



# Benowa 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



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School Webpage:	<a href="http://www.benowass.eq.edu.au">www.benowass.eq.edu.au</a>
Contact Person:	Mr Michael Josey (Principal)

# School Overview

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 in 2015, 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.

2016 saw the first year of enacting and executing our new School Vision and Mission. These are strongly linked. Our Vision is enacted through our Mission.

**VISION:** Empowering Life Long Learners

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

- Curiosity and creativity with
- Integrity and authenticity

Through

- Collaborative partnerships and a
- Consistent commitment to well being

**EXPECTATIONS:**



# Principal's Forward

## Introduction

This report provides an overview of a snapshot of our school's performance and activities for 2016. If you have any questions about the content contained in this report, please do not hesitate to contact the school.

### School Progress towards its goals in 2016

The school's priorities were organised under the following key priority organisers.

**Empowered Teaching** – Throughout the year the school progressed specific development of our Early Years Framework with the continuance of Early Start, the introduction of Age-Appropriate Pedagogies and additional resourcing for early year's classrooms. Throughout the school great effort and funding was utilised to support the growth of a highly professional mentoring, coaching and collaborative culture to enhance and evolve modern teaching practices. Data literacies began to become a critical component of all conversations with team planning and target setting. Digital pedagogies began to take shape as we initiated discussions and formal funding to sit around resources for future school needs in robotics and coding.

**Empowered Programs** – The continued development and growth of the school Pedagogical Framework was the key priority, linking critical programs into it. In 2016 these included a draft of the School Writing Program, Words their Way, STRIVE, Problem Solving and Design Technology. An underlying layer of our school teaching and learning culture was the work around Inclusive Educational practices with the full rolling out of a team of Inclusion Teachers to operate in partnership with teaching teams.

**Empowered Learning** – Key areas for professional learning initiatives in 2016 included Anita Archer (Explicit Instruction), Flipped Learning supported through EduTech, Design Thinking, Words Their Way, Rigorous Reading, Writing and Problem Solving. Within the leadership team further learning projects around team coaching was a key focus supported through an executive coaching model.

**Empowered School** – Two significant focus areas continue to be in the plans for Benowa State School. Enhancements to classroom and building learning environments and ICT infrastructure. 2016 saw the installation of a fully refurbished ECDP facility, storage shed facility to declutter classrooms of furniture and 3 wheel chair ramp systems to enable whole school wheel chair access. ICT infrastructure saw the installation of 3 new WAP's, repair of many data outlets throughout the school, \$40 000 spent on replacing old technology and the establishment of a new Laptop Lab in the back of the iCentre.

**Empowered Partnerships** – Two very strong partnerships were forged throughout 2016. Firstly that with Keebra State High School, one of the feeder high schools. Here we saw high levels of involvement of our students with programs offered at Keebra to extend students in the arts. Keebra provided a huge range of support of our extension program in RAP which was a nice addition to the programs we had on offer in partnership with Benowa State High School. The second powerful partnership formed was that of the 3B's Neighbourhood Network, led by our Deputy for the Junior School Mrs Detta Lange. This network serves to unite all the local early childhood services together in collaborative partnerships to forge a common understanding, approach and direction to early education in our local community.

### Future Outlook - 2017

Where are we going to face our attention? (FOCUSED DIRECTION)

Everybody	School Funded Priorities	Project Teams
<ul style="list-style-type: none"><li>• The explicit teaching of Reading and Writing</li><li>• Professional Reading<ul style="list-style-type: none"><li>- Innovator's Mindset</li><li>- Power of Inquiry</li></ul></li><li>• Student Well-being</li></ul>	<ul style="list-style-type: none"><li>• Digital Pedagogies</li><li>• Data Literacies</li><li>• Aligned Planning</li><li>• Age-Appropriate Pedagogies (AAP)</li></ul>	<ul style="list-style-type: none"><li>• Explicit Instruction projects (Archer)</li><li>• Innovation</li><li>• Maker Space</li><li>• Flipped Learning</li><li>• Entrepreneurs of Tomorrow</li><li>• Towards Transformation</li><li>• Problem Solving</li><li>• Play is the Way and Learning Curve</li><li>• AAP</li></ul>

# 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 2016:</b>	Early Childhood - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	915	430	485	17	95%
<b>2015*</b>	867	413	454	26	94%
<b>2016</b>	894	439	455	26	96%

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

Benowa State School is a culturally rich community with students identified from many cultural and national backgrounds. Over 43% 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 1064 with the average Australian school being at 1000.

### 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	22	23	22
Year 4 – Year 7	26	26	28
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

- 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 Assist 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

### Overview

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 channelling 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

### 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)	92%	95%	94%
this is a good school (S2035)	90%	94%	95%
their child likes being at this school* (S2001)	95%	100%	97%
their child feels safe at this school* (S2002)	96%	97%	98%
their child's learning needs are being met at this school* (S2003)	91%	92%	98%
their child is making good progress at this school* (S2004)	92%	94%	95%
teachers at this school expect their child to do his or her best* (S2005)	94%	95%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	92%	90%
teachers at this school motivate their child to learn* (S2007)	91%	92%	92%
teachers at this school treat students fairly* (S2008)	93%	89%	97%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	97%
this school works with them to support their child's learning* (S2010)	84%	95%	94%
this school takes parents' opinions seriously* (S2011)	84%	86%	89%
student behaviour is well managed at this school* (S2012)	86%	76%	95%
this school looks for ways to improve* (S2013)	86%	94%	97%
this school is well maintained* (S2014)	84%	68%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	93%	96%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they like being at their school* (S2036)	90%	94%	97%
they feel safe at their school* (S2037)	86%	93%	95%
their teachers motivate them to learn* (S2038)	96%	98%	97%
their teachers expect them to do their best* (S2039)	97%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	87%	94%	93%
teachers treat students fairly at their school* (S2041)	82%	86%	93%
they can talk to their teachers about their concerns* (S2042)	86%	86%	92%
their school takes students' opinions seriously* (S2043)	81%	90%	90%
student behaviour is well managed at their school* (S2044)	69%	81%	89%
their school looks for ways to improve* (S2045)	93%	96%	98%
their school is well maintained* (S2046)	89%	88%	87%
their school gives them opportunities to do interesting things* (S2047)	87%	88%	94%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	89%	97%	97%
they feel that their school is a safe place in which to work (S2070)	97%	97%	97%
they receive useful feedback about their work at their school (S2071)	69%	90%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	76%	88%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	95%	100%	100%
student behaviour is well managed at their school (S2074)	85%	100%	100%
staff are well supported at their school (S2075)	65%	93%	94%
their school takes staff opinions seriously (S2076)	77%	96%	88%
their school looks for ways to improve (S2077)	78%	100%	100%
their school is well maintained (S2078)	50%	72%	89%
their school gives them opportunities to do interesting things (S2079)	72%	100%	97%

\* 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

Benowa values and encourages active community engagement within our school. In 2016, 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.

The school continued with regular School Strategic Meetings as initiated in 2015. In 2016 this occurred 6 times throughout 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 2017, active communication networks have been developed for:

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

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
- Three Bs Early Childhood Neighbourhood Network
- Koala Joey's
- Butterfly Wings
- Act for Kids
- PCYC Ashmore
- St Kevin's
- Apple Australia

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

At Benowa State School, several programs are utilised to create a focused curriculum to provide students with the skills and knowledges required to ensure that they are contributing successfully to a safe, supportive environment. In the early years these include Play Is The Way, the Act for Kids program *Learn to be Safe with Emmy and Friends* protective behaviours program, and the Daniel Morcombe Curriculum. In the senior years, the Learning Curve program is implemented to develop healthy, positive, resilient students, and select year levels are also involved in the Daniel Morcombe curriculum. Each year, the school embraces the opportunities to be involved in significant, nationally recognised activities including Bullying. No Way!, and Harmony Day.

The school has developed and implemented a program or programs 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	12	21	9
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	0	0	1
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



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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	165,112	2,125
2014-2015	161,606	1,642
2015-2016	170,746	2,535

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	64	30	0
Full-time Equivalents	58	18	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	13
Bachelor degree	41
Diploma	5
Certificate	1

\*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 \$59 421.69

The major professional development initiatives are as follows:

- Coaching
  - Steve Francis
  - Anita Archer
  - Tricia Stinson
- Early Years
- Play is the Way
- ICT
- Innov8 Digital Technology
- Team Building
- Special Ed

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.	96%	96%	97%

### Proportion of Staff Retained from the Previous School Year



From the end of the previous school year, 97% 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).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	93%

\*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%.

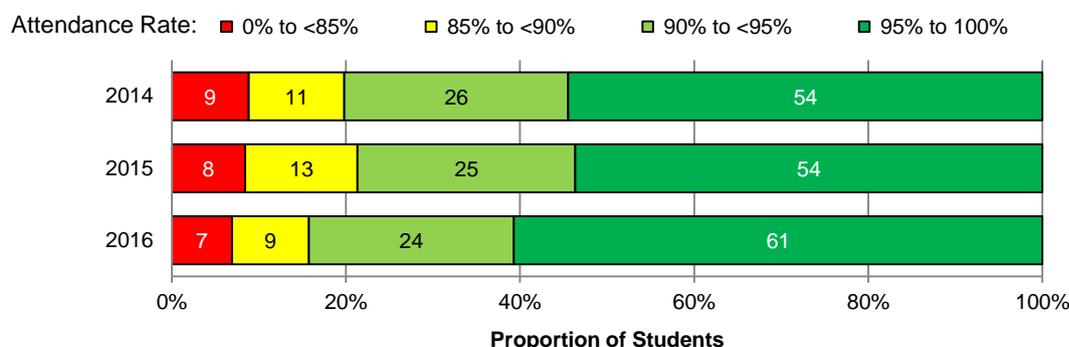
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	93%	94%	95%	94%	95%	94%	93%					
2015	94%	94%	93%	94%	94%	93%	93%						
2016	95%	95%	95%	95%	95%	95%	92%						

\*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.

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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

## 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/>.

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