



Beerwah State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

## Contact Information

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## School Overview

Our motto "Strive to Excel" highlights our expectation and drive to see every student achieve their very best. The school has strong traditions extending over 125 years back to its establishment in 1888. The tree-lined grounds are a distinctive feature of the school and the beautiful location is often commented on by visitors. As a State School we are proud to welcome every child and their family who come through our gate.

Our school provides an education program for students from Prep to Year 6 with a Special Education Program and a Special Education Developmental Centre providing additional support for students with identified disabilities. Beerwah State School has a comprehensive, well-documented curriculum program which has a key focus in English, Mathematics and Science. Literacy is taught across all of the eight Key Learning Areas (KLAs) and these are embedded in the teaching and learning which occurs in all classrooms. Staff closely analyse the data generated by the annual NAPLAN testing program along with other samples of school testing. This enables the targeted use of resources to provide additional intervention to students at both ends of the achievement spectrum. These strategies are guided by the Beerwah Assessment Monitoring Intervention and Extension framework (BAMIEF).

The school operates School Wide Positive Behaviour Systems and our mascot Kandoo the 'Can Do Kangaroo' helps everyone to remember to be a Safe, Respectful and an Active Learner. Each week, all classes focus on a particular element of positive behaviour and this assists us to develop our students with strong community values. An enthusiastic, caring and engaging approach to teaching and learning is evident; and the partnership between home and school is considered vital to the achievement of our vision of a co-operative school community supporting Safe, Respectful, Active Learning.

We acknowledge the wonderful contribution of parents and the community to the success of our school. Links are maintained with Beerwah State High and the other State Schools through our membership of the Glass House Coalition. These connections provide our school with a great wealth of additional educational, knowledge and expertise as well as providing opportunities for professional learning and moderation across local school sites. Our focus is to enhance the development of each student's skills, knowledge and ways of working; and to assist them to become life-long learners in the pursuit of academic, cultural and sporting excellence.

# Principal's Foreword

## Introduction

### School Progress towards its goals in 2017

Identified strategic directions for 2015 to 2018

- Successful Learners: academic excellence, partnerships in learning
- Great People: Art & Science of Teaching, High Reliability Schools
- High Standards: Closing the Gap, Literacy & Numeracy achievement, differentiation
- Engaged Partners: transition partnerships, community engagement

Focus Area	Actions Completed
Reading and Writing Improvement	Beerwah Boost Reading Buddies Program Home Reading Passports launched Data Meetings Embedded Parent Information Sessions: Reading afternoons with Teachers (Prep & Yr 2) ACARA Reading Comprehension Curriculum P-6 Overview completed Whole School ICP Process developed
High standards: C+ improvement	ICP Moderation Develop teacher use of Literacy Continuum
Attendance	Teacher access to SMS Texting and School App Attendance Data in Newsletter QParents open for all year levels

### Future Outlook

Focus Area	Actions Completed	Actions to be Undertaken
Reading Improvement: C+ improvement in English to 80%	<ul style="list-style-type: none"> <li>• Implement P-2 Phonemic Awareness Program</li> <li>• CARS Action Plan implemented</li> <li>• Learning Goals and Home Reading Check ins implemented</li> </ul>	Whole School Reading Framework - Roles & Responsibilities Review
Relevant quality assured Curriculum Programs	<ul style="list-style-type: none"> <li>• Whole school implementation of HASS (Humanities and Social Sciences)</li> <li>• Reboot Program implementation expanded to P-6</li> </ul>	
Relevant quality assured curriculum practice	<ul style="list-style-type: none"> <li>• Implementation of Curriculum Coordinator position</li> <li>• Implementation data-informed term planning meetings</li> <li>• Classroom Profiling School Sweep completed</li> <li>• Responsible Behaviour Plan review</li> </ul>	Reading co-verification reviewed and enacted

# 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 2017:</b>	Early Childhood - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	381	191	190	34	90%
<b>2016</b>	388	200	188	38	96%
<b>2017</b>	364	185	179	40	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Beerwah State School was opened in 1888 and has a proud tradition extending over 125 years. The majority of our students come from the immediate geographical area which has changed from a predominantly rural area to an area of continued residential growth. In July 2014 an Enrolment Management Plan was gazetted for Beerwah State School. 10% of students identify themselves as Aboriginal, Torres Strait Islander or from a non-English speaking background.

Beerwah's Early Childhood Development Program (ECDP) has students from the Glass House Mountains area, from birth to 6 years with one or multiple disabilities. There is continued growth in enrolments in the Special Education Program (SEP). Beerwah State School employs a fully inclusive model for all students with a verified disability from Prep through to Year 6.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	24	22
Year 4 – Year 6	22	29	25

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Beerwah State School delivers year level curriculum programs using the Australian Curriculum and the Queensland Essential Learnings. A school wide small group reading program is guided by the CARS (Comprehensive Assessment of Reading Strategies) data.

Other programs include:

- Support A Talker
- Support A Reader
- Spanish
- Health Curriculum – Rock and Water, Stephanie Alexander Kitchen Garden
- Kandoo Values – Positive Behaviour for Learning Program
- Student Leadership Program
- Camps and excursions
- Instrumental Music – Percussion, Brass and Wind

## Co-curricular Activities

- School sport – interschool and interhouse
- Student Council
- Junior and Senior Choirs
- Chess Club
- School Discos
- Biennial Arts Week culminating in gallery display of all students' work.
- Biennial School Concert with contributions from all year levels and music groups
- Robotics Club

## How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies (ICTs) are embedded in all aspects of curriculum across all year levels. All classrooms are fitted with digital projectors; with the Library, some junior classrooms and Year 6 fitted with interactive whiteboards.

iPads, digital cameras and voice recorders are used by students as part of literacy and numeracy activities to produce a range of work. ICTs are also used to differentiate learning experiences for students who have challenges with written communication.

There is a class lab of workstations. The library media centre gives students access to a bank of laptops and work stations in addition to exploring green screen capabilities.

## Social Climate

### Overview

Beerwah State School uses Positive Behaviour for Learning Systems (PBL) to explicitly teach and reward expected behaviour. All expected behaviour demonstrates the three KEY school rules.... *Be Safe, Be Respectful* and *Be an Active Learner*.

A weekly focus on positive behaviour is introduced to students on parade, further supported in classroom activities and rewarded through Kandoo cards. Each week classes count up their Kandoo cards to see which class has won the Class of the Week. The Kandoo cards also go towards House points for the end of year House Shield.

The Chaplaincy Program provides a range of events throughout the year as well as lunchtime activities. Students can receive one to one support from the Chaplain as well as a visiting Guidance Officer. In addition, a wonderful group of volunteers assist with Support-a-Reader, Stephanie Alexander Kitchen Program, classroom and extra-curricular programs.

Parents and students were satisfied that the school looks for ways to improve. Parents reported increased satisfaction with the way the school meets learning needs and expectations for students to do their best. Student satisfaction in those areas continues to be strong.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	88%	100%	88%
this is a good school (S2035)	100%	90%	79%
their child likes being at this school* (S2001)	96%	95%	79%
their child feels safe at this school* (S2002)	100%	95%	83%
their child's learning needs are being met at this school* (S2003)	80%	90%	92%
their child is making good progress at this school* (S2004)	84%	95%	75%
teachers at this school expect their child to do his or her best* (S2005)	92%	95%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	100%	91%
teachers at this school motivate their child to learn* (S2007)	88%	100%	83%
teachers at this school treat students fairly* (S2008)	88%	89%	83%
they can talk to their child's teachers about their concerns* (S2009)	96%	90%	96%
this school works with them to support their child's learning* (S2010)	88%	95%	92%
this school takes parents' opinions seriously* (S2011)	88%	90%	75%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	96%	90%	65%
this school looks for ways to improve* (S2013)	91%	100%	83%
this school is well maintained* (S2014)	100%	100%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	92%	90%
they like being at their school* (S2036)	94%	90%	85%
they feel safe at their school* (S2037)	92%	90%	85%
their teachers motivate them to learn* (S2038)	100%	91%	88%
their teachers expect them to do their best* (S2039)	97%	95%	95%
their teachers provide them with useful feedback about their school work* (S2040)	92%	93%	84%
teachers treat students fairly at their school* (S2041)	86%	84%	82%
they can talk to their teachers about their concerns* (S2042)	81%	80%	82%
their school takes students' opinions seriously* (S2043)	87%	86%	81%
student behaviour is well managed at their school* (S2044)	87%	76%	66%
their school looks for ways to improve* (S2045)	97%	96%	91%
their school is well maintained* (S2046)	91%	89%	88%
their school gives them opportunities to do interesting things* (S2047)	97%	90%	84%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	92%	98%	96%
they feel that their school is a safe place in which to work (S2070)	96%	98%	96%
they receive useful feedback about their work at their school (S2071)	88%	89%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	85%	95%
students are encouraged to do their best at their school (S2072)	96%	98%	100%
students are treated fairly at their school (S2073)	92%	98%	96%
student behaviour is well managed at their school (S2074)	88%	95%	74%
staff are well supported at their school (S2075)	92%	98%	85%
their school takes staff opinions seriously (S2076)	91%	93%	96%
their school looks for ways to improve (S2077)	96%	95%	100%
their school is well maintained (S2078)	96%	95%	93%
their school gives them opportunities to do interesting things (S2079)	87%	89%	81%

\* 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

- Provision of parent information seminars.
- Parent/teacher/student interview evenings twice a year
- Student Services referral process to plan additional adjustments for students with diverse learning needs
- Parent consultation for the provision of Individual Curriculum Plans
- Stakeholder meetings for the development on Individual Education Plans for students with Education Adjustment Profiles
- 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 of community events
- Community fundraising events
- Fortnightly newsletter including sync calendar and online polls.

## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. All students access Life Education Programs. Years 4-6 participate in Rock and Water as part of the Health Curriculum. Year 5 and 6 participate in the 'Talk About It' Program.

## 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	2015	2016	2017
Short Suspensions – 1 to 10 days	41	9	33
Long Suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

The school operates a Stephanie Alexander Kitchen Garden program to further promote student understanding of sustainability and environmental awareness. This is in addition to the school-wide classroom recycling program. Air-conditioning efficiency is managed through set temperatures for heating and cooling.

The school runs a small bank of solar panels to offset electrical cost.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	144,786	39,036
2015-2016	138,271	
2016-2017	138,939	580

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

Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	39	19	<5
Full-time Equivalent	29	14	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	36
Diploma	
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 2017 were \$26,255.00

The major professional development initiatives are as follows:

- Rock and Water Facilitator Training
- Developing inclusive classroom practice- Individual Curriculum Plans
- QCAA Workshops
- Cluster Moderation
- Data-informed planning

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

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

From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	87%	88%

\*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 2017 for all Queensland Primary schools was 93%.

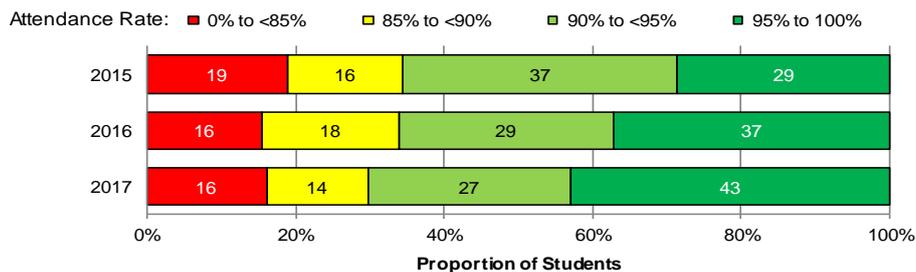
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	89%	90%	90%	91%	91%	90%	89%						
2016	91%	90%	92%	92%	91%	91%	92%						
2017	92%	90%	92%	93%	92%	91%	91%						

\*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:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*; which outline processes for managing and recording student attendance and absenteeism.

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. Students who achieve 95% or better attendance rate will receive an Excellence in Attendance postcard with their semester report card. If a student has a pattern of late arrival or unacceptable absence, the Deputy Principal will contact the parent/carers to discuss the issue and see what strategies the school can assist with to have the child at school every day. The Principal reviews the weekly absence report and unexplained absences are followed up by the administration officer by phone to the student's parents/carers.

## NAPLAN

Our Reading, Writing, Spelling, Grammar and Punctuation; and Numeracy results for 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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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 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.

