

Beerwah State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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From the Principal

School overview

Our motto "Strive to Excel" highlights our expectation and drive to see every student be the best they can be. The school has strong traditions extending over 130 years back to its establishment in 1888. Our enrolment varies between 14 and 16 classes. 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 uses the Positive Behaviour for Learning Framework 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. The tree-lined grounds are a distinctive feature of the school and are complemented by a Stephanie Alexander Kitchen Garden (SAKG) and modern multipurpose courts. The SAKG Program and the internationally accredited Rock and Water Program are two distinctive features of the whole school curriculum program. 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 sport, instrumental music and Beerwah State High's Coalition Enrichment Program for year 6. 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.

School progress towards its goals in 2018

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

Focus Area	Actions Completed	Actions to be Undertaken
Reading Improvement: C+ improvement in English to 80%	<ul style="list-style-type: none"> Implement revised Whole Reading Framework 	<ul style="list-style-type: none"> *Expand and document collaborative monitoring of Reading Goals *Deepen teacher understanding of analyzing reading demands in unit planning.
Relevant quality assured Curriculum Programs	<ul style="list-style-type: none"> Implement Apple Classroom to iPad fleet Support professional learning for digital technologies and classroom differentiation Participate in Glasshouse Mountains Early Implement Assessment Schedules with Year Level Plans 	
Relevant quality assured curriculum practice	<ul style="list-style-type: none"> Conduct Parent Information Session on Reboot Program. Implement classroom behavior plans Implement Strategic teams and provide training support Support collaborative meeting time for differentiation planning 	<ul style="list-style-type: none"> Commence inquiry cycle for Pedagogical Review.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	388	364	367
Girls	200	185	193
Boys	188	179	174
Indigenous	38	40	34
Enrolment continuity (Feb. – Nov.)	96%	91%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Beerwah State School opened in 1888 and has a proud tradition extending over 125 years. The majority of our students come from the immediate geographical area that 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 SS employs a fully inclusive model for all students with a verified disability from Prep through to Year 6.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	23
Year 4 – Year 6	29	25	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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](#)
- [Reboot Program](#)
- Student Leadership Program
- Camps and excursions
- Instrumental Music – Percussion, Brass and Wind

Co-curricular activities

School sport – inter school and inter house

- Student Council
- Junior and Senior Choirs
- School Discos
- Biannual Arts Week culminating in gallery display of all students' work.
- Biannual 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 projects with the library, some junior classrooms and year six fitted with interactive whiteboards.

iPads, digital cameras and voice recorders are used by students as part of literacy and numeracy activities and 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 behavior. All expected behavior demonstrates the three KEY school rules.... *Be Safe, Be Respectful* and *Be an Active Learner*.

A weekly focus on positive behavior 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. As part of PBL teaching Beerwah state school uses Reboot tools to equip students with self-regulation skills for learning and social interaction.

The Chaplaincy Program provides a range of events through 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 and 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 expects students to do their best. Student satisfaction in those areas continues to be strong.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	88%	82%
• this is a good school (S2035)	90%	79%	84%
• their child likes being at this school* (S2001)	95%	79%	88%
• their child feels safe at this school* (S2002)	95%	83%	79%
• their child's learning needs are being met at this school* (S2003)	90%	92%	79%
• their child is making good progress at this school* (S2004)	95%	75%	79%
• teachers at this school expect their child to do his or her best* (S2005)	95%	96%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	91%	85%
• teachers at this school motivate their child to learn* (S2007)	100%	83%	88%
• teachers at this school treat students fairly* (S2008)	89%	83%	67%
• they can talk to their child's teachers about their concerns* (S2009)	90%	96%	94%
• this school works with them to support their child's learning* (S2010)	95%	92%	88%
• this school takes parents' opinions seriously* (S2011)	90%	75%	73%
• student behaviour is well managed at this school* (S2012)	90%	65%	50%
• this school looks for ways to improve* (S2013)	100%	83%	87%
• this school is well maintained* (S2014)	100%	96%	91%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	90%	84%

Percentage of students who agree# that:	2016	2017	2018
• they like being at their school* (S2036)	90%	85%	88%
• they feel safe at their school* (S2037)	90%	85%	79%
• their teachers motivate them to learn* (S2038)	91%	88%	93%
• their teachers expect them to do their best* (S2039)	95%	95%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	84%	85%
• teachers treat students fairly at their school* (S2041)	84%	82%	67%
• they can talk to their teachers about their concerns* (S2042)	80%	82%	72%
• their school takes students' opinions seriously* (S2043)	86%	81%	76%
• student behaviour is well managed at their school* (S2044)	76%	66%	56%
• their school looks for ways to improve* (S2045)	96%	91%	85%
• their school is well maintained* (S2046)	89%	88%	81%
• their school gives them opportunities to do interesting things* (S2047)	90%	84%	83%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	96%	90%
• they feel that their school is a safe place in which to work (S2070)	98%	96%	90%
• they receive useful feedback about their work at their school (S2071)	89%	93%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	95%	100%
• students are encouraged to do their best at their school (S2072)	98%	100%	94%
• students are treated fairly at their school (S2073)	98%	96%	84%
• student behaviour is well managed at their school (S2074)	95%	74%	68%
• staff are well supported at their school (S2075)	98%	85%	81%
• their school takes staff opinions seriously (S2076)	93%	96%	90%
• their school looks for ways to improve (S2077)	95%	100%	97%
• their school is well maintained (S2078)	95%	93%	94%
• their school gives them opportunities to do interesting things (S2079)	89%	81%	94%

* 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	9	33	100
Long suspensions – 11 to 20 days	1	0	2
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	138,271	138,939	136,425
Water (kL)		580	958

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	36	19	0
Full-time equivalents	29	14	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	3
Graduate Diploma etc.*	1
Bachelor degree	35
Diploma	
Certificate	

*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 2018 were \$54,025.37.

The major professional development initiatives are as follows:

- Reboot Program Implementation
- Implementation of pre-moderation in term planning
- Cluster Moderation

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	92%	91%
Attendance rate for Indigenous** students at this school	87%	88%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

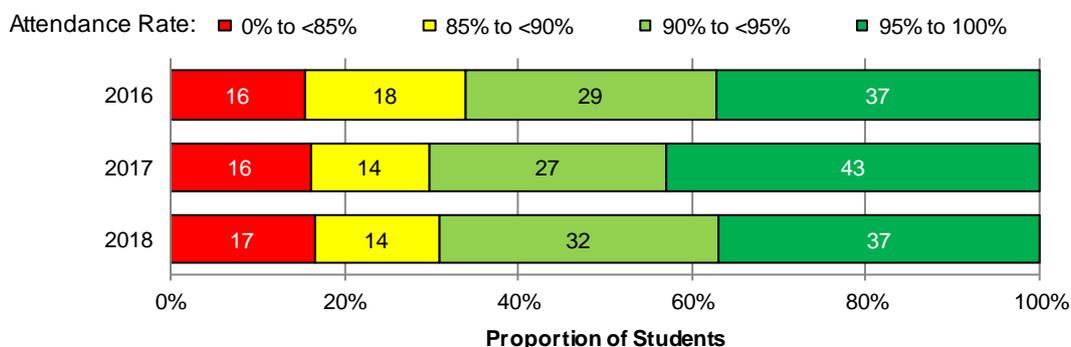
Year level	2016	2017	2018
Prep	91%	92%	92%
Year 1	90%	90%	92%
Year 2	92%	92%	92%
Year 3	92%	93%	92%
Year 4	91%	92%	91%
Year 5	91%	91%	90%
Year 6	92%	91%	89%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 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. 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. 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.

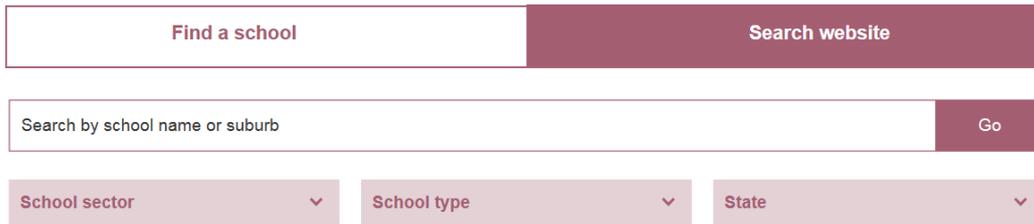
NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.

2. Enter the school name or suburb of the school you wish to search.



The search interface consists of a top bar with two buttons: 'Find a school' and 'Search website'. Below this is a search input field with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search field are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A rectangular button with the text 'View School Profile'.

4. Click on 'NAPLAN' to access the school NAPLAN information.



A horizontal navigation menu with the following items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.