework
• Continued implementation of the Performance Development Framework across all staff members

Future Outlook

Our Explicit Improvement Agenda for 2017 and beyond will focus on the following Key Priorities Areas:

☐ Collaboratively develop and implement a whole-school curriculum plan that outlines a clear process for effective planning, teaching and assessment of learning to ensure the best learning outcomes for students.

☐ Ensure that teaching staff collaboratively plan and implement English & Maths Whole School Curriculum which clearly articulates teaching & learning sequences & has direct alignment with Australian Curriculum and Assessment Tasks

☐ Continue to embed a Balanced Reading Program which is common & consistent across the school. The core components of this include:

- WALT & WILF (Learning & Success Criteria for Reading)

- Reading Shrine in all classrooms (Reading Posters, Teacher Reference Charts, Reading Bookmarks for students, Vocab. Building Posters etc.)

- Explicit Teaching Model for Reading (based on the Gradual Release of Responsibility Model: "I do, We do, You do."

- Embed a shared understanding including curriculum implementation and pedagogical practice of the 4 Reading Procedures:

☐ Provide Professional Development Opportunities for teachers in the Explicit Teaching of Reading which is clearly aligned to the Gradual Release of Responsibility Model and our Pedagogical Framework

☐ Continue to use systematically collected reading data to inform and monitor whole-school programs, interventions, initiatives, and targets for continual improvement in student learning.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	333	156	177	25	86%
2015*	305	137	168	21	88%
2016	300	146	154	19	87%

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:

Beachmere State School is a small school catering for students from Beachmere, Ningi and surrounding areas. The school currently has an enrolment of 300 students. Our vision is to develop informed and well balanced citizens through a love for learning and a care for our local environment. The Beachmere motto is "To Soar with Persistence." Our Leadership team, Teachers & Teacher Aides unpack this for our students to give it meaning and purpose by reinforcing every day the four key values of: Care for Learning, Care for Self, Care for Others, and Care for School.

Our four year strategic focus is on the following core areas:
- *Data Driven Teaching & Learning Programs*
- Whole School Phonics, Reading, Writing & Numeracy Programs
- *Explicit Teaching in Reading, Writing & Numeracy*
- *Positive Community Partnerships*
- *Sustainable Education Programs*

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	21	22	23
Year 4 – Year 7	27	27	24
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.

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Curriculum Delivery

Our Approach to Curriculum Delivery

At Beachmere State School we deliver quality learning programs for all students. Teachers plan collaboratively with our Deputy in Charge of Curriculum to ensure teaching and learning programs are clearly aligned to the Australian Curriculum and differentiated for the specific learning needs of students. Our Whole School Curriculum is centralised using OneNote as a Teaching and Learning Platform to store and utilise a variety of learning tools. OneNote also ensures consistency of teaching and learning programs between classrooms from Prep – Year 6.

Our learning focus for 2015 and 2016 has been on improvement in reading standards. Our school and teaching staff explicitly teach reading every day using the Gradual Release of Responsibility Model ("I Do, We Do, You Do). All classrooms implement a daily 1 hour reading block which is research based and aligned to the North Coast Regions' Reading Policy.

Co-curricular Activities

Beachmere State School provides a wide variety of extra curricula activities. These include:

- ROBOTICS CLUB: This was offered to students in Years 4, 5 & 6 who demonstrated interest and ability in robotics and basic programming. Robotics Club is run three times per week during 1st lunch play break.

- INTERSCHOOL SPORT PROGRAM: A variety of sports are on offer to students in Years 5 & 6 including Rugby League, Touch Football, Netball, Softball and Soccer. Students are provided the opportunity to compete against other local schools within their chosen sports.

- GARDENING PROGRAM: A community garden is located on the school site. The community garden is supported by local Beachmere volunteers and a dedicated gardening teacher. The school has a gardening program which is clearly aligned to the maths and science curriculum and involves students in Years 1 – 4. Students are provided with hands-on learning experiences which are authentic and engaging.

- CHORAL PROGRAM: Our school has a choir which consists of 30 students from Years 2 – 6. The choir rehearses two days per week and has entered competitions in 2015. The choir has recently received a grant to purchase choir shirts and a school banner to enhance their appearance and presence whilst at competitions.

- INSTRUMENTAL MUSIC: Students in Years 4 – 6 are provided the opportunity to learn how to play an instrument. Band rehearsal is held on a Monday at 7.45am and individual lessons are offered from 8.30am – 2.30pm.

- SCIENCE FAIR: This annual event is open to all students. With guidance from the Science Fair Coordinator, students select a science topic and create a display. The preparation for Science Fair is extra-curricular, so students work at home to build their displays. Past projects have included a volcano, a space model, bubbles, rockets, how seeds grow, how a camera works, surface tension, and the life of a bat. On the day of the Science Fair, the school community is invited to view all the displays in the school hall.

- BEACHMERE'S CELEBRATION OF TEACHING & LEARNING: Each year, the Beachmere School Community celebrates Literacy and Numeracy Week (Known as Beachmere's Celebration of Teaching & Learning) with an action-packed week of events. These include Open Classrooms, Book Week Parade, Showcase Assembly, Book Readings and Maths Competitions. A timetable of events is given to all families to allow them to participate in as many activities as they like.

- COMMUNITY DAY: Community Day is an event in which many agencies and organisations gather in the School Hall to provide information and support to families. In 2015, agencies included Red Cross, Autism QLD, Chaplaincy, Lions Club of Beachmere, C&K Beachmere, Goodstart Early Learning, Moreton Bay Regional Council, Neighbourhood Centre, Roberts Alexander Optometrists, Early Years Learning Centres and St Vincent de Paul.

- UNDER 8s DAY: Students in Prep to Year 2 celebrate all things Under 8! An exciting morning for students and their families with face painting, biscuit decorating, art & craft, games, mini disco, Fire Truck Visit, gardening and many more. With lots of things to make and do, the event ends with a sausage sizzle.

How Information and Communication Technologies are used to Assist Learning

In 2016 Beachmere State School implemented a number of digital learning technologies that were clearly aligned to ACARA and developed to enhance and motivate student learning. The following digital learning programs were implemented as part of our four-year strategic plan:

- Robotics Program: The program is implemented in two forms by a dedicated robotics teacher:
  1. Classroom Robotics which all students participate in (30 - 40 minute lessons per week). This is clearly aligned with the Australian Curriculum Digital Literacies
  2. Robotics Club: This is for selected students from Years 4, 5 and 6 who show interest and ability in basic robotics and programming
- iPads for Learning Program: A pod of 24 iPad minis were purchased to enhance and motivate student learning in our priority improvement area of reading. The iPad minis were loaded with curriculum apps which were clearly aligned with the school curriculum and shared amongst year level cohorts. Professional Development was provided for teaching staff in the most effective use of iPads as tools for learning to improve classroom pedagogy and student learning outcomes.
- Computer Hub: We upgraded our Computer Hub in 2016 to ensure that we have the latest computer technology. The Computer Hub has 30 newly purchased computers which are networked to our school network and have access to our school's broadband internet.

Social Climate

Overview

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child is getting a good education at school (S2016)	56%	100%	88%
this is a good school (S2035)	78%	96%	82%
their child likes being at this school* (S2001)	79%	100%	100%
their child feels safe at this school* (S2002)	84%	100%	76%
their child's learning needs are being met at this school* (S2003)	68%	96%	65%
their child is making good progress at this school* (S2004)	63%	96%	65%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	68%	95%	82%
teachers at this school motivate their child to learn* (S2007)	79%	96%	71%
teachers at this school treat students fairly* (S2008)	63%	100%	88%
they can talk to their child's teachers about their concerns* (S2009)	79%	96%	82%
this school works with them to support their child's learning* (S2010)	68%	87%	76%
this school takes parents' opinions seriously* (S2011)	67%	91%	76%
student behaviour is well managed at this school* (S2012)	58%	74%	65%
this school looks for ways to improve* (S2013)	84%	96%	88%
this school is well maintained* (S2014)	89%	96%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	76%	92%	94%
they like being at their school* (S2036)	80%	91%	80%
they feel safe at their school* (S2037)	82%	92%	75%
their teachers motivate them to learn* (S2038)	91%	95%	83%
their teachers expect them to do their best* (S2039)	97%	100%	93%
their teachers provide them with useful feedback about their school work* (S2040)	86%	98%	86%
teachers treat students fairly at their school* (S2041)	74%	95%	73%
they can talk to their teachers about their concerns* (S2042)	74%	86%	70%
their school takes students' opinions seriously* (S2043)	75%	92%	77%
student behaviour is well managed at their school* (S2044)	55%	69%	71%
their school looks for ways to improve* (S2045)	85%	97%	92%
their school is well maintained* (S2046)	81%	92%	83%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things* (S2047)	80%	97%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	85%	100%
they feel that their school is a safe place in which to work (S2070)	89%	85%	98%
they receive useful feedback about their work at their school (S2071)	100%	81%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	83%	80%
students are encouraged to do their best at their school (S2072)	95%	96%	100%
students are treated fairly at their school (S2073)	100%	77%	98%
student behaviour is well managed at their school (S2074)	95%	73%	98%
staff are well supported at their school (S2075)	89%	85%	98%
their school takes staff opinions seriously (S2076)	89%	81%	98%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	95%	88%	93%
their school gives them opportunities to do interesting things (S2079)	100%	81%	90%

* 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 Beachmere State School we value and foster the skills and a contribution of parents in their child's learning. Parents are actively encouraged to work in the classrooms where they assist with tasks such as group work, reading groups, gardening and robotics club and other learning areas. Parents are also encouraged to share in the children's learning by accompanying students on excursions and visiting classrooms to mentor students on a specific skill set. We hold a variety of parent workshops to inform our community about current teaching practice in reading and positive student behaviour and how they can support their child's learning at home.
Parents demonstrate a very high level of support for school events including attendance at our weekly assemblies, accepting invitations to attend celebrations of learning in the classroom, sporting events, Under Eight's Day, Community Day and other school based events.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our Positive Behaviour and Better Learning Program (PBL) involves weekly lessons focusing on our school rules – *Care for Learning, Care for School, Care for Self & Care for Others*. Our lessons focus on personal safety and awareness, conflict resolution, responding to disrespectful actions and words and processes to follow to recognise, react and report when they or others are unsafe. Each year level has a focus on child safety through the implementation of year level specific programs. Beachmere State School has developed and implemented 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	156	168	122
Long Suspensions – 6 to 20 days	0	4	0

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	1	0	0
Exclusions	1	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
Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our School Environmental Management Plan (SEMP) outlines our commitment to the reduction of our environmental footprint. This included a curric power that is returned to the grid and the school harvests rainwater from the roof surfaces. Classroom practice in air-conditioning use includes setting also has a community garden on site and vegetables are used in our tuckshop in a variety of meal choices for our students.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	64,577	80,925
2014-2015	75,366	18,088
2015-2016	99,096	

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

School name	GO

Suburb, town or postcode

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	29	23	<5
Full-time Equivalents	24	16	<5

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	0
Graduate Diploma etc.**	3
Bachelor degree	26
Diploma	0
Certificate	0

*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 $52 000.

The major professional development initiatives are as follows:

- Coaching and Mentoring Opportunities
- Explicit Teaching of Reading & Embedding a Balanced Reading Program into Curriculum Plans
- Establishing a Whole School Curriculum Framework utilising the OneNote Digital Platform
- Embedding a "Beachmere Way" for planning, teaching and enacting the Australian Curriculum.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% 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).	91%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	79%	82%

*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%.

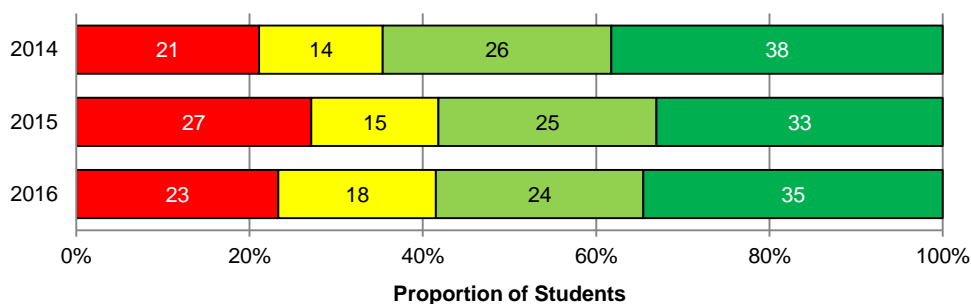| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	91%	92%	91%	88%	90%	91%	91%					
2015	90%	88%	90%	91%	88%	88%	87%						
2016	89%	89%	90%	89%	88%	88%	91%						

*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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	21	14	26	38
2015	27	15	25	33
2016	23	18	24	35

Proportion of Students

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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.

At Beachmere Sate School attendance is considered to be of great importance. We regularly circulate the message that "If you're not at school, you're not learning". The research behind attendance and achievement is discussed and shared with parents and parents are encouraged to ensure their children are at school every day of the school year. We monitor late arrivals and early departures as this account for large numbers of interruptions to individual student learning every day.

Teachers mark the roll electronically every morning and afternoon. Parents are asked to provide an explanation for their child's absence by phoning the student absence phone number. If the school does not receive notification from a parent/guardian regarding a student's absence from school by 10am on the day of absence, a SMS Text Message is sent seeking clarification about the unexplained absence from school.

If a student is absent for 3 consecutive days, without explanation, the teacher notifies the Admin team who will then phone the parent to find out why the child is away. If the child does not return to school, the Principal will contact the parents and arrange an interview to discuss the issue further and inform them of the requirements for compulsory attendance at school.

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.**

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 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 result