Principal’s foreword

Introduction

This Annual Report summarizes and celebrates the activities and successes of Beerburrum State School through 2011. Beerburrum State School has continued to develop an excellent reputation as a small school with big opportunities. The data collected from, parent and staff opinion surveys show that Beerburrum is performing at or above state average in almost every area. This report will clearly show the areas where Beerburrum State School performed in relation to its Annual Operation Plan 2011 and Strategic Plan 2009 - 2011. Beerburrum State School is a band 6 primary school with a current enrolment of 151 students. Beerburrum is a small school in the Sunshine Coast Hinterland providing big opportunities for students to develop in a caring, inclusive environment which promotes active learning for children through real-life situations, investigations and intellectually engaging learning experiences.

The school forms an important hub for the Beerburrum community and enjoys a high level of support from its Parents and Citizens Association. It is essential that these strong partnerships continue to flourish between the school, parents and the wider community. Parents and community members are encouraged to be involved in the classroom to enhance the home school relations. The school works to build positive partnerships with parents and carers to promote student learning. Information gleaned from data from external and internal test results form the basis of on-going teaching and learning. Curriculum offerings are based on student interests, departmental requirements and the elements of QCARF. In 2012 the driving element is the Australian Curriculum. The curriculum is inclusive allowing all learners to develop a set of knowledge, skills, behaviours and dispositions, or general capabilities that apply across the curriculum and help students to become lifelong learners able to live and work successfully in the diverse global society. At Beerburrum State School, your child’s individual needs are catered for in a positive learning environment centred on literacy, numeracy, eLearning, critical and creative thinking and personal and social capability.

Quality teaching in the classroom allows time for explicit teaching to deliver optimum learning outcomes for all students. Beerburrum State School is a quality school that is focussed on continually building its capability to enhance learner outcomes in both current and future contexts.

School progress towards its goals in 2011

The School has been intensely focused on the achievement of all major aims in the Learning, School and Workforce objectives set out in our Annual Operational Plan for 2011. All major objectives have been addressed, with a strong focus on the alignment of planning, teaching, assessment and reporting with the Australian Curriculum. The school has examined the teaching and support strategies that needs to be implemented to cater for the diverse range of students in our classes. The school had five Core Priorities for 2011. These were:

1) Curriculum delivery and alignment within school.
   - Action planning for the implementation of Australian Curriculum
   - Adoption and adaption of Curriculum into the Classroom C2C Units of work in English, mathematics and science.
   - Development of Whole School Curriculum Map.
   - Documentation of Assessment and Reporting Plan.
   - Improved Literacy and Numeracy Results in 2011 NAPLAN Testing.

2) ICT Integration and skill development
   - Staff eLearning capability increased with 1 teacher obtaining an ICT Pedagogical Licence and 2
teachers ICT certificates and 3 teachers attended Digital on the Go workshops.

- 1 classroom is using an edStudio. All teachers use interactive whiteboards as part of daily teaching.
- Teachers enact a personal philosophy and clear vision that ICT provides opportunities for students to learn in new and different ways with digital content, online collaboration, and access to people, information and resources.

3) Service Commitment for Quality Schooling
- The creation of the School Strategic Plan 2010-2013. The plan was created in consultation with students, parents/carers, staff and the community. It lists the priorities for the following years, sets targets and shows the roles and responsibilities of the target groups.
- In addition to high parent and student satisfaction levels as indicated by the 2011 School Opinion Survey, 100 % of school staff indicated satisfaction with school morale. Our challenge for 2012 is to maintain these high standards.

4) Indigenous Engagement
- Aboriginal and Torres Strait Islander histories and cultures are a cross curriculum priority in English, maths and science and this priority provides all learners with the opportunity to deepen their knowledge.
- The continued implementation of indigenous perspectives within school units of work will better equip students to make sense of the world in which they live.

5) Social & Emotional Wellbeing
- Developing teacher and leadership capabilities.
- Continuation of Beerburrum Banking Bucks positive rewards as part of the You Can Do It Program.
- All staff exposed to Essential Skills for Classroom Management and the undertaking of the second round of teacher profiling.
- Implementation and familiarisation of Responsible Behaviour Plan for students.
- Actioning of Staff Individual Performance Plans.

Future outlook
The implementation of the Australian Curriculum in 2012, and the adoption of the C2C curriculum units and resources in English, Maths and Science will ensure improved student outcomes through high quality explicit instructional teaching and learning. A key strategy is the establishment of a school data team to lead staff in the use and understanding of data to improve student achievement. All teachers plan the delivery of differentiated learning experiences for different ability levels within the class groupings. Development of differentiation practices through collaborative curriculum planning will ensure curriculum alignment within and across year levels. The 2012 School Improvement Framework targets intervention, prevention and extension at three levels class, cohort and school.

A high priority for 2012 is more flexible options for professional development for staff, aligned with individual Performance Plans. The 2012 Teacher Performance Plans align staff capacity to support students in their learning whilst enhancing confidence and job satisfaction in all aspects of curriculum delivery.

1. Commitment to our core learning priorities
   - 100% of teaching staff implementing Australian Curriculum using C2C planning and assessment.
   - 100% of students will demonstrate relative 2012 gain in school based reading fluency.
   - 100% of teachers are using curriculum planning formats to cater for the three levels of learners (prevention, intervention and extension).
   - 100% teachers implement First Steps Number.

2. High quality teaching practices
   - 100% of teachers use Art and Science of Teaching as a knowledge base for instructional teaching and learning.
   - All teachers using learning intentions and success criteria across key priorities.

3. Consistent and collaborative pedagogical practice.
   - 100% of staff develop personal action and improvement plans and document Performance Plans.
   - 100% of teachers audit their current practice against classroom strategies and behaviour, planning and preparing, reflecting on teaching and collegiality and professionalism.
   - 100% of staff involved in classroom walkthrough / observation / feedback and reflection.

4. Evidence-based decision-making
   - 100% teachers use school data to determine priorities, identify improvement targets, align and allocate resources.
   - Maintain added-value for students in the top 2 bands between the NAPLAN 2011 Year 3 test and the 2013 Year 5 test in reading and numeracy.
Our staff profile

- Reduce the gap by 4 % between Beerburrum NAPLAN Literacy and the Australian average in year 5 and 7.

**School Profile**

**Record:**

- Coeducational or single sex: Coeducational
- Year levels offered: Prep - Year 7

**Total student enrolments for this school:**

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>119</td>
<td>55</td>
<td>64</td>
<td>96%</td>
</tr>
</tbody>
</table>

**Characteristics of the student body:**

Beerburrum State School is located at the southern end of the Sunshine Coast. Beerburrum township is a small rural community with a stable population of around 3000. Our school services the communities of Beerburrum and Glass House. The school is situated in the scenic township of Beerburrum and the area consists of established residential blocks, mixed farming, poultry and state forestry. The main facilities in the town are the general store which includes a newsagent, hardware and post office, service station and the local hall. Beerburrum and the school's small school big opportunities attract families from all parts of the Sunshine Coast. Beerburrum is a rural residential area with many of its families living on small acreages. Easy access to major highways sees many of our parents working in the Glass House and Caboolture areas with a considerable number commuting daily to Brisbane, which is less than an half an hour away.

Six classroom teachers operate in co-operative classrooms with an average class size is 20.8. Diversity is valued in all classrooms and throughout the school. Our school's inclusion practices means that we attract students at various developmental stages. The year 7 leadership program sees all students develop leadership skills through school roles. From young leaders, peer mediators and sports, school captains, there are many opportunities for leadership for every child maximising their individual skills and talents.

Beerburrum State School's vision is optimising every student's opportunity to achieve his or her potential, whilst valuing and supporting students in aspiring for the pursuit of excellence. Every year, Beerburrum State School has an ongoing commitment to its students, their families and the community in which the school is located.

**Class sizes – Proportion of school classes achieving class size targets in 2011**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>19.3</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>20.8</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>12</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
## Curriculum offerings

### Our distinctive curriculum offerings
- Perceptual Motor Program for Prep
- Instrumental Music for Year 5-7
- Spanish for year 2 -7
- First Steps in Number
- You Can Do It - Social Awareness Program
- Conversations and learning are closely linked. Beerburrum teachers scaffold classroom conversations using learning circles that develop student-centred action learning and self-sufficiency.
- Stephanie Alexander Kitchen Garden Program develops lifelong habits that promote good health as an integral part of the Beerburrum curriculum.
- School sustainability agents, „litter free“ lunches and cross curriculum priorities of sustainability develop the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living.

### Extra curricula activities
- Choir, Recorder, Instrumental Music
- Green Team, Garden Club and sustainability agents
- Intra and inter school sporting events.
- Annual Athletics Carnival
- Voices on the Coast
- Annual Camp (years 5-7 students)
- Tennis coaching

## How Information and Communication Technologies are used to assist learning

Beerburrum State School has a very high student to computer ratio. Computers are located in classroom pods and classrooms are serviced with interactive whiteboards. The curriculum at Beerburrum is structured to integrate technology into all learning. Within each classroom eLearning is used as an integral part of the curriculum implementation within the context of learning rather than just as an „add on“ or gimmick. Digital literacy allows teachers to connect students to the world outside, collaborate with others and retrieve information of interest to students.

Skill levels of students develop over a period of eight years, with computers available to all students beginning at the Preparatory Year. With the explosion of information available, and the speed with which information changes, Beerburrum equips our students with the skills to seek, critique, analyse, and apply knowledge in new and familiar situations. Smartboards engage students by providing hands on opportunities through edStudios, learning objects, sound and vision in both whole class and small groups.

Cyber safety and security is prioritised in all classrooms. Students are taught from the early years how to become proficient in the use of programs such as Microsoft Word, Excel, Publisher, Paint and Power Point. ICT in the classroom allows for differentiation as students can work at their own ability level.

eLearning is also present in classrooms in the form of MP3 players being used as „listening posts“. This takes the pressure off reluctant readers so they can enjoy books and develop comprehension skills. Digital cameras are being used by both staff and students for not only capturing and recording purposes but for creating animation projects. ICT is being used for communication as students are learning email etiquette, and, in the upper school, how to use wiki’s and blogs. School reporting is compiled through the Education Queensland „OneSchool“ website, the school newsletter is available electronically and all staff access OnePortal website for site calendars, documents and daily notices.
Social climate
Beerburrum is a safe and supportive school. Students are proactively encouraged to seek solutions to their issues, and strategies are developed to support students in their studies through the „You Can Do it“ Program. Beerburrum has a strong community feel which is enhanced by the small school structure that facilitates a strong sense of understanding and caring for one another across and between year levels. The school supports students to be increasingly self-managed and responsible for their learning and behaviour. Through the Beerburrum Anti-bullying Program using the HIGH-FIVE, all students are being explicitly taught the expected school behaviours and receive high levels of social acknowledgement for doing so through monthly Beerburrum Banking Buck Awards. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to. A Behaviour Support Teacher continues to work with a range of students in both proactive and reactive support programs. No Blame Restorative meetings/discussions are used to involve students in discussion about behaviours that require deeper examination. Dependent on developmental stage each student completes a RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS. This plan uses focussing questions to guide the student through the examination of their behaviour leading to an agreed plan. The Beerburrum State School 2011 Opinion Surveys have shown that students and staff are overall „Above State Mean” with their satisfaction level with the school’s performance in 2011 with parents being Above State Mean for Learning Climate, School-Community Relations and at State Mean for School Climate. 100 % of students are satisfied with the school learning climate and 96 % of students “feel safe at this school”. 88 % of students are very happy to go to this school.

Parent, student and teacher satisfaction with the school
Beerburrum has performed well in the School Opinion Survey Data with 19 of a possible 25 areas being attained in the „Above State Mean” satisfaction range with the remaining 6 areas at State Mean. Staff satisfaction at Beerburrum State School continues to be significantly above state and like school means in all areas.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>97%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>

Invoking parents in their child’s education
Parents take an active interest in their child’s education and are warmly welcomed onto the school campus at any time. Parent satisfaction indicated by the School Opinion Survey is very high. This is demonstrated by the high level of parent involvement which is warmly welcomed and actively encouraged. Parents are an integral part of their child’s education at Beerburrum. The school has an „open door” policy to assist parents with educational and support requirements.

Some of the ways parents are invited to be part of school life are:
- All parents are strongly encouraged to become members of the School P & C Association. P&C meeting are held on the third Tuesday of the month and attract a high level of attendance.
- Parent professional development sessions are provided in relevant curriculum areas. Parents are invited to support classroom programs through classroom parent helper rosters, attending excursions and camps as required. Support-a-Reader and Support-a-Talker.
- The school community actively participates in the Stephanie Alexander Kitchen Garden Project, the garden club, and as sports coaches and managers.
- Supporting the Home Reader Program

Parents are supported with knowledge about their child’s education through:
- Meet the Teacher sessions are held at the start of the school year where class routines are shared and discussed.
Our staff profile

- Parents are regularly informed of their child’s learning, progress, results, interaction and general behaviour through term culminating activities, regular reports and interviews offered in term one and three.
- Invitations to class and school performances and public acknowledgements. Parents are encouraged to attend the weekly parades, curriculum culminating presentations, Sustainability Days and special events.
- A fortnightly Newsletter is distributed to all families to allow timely dissemination of school information.
- The staff have access to both telephone and email contact with parents and staff are encouraged to be proactive in their contact with parents.
- The principal promotes an open door policy and prioritises school - parent communication.

Reducing the school's environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns. Electricity use is high but reflective of the large number of computers and interactive whiteboards used constantly by students and staff. A solar electricity system is installed at our school and in 2011 this has been upgraded to 8 KwH system. A future goal is to include the monitoring of energy use through the use of solar schools web page. The installation of rain water tanks means that the efficient and productive use of water is a school priority. Use of natural light, rain water, energy saving globes and water saving toilets are a sustainability measure.

Litter-free Lunches are encouraged for all students. This program supports the school’s focus on caring for ourselves and the environment and has assisted with litter free school environment and an increase in healthy lunches being brought to school by most students. All groups recycle food scraps through the school compost bins. Glenview practices the three R's Reduce, Reuse, Recycle.

### Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity Kwh</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>22,297</td>
<td>276</td>
</tr>
<tr>
<td>2010</td>
<td>21,559</td>
<td>3,434</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>3%</td>
<td>-92%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>8</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>7</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>7</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $7,850. The major professional development initiatives are as follows:

- Essential Skills for Classroom Management
- Professional learning by the English PPO on multi-age C2C English units.
- Digital on the Go
- ICT Certificate
- Digital Pedagogical Licence
- Stephanie Alexander Kitchen Garden Specialists
- Using data to inform planning

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2011 school year.
School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/. (The School information below is available on the My School web site. For parents / caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School web site.) 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

Search by school name

Search by suburb, town or postcode

Sector

Government

Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page. School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

**Student attendance - 2011**
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

**Student attendance rate for each year level**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94%</td>
<td>89%</td>
<td>95%</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
</tr>
</tbody>
</table>

**Student Attendance Distribution**
The proportions of students by attendance range.

[Graph showing attendance distribution]

**Description of how non-attendance is managed by the school**
Non-attendance is managed in state schools in line with the DETE 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 twice daily. Teachers mark rolls at the beginning of the day and again after the second break. Parents/carers are asked to contact the school if their child is absent due to illness or for any other reason. Parents can ring the school and write a note. This message is passed onto the class teacher by the administration staff.

Children who arrive after school has commenced are to report to the school administration building accompanied by an adult to receive a late slip. This late slip is then handed to the child’s classroom teacher so that late attendance to class can be recorded. Early departures are managed through the school administration with parents needing to sign their children out of the campus.

Our school very much supports the Everyday, Every Lesson Counts initiative by the Department of Education and Employment. Regular, central tracking and analysis of attendance trends for whole of school, specific cohorts and individuals to develop specific support programs are used.

Following up on consecutive absences the school may ring the parent/carer. The school does send home a letter to parents/carers detailing the dates of a child’s absence/unexplained absence seeking parent/carer information.

In extreme circumstances the school engages families in a formal process of enforcing compulsory attendance in accordance with DETE policies. The school can send a letter home detailing parental responsibilities on a child’s regular attendance.

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.**

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

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following “Find a school” text box.
Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap
There were less than 5 students who identified as Aboriginal or Torres Strait Island at Beerburrum State School in 2011. Statistical comparisons of such small cohorts are not reliable indicators of achievement. However, it is pleasing to see that the gap between indigenous and non-indigenous students at our school is smaller than that indicated at State and Regional level in nine out of nine comparisons. Attendance continues to be an area of focus for both indigenous and non-indigenous students.