Principals foreword

Introduction

Welcome to Beerwah State School. As a school we focus on:

• Being Safe
• Being Respectful
• Being an Active Learner

Beerwah State School is located on the Sunshine Coast in the Glasshouse Mountains catering for approximately 440 students P-7. The motto “Strive to Excel” highlights the expectation and drive to see every student achieve their very best through an enthusiastic and caring approach. We aim to create a total school environment in which opportunities are provided to facilitate maximum development of each child academically, socially and culturally supported by the co-operative effort of the total school community. We are proud to welcome every child and their family who come through the gate. In 2013 we celebrated 125 years of state schooling at Beerwah.

I would like to acknowledge the outstanding efforts of all members of our learning community as outlined in this annual report. We celebrate the successful outcomes of our goals and the achievement of outstanding educational opportunities for all our students.

Mrs Michelle McCabe
Principal
School progress towards its goals in 2013

The Beerwah State School Annual Improvement Plan identified the following goals:

Our identified Strategic directions for 2011 to 2014

- Curriculum Learning and teaching
- Positive School Climate
- Infrastructure and Resourcing ICT

In 2013 we had four focus areas:

**School and Community Partnerships**

- Enhanced the relationship with Beerwah SHS through the transition program to facilitate *Getting Ready For Secondary School*
- Strengthened confidence in the school’s performance and achievement and facilitated greater engagement of parents, carers and wider community with focus on School Opinion Survey priorities
- Promoted and published achievements through media, pamphlet and updated website.
- Maintained the School Wide Positive Behaviour Support Program (SWPBS).

**School Curriculum**

- Embedded Australian Curriculum through the implementation of the C2C units in English, maths and science and introduced Australian Curriculum history through the implementation of the C2C units
- Embedded First Steps Maths across all Year levels and continued *Focused Numeracy Groups* Years 4 to 7 and implemented First Steps Reading
- Maintained and enhanced the whole school curriculum plan
- Supported student achievement through embedding the BAMIEF Beerwah S.S. - Assessment, Monitoring, Prevention, Intervention and Extension Framework
Teaching Practice

- Strengthened teaching and learning leadership through the School Improvement Team (SIT)
- Focused on pedagogy in English and maths through the implementation of the Beerwah Direct Teaching Model.
- Embedded processes of formal authentic feedback to staff across all areas of the school with a focus on maths and reading and extended processes of mentoring and sharing effective teaching practice across year levels
- Set clear goals for each student and made educational adjustments to facilitate targeted classroom teaching and learning to develop individual goals in English, maths and science
- Embedded staff capacity to utilise student data to improve reading, writing and numeracy performance of individual students.

Principal Leadership and School Capability

- Utilised the Developing Performance Framework to focus staff attention on the school priorities
- Embedded high quality professional learning for teachers targeted to individual needs and whole school curriculum focus
- Strengthened ICT levels of student and staff.

A key area of student achievement was identified through the improvement in the NAPLAN performance. The percentage of students achieving in the top two bands has been trending upwards over the past 4 years. A particular highlight was in Year 3 with 46% of students in reading, 61% in writing and 33% in numeracy achieving in the top 2 bands.
SUCCESSFUL LEARNERS - ACARA Priorities

- Embed English, mathematics, science and history (National Curriculum) using the C2C resource ensuring alignment with community expectations.
- Trial geography using the C2C resource
- Familiarise staff with the curriculum area “The Arts” using the C2C resource during term 4, 2014
- Implement the BAMIEF Beerwah Assessment Monitoring Intervention and Extension Framework aligned to the North Coast Region: “A Guide to School Based Assessment Tools and Year Level Expectations”

Literacy Priority

Embed a balanced reading program

- Embed a shared understanding and pedagogical practice of a balanced reading program


- Align reading framework to Gradual Release of Responsibility Model “I Do, We Do, You Do” (Refer Framework for the Teaching of Reading)
- Ensure the 5 aspects of reading are explicitly addressed ie:

  1. Fluency; 2. Broad and deep vocabulary; 3. Active comprehension strategies; 4. Text and textual features; 5. Knowledge of the world

- Continue the use of a variety of teaching processes and resources to support the development of the literacy skill of inference eg:

  Cars and Stars; QAR, Sheena Cameron Comprehension Strategies, First Steps, Strive Strategies

- Embed comprehension strategies into the reading procedures

Develop a balanced writing program

- Develop a shared understanding and pedagogical practice of the 4 writing procedures:

  1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing

- Align writing pedagogy to Gradual Release of Responsibility Model
- Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing, Whole School Marking Guide

Numeracy Priority

- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M., North Coast Region Diagnostic test.
- Ensure a range and balance of assessment tools are being used (diagnostic, formative and summative) to support quality teaching and reporting.
• Build teacher capacity to recognize and remediate key misconceptions through the numeracy rich routines that align to C2C content, number lines, part/whole relationships, reasoning and estimation and practice and deepen number facts
• Ensure the Numeracy Four Phase Model; 1. Mental warm up; 2. Explicit teaching; 3. Open ended learning; 4. Reflection (Refer Framework for the Teaching of Numeracy)

**Upper 2 Bands Priority**
• Ensure a variety of processes are in place for the identification of possible U2B students
• Implement strategies and programs to cater for the ability levels and optimal learning of these students (BAMIEF, differentiated teaching, 600-On Line Upper 2 Band Project, UNSW testing)
• Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations

**Moderation**
• Develop opportunity for inter and intra moderation processes ensuring sound assessment practice

**Best Practice Networks BPN Priority**
• Engage in quality professional development and professional sharing via BPNs. Foster participation of whole of leadership team in improvement via discussions and participation.

**NAPLAN Strategy**
• Complete a thorough interrogation of NAPLAN data - 2012 / 2013 in preparation for 2014 NAPLAN
• Embed NAPLAN plan with a focus on improving reading, numeracy and U2B (Refer NAPLAN Framework)

**Success Team Strategies**
• Embed a balanced reading program

**GREAT PEOPLE - Developing Performance Framework**
• Embed the DPF with all staff (teaching and non-teaching) ensuring an alignment to school improvement priorities and individual needs in Term one
• Teaching staff Performance Plans align with AITSL: National Professional Standards for Teachers
• Consultation and feedback structures are in place and occur in a timely manner (Once a term)
• Implement processes to monitor staff and personal wellbeing i.e. Staff buddy process
EMPOWERMENT

ASOT
- Further develop and implement an overarching Curriculum Framework based on ASOT and Visible Learning
- Investigate and implement Design Questions of the ASOT framework
- Actively engage the ASOT Instructional Leader to further and deepen understanding of staff around the framework
- Engage in Best Practice Network using ASOT as a reflective framework
- Establish (continue to refine / build effectiveness) of BPN to embed key learnings

Use the literacy and numeracy procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback

ENGAGED PARTNERS

Flying Start initiative
- Liaise with feeder Secondary School Beerwah State High school
- Implement protocols around leadership arrangements re 2014 (School Captains, House Captains, Camps and Graduation ceremonies)
- Develop a communication strategy with community regarding relevant changes
- Continue the development of strategies concerning staffing and resource allocations

Parent and Community Engagement Strategy
- Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement
- Use multiple communication channels to communicate with parents e.g. email, SMS, telephone, web portal and letters
- Provide programs and opportunities for parents to build their capacity to support their child’s learning
- Actively seek and develop a wide range of community partnerships

HIGH STANDARDS

Curriculum Teaching and Learning
- Undertake Audit Semester 1, 2014 and implement recommendations

Internal Audit
- Implement strategies to fulfill internal audit requirements and recommendations

Opinion Survey Priorities
- Enhance communication strategies with parents including development of a new dynamic newsletter site
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preschool - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>425</td>
<td>207</td>
<td>218</td>
<td>94%</td>
</tr>
<tr>
<td>2012</td>
<td>459</td>
<td>217</td>
<td>242</td>
<td>90%</td>
</tr>
<tr>
<td>2013</td>
<td>432</td>
<td>207</td>
<td>225</td>
<td>86%</td>
</tr>
</tbody>
</table>

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

Beerwah State School was opened in 1888 and has a proud tradition extending to over 125 years. The majority of our students come from the immediate geographical area which has changed from a predominantly rural to a residential area.

10% of students identified themselves as Aboriginal, Torres Strait Islander or from a non-English speaking background.

During 2013, Beerwah’s Early Childhood Development Program (ECDP) had an enrolment of 20 students from the Glass House area from birth to 6 years with one or multiple disabilities. There is continued growth in enrolments in the Special Education Program (SEP). Beerwah SS employs a fully inclusive model for all students with a verified disability from Prep through to Year 7.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td>23</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td></td>
<td>26</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td></td>
<td>8</td>
<td>38</td>
<td>22</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td></td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

**Our distinctive curriculum offerings:**

Teaching and Learning at Beerwah State School is driven by the Teaching and Learning Audit Instrument and focuses on the research and principles of *Visible Learning* (J.Hattie). The Marzano, *Art and Science of Teaching* (ASoT), design questions, framework and instructional leadership model informs and overarches practice.

The school has a coherent, sequenced teaching and learning framework for curriculum delivery of the 8 Key Learning Areas. This ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels.

- The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed and refined collaboratively to provide a shared vision for curriculum practice.
- This plan is shared with parents and caregivers.
- The school has embraced a strong improvement agenda with high expectations especially in the improvement of performance in English, maths and science.
- Spanish is taught as the Language other than English
- School teaching staff and administration team are determined to improve student achievement.

The culture of shared leadership and responsibility is evident in the commitment of staff to a number of key committees which have developed curriculum and support plans. Staff have been engaged in the development of these with the result that they are embedded in classroom practice and owned.
Our school at a glance
Our school at a glance

Extra curricula activities:

- “Beerwah’s Big Night Out” - Beerwah State School’s P. and C. major fundraiser provides an opportunity to showcase student work and activities.
- School sport - both inter house and inter school
- Student Leadership Council
- Indigenous students activity group
- Robotics group
- Annual camps and excursions
- Instrumental music program
- Junior, senior and combined choirs
- African drumming
- School discos
- Arts week held biannually culminating in a gallery displaying students’ work to be showcased to our local community.
- School concert held biannually with contributions from all year level cohorts, instrumental band and choirs
- U.N.S.W. Competitions in English, science, mathematics and writing
- Australian Mathematics Competition
- Interschool Maths Challenge
- Chess club
- Kids Teaching Kids
- Science, Technology and Engineering Expo
- Voices on the Coast
Our school at a glance

How Information and Communication Technologies are used to assist Learning

ICTs provide the stepping stones for sustained knowledge growth for students. Opportunities, through the use of digital technologies and productive pedagogy are provided to empower students to take control over their own learning, by developing and utilising connections and collaborations with local and wider communities. Teachers continued to develop their professional understandings of best practice in ICT to achieve this with sufficient resources and infrastructure.

Information & Communication Technology (I.C.T.s) are embedded in all aspects of the curriculum and are used for learning across all year levels. All classrooms are fitted with digital projectors with four classrooms and three rooms in the library and the ICT hub fitted with interactive whiteboards.

Students use digital cameras and voice recorders to develop reports, enhance learning and differentiate the learning for those who have challenges with written communication.

- This year we have an increased use of i-pads and laptops in classrooms.
- The media centre in the library is utilised by students to produce their own media documents and some success has been achieved utilising green screen capabilities.
- The ICT Hub provides further access to technologies across the curriculum.
- Enrichment activities include robotics. Students are coached in constructing entry level robots using strategies emphasising design, building and testing robotics using light, sound and temperature senses to activate the robotic tasks programed from computers.
Our school at a glance

Social climate

School Wide Positive Behaviour Support program (SWPBS) continued to be implemented during 2013 as the school entered its fifth year and continued to embed the three KEY school rules …… **Be Safe, Be Respectful** and **Be an Active Learner**.

The mascot, **Kandoo** the ‘Can Do’ kangaroo continues to be used to focus attention on positive behaviours and to suggest alternative choices to meet challenging behaviours. Teachers recognise students by giving them a Kandoo card when they display positive characteristics in their behaviour and each week on parade the tally of Kandoos is given by the student house captains. Data recorded over a 5 week period indicates that on average 800 Kandoos were awarded each week across the school. That means that there were 800 moments when a student received specific feedback and recognition for positive behaviour each week. The class with the greatest number of Kandoos is also recognised each week and this is a much anticipated award.

The positive messages for the responsible behaviours expected are clearly articulated and these rules are visible across the school. These expectations are elaborated in the SWPBS matrix which shows how each rule is applied in various settings around the school.

Each week, an element of the matrix is identified as the key focus for attention providing continuity and clarity of expectations for positive behaviour.

The Responsible Behaviour Plan was reviewed with a focus on developing a clear process for managing behaviour in a School Wide Positive climate. Students have high expectations of the standards of behaviour that they expect from fellow students. Parents have indicated a growing satisfaction that they feel their children are safe at this school with 97% parents either satisfied or very satisfied and this is also reflected in the student response with 94% responding positively.
Community members continue to be encouraged to be a part of the school program with volunteers enjoying assisting the school in many different ways such as, class activities, library operations, tuckshop, uniform shop, book club and religious instruction. Of particular note are the number of senior volunteers who assist the Support-a-Reader program. This is a great indicator of the welcoming nature of the students and the school in general. Special morning teas provide an opportunity to extend our appreciation for the valuable work that these special volunteers offer.

The teaching staff, teacher aides, support and administrative staff continue to work cohesively and professionally together in a supportive and encouraging manner. They engage readily in the development of the school and participate actively in professional learning and networking opportunities.
Parent, student and staff satisfaction with the school

As evidenced in the results, parents, students and staff rate Beerwah State School very highly.

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers who agree that:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>97%</td>
<td>92%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>94%</td>
<td>89%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>88%</td>
<td>86%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>86%</td>
<td>88%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>97%</td>
<td>83%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>90%</td>
<td>82%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>100%</td>
<td>81%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>90%</td>
<td>82%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>81%</td>
<td>74%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>90%</td>
<td>97%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>97%</td>
<td>94%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who agree that:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>98%</td>
<td>90%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>95%</td>
<td>83%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>99%</td>
<td>94%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>95%</td>
<td>89%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>95%</td>
<td>78%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>85%</td>
<td>84%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>95%</td>
<td>85%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>83%</td>
<td>69%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>99%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Our school at a glance

their school is well maintained* (S2046) 99% 91%
their school gives them opportunities to do interesting things* (S2047) 93% 93%

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>2013</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>94%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>85%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>94%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>82%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>84%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>85%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>98%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>94%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>85%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Involving parents in their child’s education

Strategies to involve parents include:

- Provision of parent information seminars.
- Public acknowledgement of the important partnership that exists between the school and parents
- Encouragement of parent / community volunteers in the daily activities of the school
- Acknowledgement of the important contribution of our volunteers in newsletters and at a special end of year function.
- School concert and performances
- Encouragement of parents to attend assemblies
- Participation in the strategic planning, organisation and presentation “Beerwah’s Big Night Out”
- Community fundraising events
- School and P. and C. events in the weekly newsletter.
- Outside School Hours care program continued
Our school at a glance

Reducing the school's environmental footprint

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

Beerwah State School aims to integrate sustainability into the curriculum by including environmental education in the whole school plan.

We are committed to educate our students in sustainable practices and raising their awareness of environmental issues.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>95,782</td>
<td>1,194</td>
</tr>
<tr>
<td>2011-2012</td>
<td>111,916</td>
<td>2,172</td>
</tr>
<tr>
<td>2012-2013</td>
<td>143,335</td>
<td>2,782</td>
</tr>
</tbody>
</table>

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
Performance of our students

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2013 Workforce Composition</th>
<th>Teaching Staff *</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>41</td>
<td>20</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>36</td>
<td>14</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>35</td>
</tr>
<tr>
<td>Graduate Diploma etc.</td>
<td>3</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
</tr>
</tbody>
</table>

* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate
Performance of our students

Expenditure on and teacher participation in professional development

The total funds expended on staff professional learning in 2013 were $36,000.

The major professional learning initiatives:

- SUCCESS Program
- ASOT
- Visible Learning - Hattie
- Coaching – Reading
- STRIVE
- Professional development focused on literacy and numeracy with the support of the coaches and regional PEAC Reading
- Developing a Whole School Teaching Framework
- First Steps – Reading
- North Coast Region – development of Mathematics
- Oneschool- C2C, Timetables, Rolls, finance
- School Wide Positive Behaviour
- Embedding Aboriginal and Torres Strait Islander Perspectives in Schools
- ASBESTOS Awareness
- Student protection
- Transforming Leadership
- Ready Reader Training
- Curriculum Risk management
- Spelling teaching strategies were the key foci of P.L.
- Staff participates in year level planning, moderation and peer mentoring.
- Use of data to inform teaching and learning

All staff participated in some level of professional learning throughout the year applicable to their duties and field of responsibility.

The proportion of the teaching staff involved in professional learning activities during 2013 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2013 school year.
Performance of our students

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.

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.

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2011 91% 92% 90% 93% 91% 92% 91% 91% 91% 91% 91% 91% 91%

2012 91% 90% 91% 90% 93% 89% 90% 91% 92% 90% 90% 91% 90%

2013 91% 92% 91% 91% 91% 91% 91% 91% 91% 90% 90% 90% 90%

DW = Data withheld to ensure confidentiality.
Performance of our students

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>17</td>
<td>18</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>2012</td>
<td>19</td>
<td>15</td>
<td>34</td>
<td>32</td>
</tr>
<tr>
<td>* 2013</td>
<td>19</td>
<td>13</td>
<td>24</td>
<td>43</td>
</tr>
</tbody>
</table>

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

At Beerwah State School we believe very strongly in the Education Queensland policy of ‘Every day Counts’. In the light of this our school actively promotes that students are at school every day, on time and ready to learn. Class rolls are marked each morning 15 minutes after the commencement of school. If students arrive after this time they must sign in at the administration and receive a late slip.

Class teachers monitor student attendance and if a student has a pattern of late arrival, or unacceptable absence, the Deputy Principal will call the parent to discuss the issue and see what strategies the school can assist with, to have the child at school every day. All unexplained absences are followed up by the administration officer by phone to the student’s parents/carers.

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](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.
Performance of our students

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.

Achievement – Closing the Gap

10% of students identify themselves as Aboriginal or Torres Strait Islander. Beerwah State School is committed to closing the gap between the performance of our Indigenous and Non-Indigenous students. Closing the Gap funding is creating significant teaching support time for identified Indigenous students to improve their literacy and numeracy.

Student attendance data demonstrates a slight improvement trend with the Indigenous students’ average attendance being 91.5% compared to an overall attendance of 91%. Our students and families are supported by our Indigenous Support Worker.