

Benowa State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to the beautiful Gold Coast and Benowa State School, which positions itself in the hub of the life and vitality of what Gold Coast living is all about.

On my commencement as Principal of this amazing school, it was clear to me from the onset, that this is a school with great pride and an expectation that Benowa State School is a school of choice to provide an education of excellence and prepare pathways of opportunity for all its students.

The specific fabric woven in this school is founded on cultural diversity, excellence in the musical arts and high academic performance. The staff compliment the ideal make-up with a diversity of ages, gender and life experiences building a richness and quality of learning environments as your child passes through from Prep to Grade 6.

I am truly overwhelmed by the depth and desire of our professional team of teachers and their support staff to make a significant contribution to shaping the best educational environment for our students at Benowa. They depict the notion of 'lifelong learners' – modelling to students that learning is everybody's business. Our staff also provide a range of extra-curricular initiatives including dance, technology, sport and chess.

This report provides an overview of a snapshot of our school's performance and activities for 2015. If you have any questions about the content contained in this report, please do not hesitate to contact the school.

Having just completed a Quadrennial School Review in 2015, one of the biggest strategic highlights for the year, we proudly established our new School Vision, Mission and Expectations.

This vision and mission will form the basis for all our key decisions we make in 2016-2019 period of time. The shift from 'Learning for Life' to the vision of 'Empowering Lifelong Learners' while subtle is not by accident. The mission clearly articulates what our belief is around how we will 'EMPOWER'.

VISION

Empowering Lifelong Learners

MISSION

We grow self-directed, disciplined and passionate learners with:

- curiosity and creativity
 - integrity and authenticity
- Through:
- collaborative partnerships
 - consistent commitment to well being

EXPECTATIONS**School progress towards its goals in 2015**

School priorities for 2015 included:

Improvement Agenda

- Writing
- Reading
- Numeracy

At the beginning of 2015 Benowa received a full time Master Teacher position for a 3 year duration. The Master Teacher will lead a designated Writing Project over this three years for the purpose of improving the teaching of writing.

2015 – Target Group Grade 2 and 4

2016 – Target Group Grade 3 and 5

2017 – Whole School

In the area of reading, the school focused on a whole school reading program delivered in designated literacy blocks in each classroom.

Numeracy had a focus around the teaching of Problem Solving and the implementation of intensive intervention in Grade 3 and 5.

Priority Areas of Development

- Pedagogical Framework
- Embedded Formative Assessment
- Culture of collaboration through coaching, mentoring and teaming
- Explicit Instruction

By the end of 2015 the school had its initial draft of a whole school Pedagogical Framework that will one day house all curriculum policies and pedagogical practices key for the delivery of teaching and learning at Benowa.

The work of Dylan Wiliam and Anita Archer formed the basis of the foundation of work our school will undertake in the building blocks of quality teacher practices. Teachers from across the whole school were involved in literature reviews and professional development opportunities.

The building blocks for a culture of collaboration began this year with all leaders undertaking GCI training and further work with Jim Knight – an expert in Instructional Coaching. The Mentoring Beginning Teachers project was also launched with many teachers agreeing to be training as mentors in our school.

Future outlook

School priorities 2016 include:

Improvement Agenda

- Writing
- Reading
- Numeracy

Priority Areas of Development

- Pedagogical Framework
- Formative Assessment
- Culture of collaboration through coaching, mentoring and teaming
- Explicit Instruction – Instructional Routines for the teaching of Reading, Writing, Vocabulary
- Digital Pedagogies
- Well Being
- Age-Appropriate Pedagogies

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	922	433	489	15	96%
2014	915	430	485	17	95%
2015	867	413	454	26	94%

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 2015, 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:

Benowa State School is a culturally rich community with students identified from many cultural and national backgrounds. Over 41 % of our students have a language other than English background and 3% of our students are indigenous. Benowa is characterised by middle to upper socio-economic status and the school has an ICSEA rating of 1058 with the average Australian school being at 1000.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	22	23
Year 4 – Year 6 Primary	27	26	24
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	9	12	21
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.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings:

- Our curriculum is based upon the Australian Curriculum for English, Maths, Science, History, Geography, The Arts, Health and Technology.
- Our Language other than English is French for students in years 5 and 6.
- Our school uses a range of online learning tools to support student achievement. These include: Mathletics, Reading Eggs, blogs, wiki's, The Learning Place and Weebly Education.
- We have a strong instrumental music and choral program for students in years 3 to 7.
- We have a Science specialist teacher for years Prep to year 4.
- The learning curve program focussing on personal development, leadership skills and belonging skills in years 3 to 6
- Specific Dance lessons run by Footsteps dance for all years

Extra curricula activities

Benowa State School offers a wide variety of extra curricula activities that develop the interests of our students. These include:

- Auditioned school choirs from years 2 to 7 students
- Stage band for students in years 5 to 7
- Junior and concert bands for years 5 to 7 students
- Choral participation in QLD Youth Music Awards
- Band and string participation in regional instrumental camps
- Gold Coast Eisteddfod – choral, instrumental and strings
- Benowa Voices participation in the Currumbin ANZAC day dawn services.
- Life education program for Prep to year 4
- Sexual health and relationship program for years 5 and 6
- Brain ways extension program
- Opti minds problem solving groups
- Scientific, technological, engineering and mathematical learning (STEM) club
- RAP program that links in with Benowa High School and Keebra Park High School
- A 4 day leadership camp at Maroon Education Centre for year 6
- Camps in years 4 and 5
- Participation in the Young Scholars Program at the QAHS for gifted year 5 and 6 students
- Participation in Somerset Literature Festival
- Student leadership program providing opportunities for year 4 to 6 students
- Sports programs include opportunities to compete in a range of sports at school, district and regional level
- Activities led by the school chaplain including Go N Run, Starfish Club, lunch time activities, empowered girls self-esteem group for years 4 to 6 students
- Before and after school activities.

How Information and Communication Technologies are used to improve learning

At Benowa State School we have continued to focus on pedagogy to amplify the 21st century learning skills that we prioritise for our students to demonstrate and to increase student engagement. This includes collaboration, creative and critical thinking and communication.

Our school has been working with a range of experts in the ICT field which has resulted in the creation of a Maker Space. This has launched student and teacher innovative practices. The Maker Space is called the Launch Pad and uses the design thinking pedagogy and process to ensure students are solving authentic problems. Children have access to a range of ICT's such as little bits, Makey Makey, robotics kits and gaming software, 3D printer, 3D pens and iPads.

Our students are using ICTs in the form of robotics and coding (beebots, dash and dot, scratch junior) and iPads and laptops to research, reflect, evaluate and create. Our ICT lab has been outfitted with 28 new desk top computers which is used to explicitly teach students how to efficiently use computer applications.

Teachers are experimenting in the area of Flipped Learning which has proven to be an excellent pedagogy to engaged students in deep learning with an emphasis on students taking responsibility of their own learning. Flipped learning has resulted in improvements in literacy and numeracy, research skills, greater knowledge and understanding of key concepts, student's collaboration with others more effectively and regularly, positive interactions and increased support from parents.

Teachers are committed to improving their knowledge and use of ICTs as many have engaged a variety of professional development opportunities with 11 staff attending Edutech this year. This has resulted in teachers engaging in ICTs for digital storytelling, coding, STEM and entrepreneurship.

Social Climate

Benowa's school climate is driven by the broad range of programs and initiatives we run from year to year. Due to the very diverse cultural make-up of our school clientele, such programs as Harmony Day, NAIDOC Celebrations and International Study Tours offer our students a wonderful lens into the world of culture.

Our focus on school wellbeing is driven by a range of special initiatives namely, our Buddy Bench program, two days of Chaplaincy Service and the multitude of clubs that offer students a broad range of activities to be involved in during their breaks as an alternative to the range of traditional play break programs that students have always been involved in.

One significant journey we have been on as a school is toward whole school inclusive practices. These practices have been supported with the channeling of all our support resources to be integrated into classrooms for teachers to utilise in their teams to maximize student learning outcomes.

Below is an outline of some of the views given by the community, students and staff about school performance in a range of areas including school climate and wellbeing. It is pleasing to note that confidence from community, students and staff is returning to a strong position as was previously the case in past years.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	90%	92%	95%
this is a good school (S2035)	100%	90%	94%
their child likes being at this school (S2001)	100%	95%	100%
their child feels safe at this school (S2002)	97%	96%	97%
their child's learning needs are being met at this school (S2003)	87%	91%	92%
their child is making good progress at this school (S2004)	84%	92%	94%
teachers at this school expect their child to do his or her best (S2005)	97%	94%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	87%	91%	92%
teachers at this school motivate their child to learn (S2007)	97%	91%	92%
teachers at this school treat students fairly (S2008)	90%	93%	89%
they can talk to their child's teachers about their concerns (S2009)	97%	93%	100%
this school works with them to support their child's learning (S2010)	100%	84%	95%
this school takes parents' opinions seriously (S2011)	93%	84%	86%
student behaviour is well managed at this school (S2012)	90%	86%	76%
this school looks for ways to improve (S2013)	100%	86%	94%
this school is well maintained (S2014)	94%	84%	68%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	99%	93%
they like being at their school (S2036)	90%	90%	94%
they feel safe at their school (S2037)	93%	86%	93%
their teachers motivate them to learn (S2038)	92%	96%	98%
their teachers expect them to do their best (S2039)	98%	97%	100%
their teachers provide them with useful feedback about their school work (S2040)	97%	87%	94%
teachers treat students fairly at their school (S2041)	83%	82%	86%
they can talk to their teachers about their concerns (S2042)	86%	86%	86%
their school takes students' opinions seriously (S2043)	79%	81%	90%
student behaviour is well managed at their school (S2044)	82%	69%	81%
their school looks for ways to improve (S2045)	93%	93%	96%
their school is well maintained (S2046)	85%	89%	88%
their school gives them opportunities to do interesting things (S2047)	90%	87%	88%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	89%	97%
they feel that their school is a safe place in which to work (S2070)	94%	97%	97%
they receive useful feedback about their work at their school (S2071)	85%	69%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	94%	76%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	95%	100%
student behaviour is well managed at their school (S2074)	90%	85%	100%
staff are well supported at their school (S2075)	90%	65%	93%
their school takes staff opinions seriously (S2076)	90%	77%	96%
their school looks for ways to improve (S2077)	94%	78%	100%
their school is well maintained (S2078)	96%	50%	72%
their school gives them opportunities to do interesting things (S2079)	92%	72%	100%

'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

Benowa values and encourages active community engagement within our school. In 2015, in partnership with a newly appointed school leadership team, the school and community successfully restored the active operation of the P&C, in order for them to meet on the 4th Wednesday of each month in the school year.

Further to this, by the end of the school year, both the Principal and P&C President launched the first meeting in a new initiative to have regular School Strategic Meetings. In 2016 this will be envisaged to occur 6 times in the school calendar. This group meets to discuss strategic issues through the life of the school along with an end of year, calendar formation for the New Year.

While face-to-face parent discussions are expected to be a regular part of the ongoing partnership that naturally occurs in the school, Benowa has established a formal parent-teacher interview process that is instigated twice per year – end of Term 1 and end of Term 3. This is a designated opportunity to ensure that. On at least 2 occasions each year, class teachers can formally engage in discussion with parents, regarding their child's progress at school.

To illustrate one example of how successfully the school operates in partnership with the P&C, the area of school-community communication was a huge focus area. As a result of the many discussions and brainstorming, clarity around the operational procedures for school-community communication was solved. As we headed into 2016, active communication networks have been developed for:

- Benowa Facebook page
- SMS messaging service
- QSchool app
- Email distribution
- Webpage communication
- Class distribution lists

The P&C are active contributors to our school newsletter each fortnight sharing the great successes that occur as a result of their involvement in our school.

Benowa has the great fortune of being very centrally located on the Gold Coast as a result have the pleasure of forming strong partnerships with local community businesses and entities. These range from:

- Coles in Benowa Gardens and Benowa Village
- Zarrafas
- Stella Rossa
- Royal Pines
- Benowa State High School
- Keebra Park State High School
- Queensland Academies
- Gold FM
- Three Bs Early Childhood Neighbourhood Network
- Koala Joey's
- Butterfly Wings
- Act for Kids
- PCYC Ashmore
- St Kevin's
- Apple Australia

Reducing the school's environmental footprint

Our staff and students are very conscious of the need to reduce our environmental footprint. Solar panels have been installed. All appliances are turned off when not in use. Students are educated regularly on proper use of electricity and water management.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	165,118	10,481
2013-2014	165,112	2,125
2014-2015	161,606	1,642

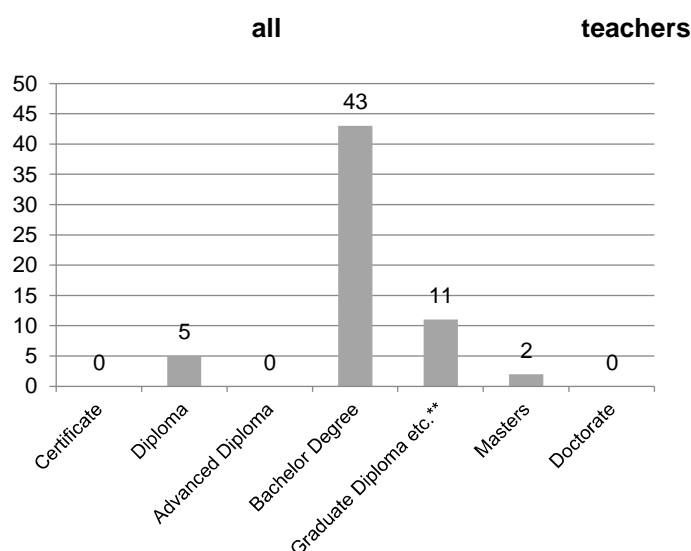
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	61	29	0
Full-time equivalents	55	18	0

Qualification	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.**	11
Masters	2
Doctorate	0
Total	61



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 was \$ 66427.37

The major professional development initiatives are as follows:

- Coaching
 - Dylan Wiliam
 - Anita Archer
- Early Years
- ICT
- Team Building
- Special Ed

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2015 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/>.

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 says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	91%	90%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

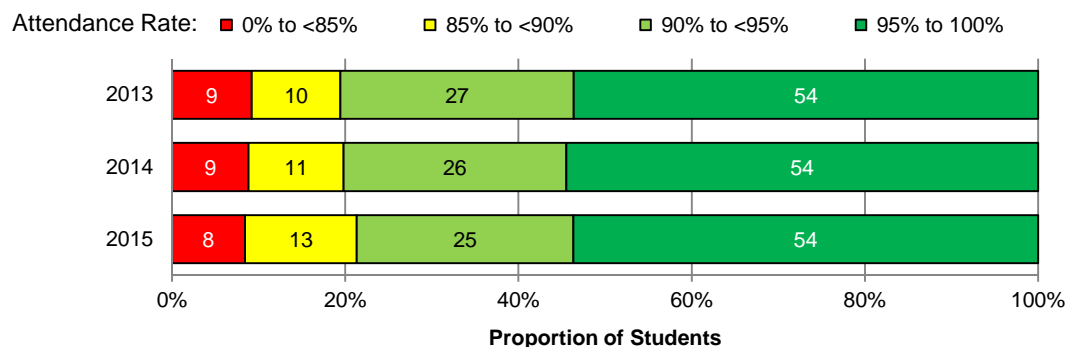
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	93%	94%	94%	94%	93%	93%	93%					
2014	94%	93%	94%	95%	94%	95%	94%	93%					
2015	94%	94%	93%	94%	94%	93%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Benowa state school's rolls are marked twice a day at 9am and 2:15pm. School absence data is recorded by the OneSchool Data base. Parents are able to notify absences by phone message, emails or notes to the class teacher.

Data is taken from OneSchool on Monday for the previous week for each Phase (P-2; 3-6) by the delegated administration officer, and given to the supervising DP with the following possible outcomes:

- An SMS will be sent to parents of students arriving late consistently, or absent without explanation.

When a student absence is unexplained for 3 or more days within a week:

- Student absence letter is sent home, requesting advisement of reason/s for absence (OneSchool letter). For repeated non-attendance, correspondence is sent home as per Education Queensland policy.

At Benowa State School, we promote 100% attendance by:

- drawing attention to the importance of consistent attendance during initial enrolment interview
- providing regular reminders in the school newsletter and on the school sign
- reviewing attendance data (late arrivals and absences) regularly, and responding accordingly

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/>.

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

Where it says '**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.