



Beaudesert 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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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Justin Kummerow - Principal

## From the Principal

### School overview

Beaudesert State School is a country town school with country town values located in the Scenic Rim region of South East Queensland. The school's caring and dedicated teachers, through their passion and enthusiasm, demonstrate excellence in pedagogy and inspire a love for lifelong learning. Expectations are continually being heightened as students are encouraged and challenged to achieve their full potential. The school works closely with the local Mununjali Aboriginal community to raise awareness of the rich cultural heritage of our original people as well as supporting the cultural needs of the approximately 13% of indigenous students at Beaudesert State School. Excellent facilities enable Information Communication Technology (ICT) to be effectively integrated across the curriculum. ICT also enables students to access the information age and engage with the global world both now and in the future. The five important characteristics of confidence, persistence, being organised, getting along with others and responsible citizenship are fundamental to the school's behavioural expectations.

### School progress towards its goals in 2018

During 2018 the school focussed on the following priority area:

- Development of an Expert Teaching Team

Within this priority, the school had a sharp focus on the improvement of reading, engaged in coaching, walk throughs and observations of teachers, analysed data to build deep understanding of student needs, built capacity of staff in supporting students with diverse learning needs, deepened teacher understanding of the Australian Curriculum, and engaged with staff in the Developing Performance Framework.

### Future outlook

In 2019 the school will continue to focus on English as a priority area, as well as developing student and staff well being frameworks. The school will also be engaging with Dr Lynn Sharratt to support quality evidence based practices in all teaching.

## 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 2018</b>	Early Childhood - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	683	640	649
Girls	319	301	306
Boys	364	339	343
Indigenous	115	117	115
Enrolment continuity (Feb. – Nov.)	90%	93%	93%

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

Beaudesert State School is located within the rapidly growing South East Corner of Queensland, and within the Scenic Rim Council Region, which is also experiencing significant population growth. Beaudesert State School caters for children from varying backgrounds, with a small percentage of students from parents employed in service industries in the area, as well as State and Local Government departments within Beaudesert. A very small percentage of students come from dairying, mixed farming, grazing or horse properties. The number of transient students has increased considerable in recent years. Beaudesert State School has an enrolment of Aboriginal and Torres Strait Islander students which fluctuates between 12% and 15%, with a trend of up to 25% in early years classes.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	24
Year 4 – Year 6	26	25	25
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

Beaudesert State School delivers curriculum aligned to the Australian Curriculum Expectations, and tailors learning to suit our community and student body.

### Extra curricula activities

- Music program including: Celebration Choir, Kids Biz Choir, Junior & Senior String Ensembles and Junior & Senior Bands
- Twilight Music Walk
- Jabu Jabuny Homework Club
- Under 8's Day
- Sporting Schools Program

## How information and communication technologies are used to assist learning

With an ever increasing technology based curriculum, data projectors as well as interactive whiteboards in upper classes have greatly enhanced teaching and learning as well as enabling our teachers to embrace digital pedagogy and the need to develop student competency in the skills and processes needed to manage ICT (Information Communication Technology).

The appointment of an ICT specialist has supported teachers & students with the implementation of the Australian Curriculum which is most reliant on web- based technologies. This support enabled teachers and students alike to attain the skills required to embrace the demands of this curriculum.

The ICT Centres at the school provided our students with a greater opportunity to excel in their understanding of the many aspects of technology and its application to learning. It offers a thorough preparation for this age of technology.

## Social climate

### Overview

Beautesert State School enjoys a wonderful culture of learning at our school. We are very lucky to have a body of students who want to be at school, enjoy learning and are respectful towards staff. 2016 saw the introduction of the Positive Behaviour for Learning Framework, and the introduction of our three school rules:

Be Responsible  
Show Respect  
Stay Safe

The PBL philosophy is to focus on the teaching of expected behaviours, and using data to monitor this effectively. This program is having a very positive impact on our whole school student behaviour.

### 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 <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	95%	94%
• this is a good school (S2035)	92%	95%	88%
• their child likes being at this school* (S2001)	100%	95%	94%
• their child feels safe at this school* (S2002)	96%	97%	94%
• their child's learning needs are being met at this school* (S2003)	100%	92%	97%
• their child is making good progress at this school* (S2004)	88%	97%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	97%
• 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)	96%	97%	97%
• teachers at this school treat students fairly* (S2008)	96%	89%	88%
• they can talk to their child's teachers about their concerns* (S2009)	96%	95%	94%
• this school works with them to support their child's learning* (S2010)	96%	92%	88%
• this school takes parents' opinions seriously* (S2011)	92%	89%	81%
• student behaviour is well managed at this school* (S2012)	85%	76%	76%
• this school looks for ways to improve* (S2013)	96%	92%	90%
• this school is well maintained* (S2014)	96%	89%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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\* 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)	98%	92%	88%
• they like being at their school* (S2036)	94%	95%	90%
• they feel safe at their school* (S2037)	92%	87%	85%
• their teachers motivate them to learn* (S2038)	99%	96%	95%
• their teachers expect them to do their best* (S2039)	99%	99%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	94%	87%
• teachers treat students fairly at their school* (S2041)	96%	88%	77%
• they can talk to their teachers about their concerns* (S2042)	95%	91%	86%
• their school takes students' opinions seriously* (S2043)	88%	68%	70%
• student behaviour is well managed at their school* (S2044)	81%	75%	57%
• their school looks for ways to improve* (S2045)	98%	95%	83%
• their school is well maintained* (S2046)	95%	90%	76%
• their school gives them opportunities to do interesting things* (S2047)	97%	94%	87%

\* 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)	88%	87%	91%
• they feel that their school is a safe place in which to work (S2070)	91%	91%	97%
• they receive useful feedback about their work at their school (S2071)	81%	83%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	93%	91%
• students are encouraged to do their best at their school (S2072)	97%	96%	100%
• students are treated fairly at their school (S2073)	88%	93%	100%
• student behaviour is well managed at their school (S2074)	79%	89%	89%
• staff are well supported at their school (S2075)	73%	87%	88%
• their school takes staff opinions seriously (S2076)	67%	80%	82%
• their school looks for ways to improve (S2077)	91%	93%	100%
• their school is well maintained (S2078)	91%	93%	97%
• their school gives them opportunities to do interesting things (S2079)	84%	89%	88%

Percentage of school staff who agree# that:	2016	2017	2018
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\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Parents are encouraged to engage with the school to support strong relationships to progress student learning. Our school has strong links with local schools, Kindergartens and Day care centres and local organisations that all support the development of responsible citizens.

Students with diverse learning needs are frequently liaised with to ensure adequate adjustments are made to their learning.

## Respectful relationships education programs

Beauesert State School has implemented a range of programs to support respectful relationships with students. Positive Behaviour for Learning is the cornerstone of these programs, providing students with the skills to be able to manage conflict or any forms of harassment. The school also delivers relationship lessons aligned to the Australian Curriculum that support positive and respectful behaviour.

## 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	80	93	90
Long suspensions – 11 to 20 days	2	1	4
Exclusions	1	1	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

Beauesert State School makes a conscious effort to reduce our electricity and water consumption, and is constantly looking for ways to reduce our footprint. Despite a large ICT fleet and fully air-conditioned classrooms we have seen no significant rises in electricity consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	181,898	177,079	177,006
Water (kL)	2,172	1,015	779

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.

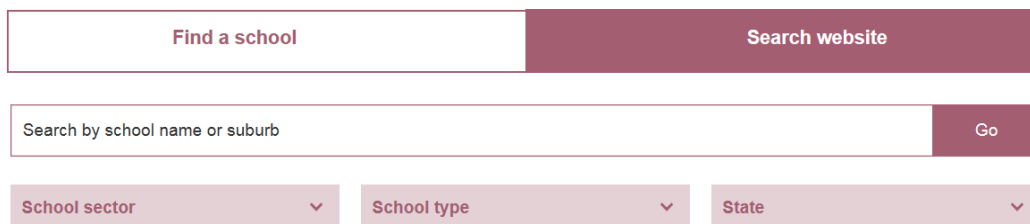
## School funding

### 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](http://www.myschool.edu.au/) 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

Search by school name or suburb 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	50	28	<5
Full-time equivalents	43	19	<5

\*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	0
Masters	2
Graduate Diploma etc.*	1
Bachelor degree	42
Diploma	5
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 \$77,109

The major professional development initiatives are as follows:

- Planning release days to align curriculum and teaching
- Release of staff to attend Age Appropriate Pedagogy Training
- Release of staff to participate in deepening understanding of the teaching of reading
- Positive behaviour for Learning conference and release time

The majority of our professional development activities are held on site, with a view to engaging as many staff as possible in the new learning.

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.	97%	96%	96%

## 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	90%	92%	91%
Attendance rate for Indigenous** students at this school	88%	91%	90%

\* 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	88%	93%	90%
Year 1	90%	92%	93%
Year 2	91%	92%	90%
Year 3	92%	93%	92%
Year 4	91%	93%	91%
Year 5	91%	93%	91%
Year 6	91%	92%	92%

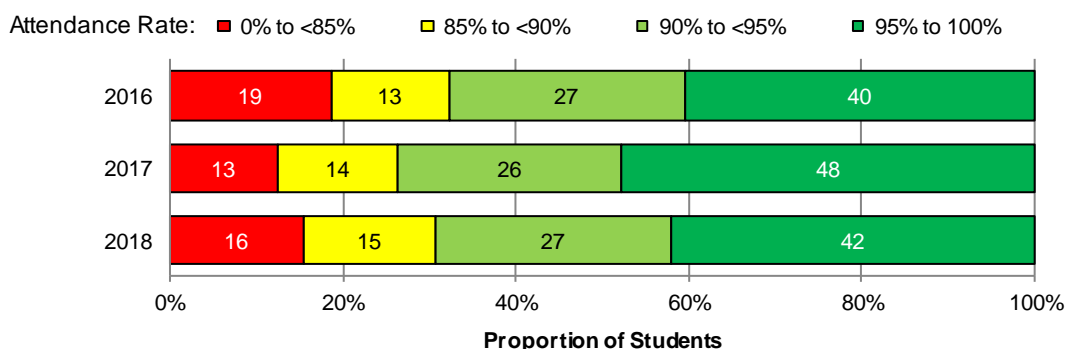
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Beaudesert State School values the importance of attendance, and uses a range of proactive strategies prior to following the aforementioned policy for managing attendance. Through the use of iDAttend, we contact parents of children who have unexplained absences via SMS, and request an explanation of their absence. We also have a range of other ways for parents to notify the school of an absence, including our school app, and voicemail systems.

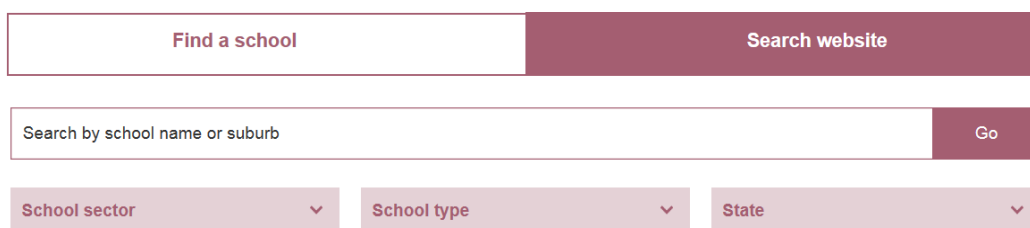
In addition to these strategies, the school collates attendance data each week, and we celebrate and reward the class with the highest attendance from the previous week. At the end of the term, the class with the highest percentage of attendance is rewarded with a pizza party, and we also reward classes if they are able to achieve 100% attendance for 5 consecutive days.

## 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.



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



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



#### 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.