



DO OUR BEST

Benaraby State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Queensland
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School Overview

Set in a peaceful country setting 20 kilometres south of Gladstone in Central Queensland, Benaraby State School caters for the academic, sporting, cultural and artistic needs of its 140 friendly students. Our spacious grounds boast one of the best school sports ovals in the district, as well as two modern adventure playgrounds. Benaraby students achieve creditably in national literacy and numeracy tests. Each classroom boasts an interactive whiteboard and our computer to student ratio is better than 1:5. As well as having access to email and internet facilities for research purposes, all students from Prep to Year 7 have focused weekly lessons in the school's computer laboratory. All Benaraby students access the Lexia Literacy Development program which delivers personalised and developmentally sequenced reading, grammar and spelling activities. Our school motto 'Do Our Best' is reinforced through the Schoolwide Positive Behaviour Support Program and the 'You Can Do It' program. Benaraby School has a well-developed musical and performing arts program, including instrumental music. Individual needs are met through the Gifted and Learning Support programs.

Principal's Foreword

Introduction

Welcome to the 2016 School Annual Report for Benaraby State School. Benaraby State School is committed to providing high quality education and aspires to make a positive difference in the lives of all our students. This report will inform our community of our achievements and highlights in 2016 such as the continued high standard of NAPLAN results and relative gain from year 3 to 5 results, the major sporting events held annually at Benaraby; our continued dedication to the Instrumental Music program; the school chaplaincy program; and our Annual Country Fair, community ANZAC service and other community events held throughout the year. Copies of the School Annual Report will be made available on the school website and copies are available from the school office.

School Progress towards its goals in 2016

Reading Improvement – GRG funding used to engage teacher aides for all classrooms, all students read to an adult on a daily basis in before school reading at their individual reading levels. NAPLAN reading results continue to be above the national average.

Mathematics Problem Solving – weekly problem solving lessons and higher order thinking explicit instruction explicitly taught and embedded in school curriculum program. NAPLAN numeracy results continue to be above national average.

Transition – continued a close working relationship with the local secondary school to ensure a smooth transition for year 6 students moving from a small school into secondary school and early learning program in conjunction with our school playgroup for transition from kindy to prep.

Attendance - highlighted the need for all students to maximise attendance. Students with 100% attendance rewarded each semester.

Promoting the school – continuing to promote school and student success through newsletter and Friday parades. Continuing to encourage parent and community involvement in the school through our school based playgroup and early learning program, celebration days, grandparent's day and events such as our community ANZAC service and Annual Country Fair.

Future Outlook

Improved reading – continue to utilise teacher aides in before school reading program and embed an explicitly taught inferencing program in year 3 to 6.

Writing – improved writing by focusing on genre specific structure' and appropriate marking guides and improved vocabulary, grammar and punctuation.

Link reading and writing – students working on the same genre specific structure in reading and writing lessons.

Numeracy – Continue to work towards improved mental computation and problem solving skills, explicitly teach real world problem solving and HOT across the school.

Data – continue to collect weekly test data to inform teaching.

Transition – Junior secondary transition and transition from kindergarten to prep.,

Attainment – Continue to set and monitor realistic individual student goals and explicitly teach the competencies to become independent learners.

Attendance – Continue to highlight the importance of attendance at school in relation to educational outcomes – Every Day Counts. Publish school attendance on a 5 weekly basis and reward 100% attendance each term and at the end of the year.

Closing the Gap – Embedding Aboriginal and Torres Strait Islander perspectives in the school following staff professional development.

Strengthen Community Partnerships – In learning and wellbeing of staff, students and community and continue to promote the school as the hub of the community.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	110	58	52	3	91%
2015*	88	47	41	2	90%
2016	91	44	47	6	97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Benaraby State School has been the centre of the Benaraby community for over 125 years. Despite this, Benaraby is a 'young' community with housing developments springing up in the area and people moving to the area for a 'tree' change. About 12 students travel by bus from the near-by suburbs of Wurdong Heights and Awoonga Dam Road. The majority of students live within walking distance of the school and utilise paths and bikeways to travel to and from school. A number of students travel from the nearby coastal township of Boyne Island. A number of students travel from the nearby rural community of Calliope and a small number travel from the regional city of Gladstone.

Our students are friendly and caring towards one another. A number of cultural backgrounds are represented in our school community; however, the majority of our students are of Australian origins. Employment is strong among Benaraby families, with a balance between single and double income families.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	24	21
Year 4 – Year 7	9	18	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

All students receive instruction through rich and engaging units of work catering to the diverse learning styles and interests of the students (based on the National Curriculum).

Highly trained teacher aides support all classes in key teaching times to cater for all learning styles and capabilities.

Individualised learning plans enable teaching staff to cater for and support all learners to maximise their academic potential.

Learning support and intervention/extension for students who are not reaching or are excelling in literacy and numeracy benchmarks.

Co-curricular Activities

Instrumental Music Program.

School Choir and Recorder Band.

Gem Choir

Community ANZAC Day Commemorative Service.

Under 8's Celebrations.

International competition and Assessment for Schools.

Six-A-Side Soccer Competition

Five-A-Side Touch Football Carnival.

Five-A-Side Netball Competition.

Cross Country and Athletics.

End of term celebration events including Easter Hat Parade, Grandparent's Day and End of Year Concert.

Christmas Concert and Carols.

Camping program from year 4 to year 6

Student Council events and fundraising for charity.

Year 6 Graduation and 'Big Day Out.'

Various cultural excursions throughout the year.

Schools Performance Tours

Science Shows

Annual Country Fair

How Information and Communication Technologies are used to Assist Learning

Students in all year levels, including Prep, are afforded weekly tuition in the use of computers. Students use their Information and Communication Technology Skills as part of their studies in the key learning areas to:

Research information from the internet, gather data, including digital images, prepare and present information and finished products using generic software applications including Microsoft Word, PowerPoint, Photo Story and Publisher, share information using email, Learn through programs on the computer including Maths Online and Mathletics,

Staff use computers and peripherals to prepare student work, enhance lessons and record and report student progress, Interactive whiteboards are available in all classrooms and other learning areas and are used extensively throughout the school to present learning material to students.

Social Climate

Overview

Benaraby State School enjoys a reputation as being a friendly, family-orientated welcoming school. We strive to provide:

A consistent school-wide positive behaviour support program where students in all year levels are explicitly taught expected behaviours.

Celebrations of student achievements through weekly awards on parade, in addition to positive classroom behaviour incentives, through our Positive Behaviour school system. Strategies to deal with any bullying issues are

addressed through our monthly PBS meetings and consequences or student's behaviour are addressed through the use of One School referrals and staff meetings.

Student and parent access to School Chaplain and Guidance Officer.

Whole school community involvement in the Annual Country Fair.

High level of parent participation in school curricula and extra-curricular activities

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	80%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	80%	100%	100%
their child is making good progress at this school* (S2004)	80%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	83%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	83%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	83%	100%
this school takes parents' opinions seriously* (S2011)	100%	83%	100%
student behaviour is well managed at this school* (S2012)	80%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	83%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	96%
they like being at their school* (S2036)	95%	100%	91%
they feel safe at their school* (S2037)	100%	100%	96%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	96%
teachers treat students fairly at their school* (S2041)	95%	100%	96%
they can talk to their teachers about their concerns* (S2042)	85%	96%	95%
their school takes students' opinions seriously* (S2043)	95%	91%	96%
student behaviour is well managed at their school* (S2044)	90%	96%	91%
their school looks for ways to improve* (S2045)	100%	100%	96%
their school is well maintained* (S2046)	100%	100%	96%
their school gives them opportunities to do interesting things* (S2047)	95%	96%	96%

Staff opinion survey

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

* 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.

The Benaraby State School satisfaction data is high. Parents are extremely satisfied that their child is getting a quality education at the school and students are also very satisfied with the education that they are receiving from the teachers. The staff morale at the school is above average, as we continue to foster a happy, caring, positive school environment where everyone is welcome and their needs addressed.

Parent and community engagement

Parents are very much a part of the education of their children at Benaraby State School as evidenced by: Large numbers of parents regularly attending the weekly parade and award-giving ceremony.

Parents assisting with before-school reading.

Very high levels of attendance at Parent Information Sessions which are held at the beginning of the school year.

Very high levels of attendance at Parent-Teacher Interviews which are held at the end of term one and in term three, or by request.

School and class newsletters keep parents informed of school and class events, curriculum and pedagogy.

Additionally, parents are actively involved in operations of the school through: Organising and running the Annual Country Fair (major fundraising event); Active participation in the Parents and Citizens Committee, Tuckshop Committee and Fair Committee; P&C organising and/or supporting a range of social activities including awards night, end of term celebration events, graduation and break up day activities. Parents are encouraged to be involved in coaching and refereeing sporting teams in our annual soccer, netball and touch competitions.

Respectful relationships programs

The school has developed and implemented a program or programs through health and physical education lessons that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal



decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Benaraby State School helped to reduce our ecological footprint by using scrap food around the school to feed our cleaner's chickens and a paper recycling program was introduced. There continues to be a significant reduction in electricity usage. Staff and students continue to be encouraged to open windows and doors rather than using air conditioning and fans and to turn off lights and fans when leaving classrooms. The water use for the school continues to be high as we endeavour to ensure our grounds are at an acceptable standard for the many events that are held at Benaraby State School. We are continuing measures to locate and repair water leakage problems and remove trees that have root systems compromising water lines to cut down water wastage through leaking.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	63,405	3,230
2014-2015	48,517	3,255
2015-2016	12,704	3,698

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	9	<5
Full-time Equivalents	5	4	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	8
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 2016 were \$6,074

The major professional development initiatives are as follows:

Principal Leadership
Peer Mentoring and Tutoring
First Aid and CPR Training
Inclusive Practices
Mentoring Beginning Teachers
Music
STEM/Robotics
Moderation and peer coaching with local schools

Average

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	95%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

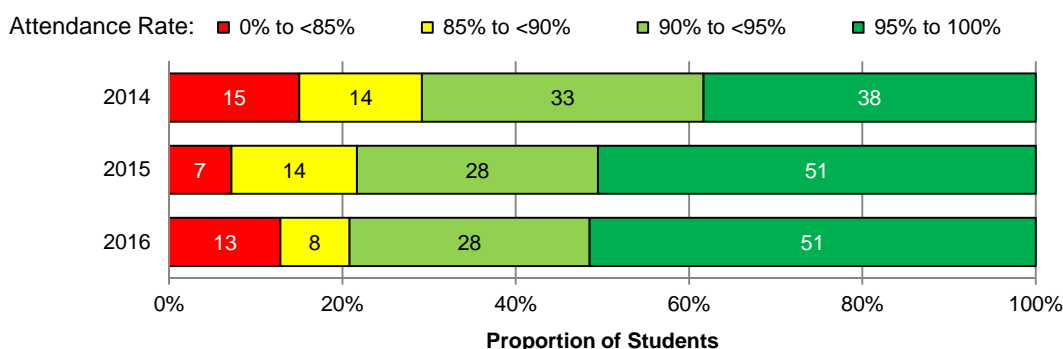
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	90%	93%	96%	91%	95%	92%	93%					
2015	93%	95%	94%	93%	96%	96%	97%						
2016	91%	95%	95%	95%	95%	96%	95%						

*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 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.

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.

Rolls are marked using the appropriate codes at the beginning of the school day and prior to the beginning of the middle session on One School.

Teachers are to alert the Principal or delegate when student's absence is unexplained for more than 3 consecutive days. The Principal or delegate then makes contact with the Parent in regards to absence.

Absentee procedures and communication processes for parents to use are discussed during student enrolment and made public during the school year through newsletters.

When a student is absent or plans to be absent for more than 10 consecutive days the parent negotiates with the Principal to make an alteration to the student's educational program.

The school implements procedures documented in Enforcement and Compulsory Schooling and Compulsory Participation should the school become aware of a student being absent for more than 10 days without a satisfactory reason.

Student attendance rate is reported to parents on a 5 weekly basis. Students with excellent attendance are recognised at the end of each term and at the end of the school year.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

Find a school

School name

Suburb, town or postcode

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 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.

