

Benarkin State School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 86, Blackbutt QLD 4306
Phone	(07) 4163 0201
Fax	(07) 4163 0897
Email	the.principal@benarkinss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Kim Fillery, Acting Principal

Principal's foreword

Introduction

Benarkin State School's Annual Report provides an overview of the school's achievements and key focus goals during 2015. This report reflects information that will provide the reader with an overview of key focus areas of the school; goals set to improve learning outcomes for our students; and the range of learning opportunities and activities that were provided to achieve these goals.

The content of this document meets both the Queensland Government and Australian Government annual reporting requirements for schools.

School progress towards its goals in 2015

Benarkin State School used GRG funding to help meet school priorities its priorities.

Professional development and coaching for staff ensured teachers were able to deconstruct the Australian Curriculum and use targeted and scaffolded instruction to secure highly effective teaching of essential mathematical concepts and skills in every classroom.

The continuation of education for parents of pre-Prep students supported the development of oral language and early literacy and numeracy skills through our weekly play group sessions. Furthermore, Benarkin State School continued to network with our local early childhood centres to enhance knowledge of on-entry to Prep expectations and to assist in a smooth transition of children into Prep and Year 1.

Future outlook

The keys areas for improvement as outlined in Benarkin State School's Annual Implementation Plan 2016 are:

1. Implement Australian Curriculum
2. Implement whole school pedagogical practices
3. Use data to inform teaching practice
4. Develop instructional leadership with a focus on workplace performance
5. Develop productive partnerships with students, staff, parents and the community
6. Improve school performance
7. Implement PBL within Responsible Behaviour Plan for Students
8. Implementing Investing for Success/GRG funding into school improvement agenda
9. Improve attendance

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	22	10	12		86%
2014	24	14	10	3	76%
2015	23	14	9		88%

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

Characteristics of the student body:

The students of Benarkin State School generally live in a rural setting. Most students are from Anglo- Australian backgrounds. Benarkin is located in the South Burnett at the top of the Blackbutt Range. It is an area where employment opportunities are limited and high transience is reflected in the above figures. The Benarkin area is relatively low socio economic with most students living on small acreage.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	12	15
Year 4 – Year 6			10

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	8
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

The Benarkin State School Whole School Curriculum Plan outlines how the school addresses curriculum, pedagogy, assessment and reporting (in line with the P-12 Curriculum, Assessment and Reporting Framework). It provides links between Education Queensland documents and school based documents. Benarkin State School Whole School Curriculum Plan is developed around F-10 ACARA whilst adopting the C2C resources provided by Education Queensland.

The School is committed to developing teacher practices through professional development focusing on aspects of curriculum implementation and assessment and the incorporation of a proactive approach to planning and teaching. This is evidenced by the development of rigorous units, innovative use of ICT and the incorporation of a variety of productive pedagogies within quality programs. The continued implementation of the Benarkin State School Curriculum Framework is aimed at further enhancing teacher proficiency in curriculum, pedagogy, assessment, moderation and reporting practices.

In implementing the P-12 Curriculum, Assessment and Reporting Framework Queensland State Schools:

- Provide students with the required curriculum
- Access, monitor and capture student achievement
- Set high expectations for each student and respond effectively to their current levels of achievement and differing rates of learning
- Prepare students to exit schooling with the foundation for successful lifelong learning and participation in the community
- Keep parents and students informed of the student's achievement throughout their schooling

At Benarkin State School we have developed a common understanding that Curriculum cannot be confined to the boundaries of a syllabus. There are many contributing factors such as the community, environment, resources, pedagogy, values and relationships. Benarkin State School Staff are committed to working collaboratively to create a working and enacted curriculum documents that maximises teaching and learning, in which students are the focus. Benarkin State School's Whole School Curriculum Plan is regularly updated to reflect the current direction of curriculum, pedagogy, assessment and reporting. It is endorsed by the staff and Benarkin State School P&C.

Our distinctive curriculum offerings

Benarkin State School is a Stephanie Alexander Kitchen Garden National Program school. As such all of our students are involved in the fortnightly kitchen garden program. They work in the garden learning sustainable and organic gardening methods. They grow a wide range of seasonal vegetables, fruits and herbs. All produce is grown in no-dig gardens.

Children learn different composting methods that recycle many waste products from within the school. Worm farms also are cared for, as these too provide rich organic fertilisers for use in the garden. Management of our school poultry teaches our students about care of livestock, is a source of organic eggs and enables us to recycle food scraps from the kitchen and lunchtimes.

Produce from our large gardens is taken into our school kitchen where students learn to prepare nutritious dishes based on the seasonal produce. Food preparation is complemented by learning how to set a table; how to eat a meal socially and how to clean up effectively and put utensils away. The social skilling aspect of this program is very important, as are the links made in the curriculum areas of Maths, English, Science and Health.

Extra curricula activities

Annually our students participate in sporting and arts activities with other small schools in our area:

- Small Schools Cross Country
- Small Schools Athletics Carnival
- Small Schools Swimming Carnival
- Design Technology Challenge Day
- NAIDOC Day
- Under 8's Day
- ANZAC Day
- Tennis
- Benarkin to Linville Bike Ride – along Historic Rail Trail

How Information and Communication Technologies are used to improve learning

Information and Communication Technologies are embedded into all areas of the curriculum. Both junior and senior classroom have interactive projectors which are used to support teaching and learning. Students can access our computer lab that houses 8 desktop and 6 laptop computers. We also have 2 iPads for student use. Daily ICT skill lessons are conducted here through a mathematical skill building program – Mathletics, design and multimodal assessment tasks.

Units of work are planned to integrate ICT skills and use of digital technologies to support learning. Teaching staff have a "computer for teachers" (C4T) laptop which facilitates planning, assessment and reporting and also have their Digital Pedagogical Licence or ICT Certificates.

Social Climate

Benarkin offers a stimulating hands-on learning environment that focuses on meeting the learning needs of each individual. Key to meeting these needs is building in our children the self-belief that they need to develop as independent learners and have aspirations for a positive future. Our school prides itself on our four expectations of:

Be Safe, Be Responsible, Be Respectful, Be Resilient

These are explicitly modelled and taught to provide our students with the social skills for the wider society. Our PBL data reflects an overall growth in student understanding of rules and expectations; an increase in the explicit teaching of our rules and the whole staff of expectations and consequences- everyone on the same page. At Benarkin, student behaviour concerns are discussed with all staff as it is seen as vitally important that everyone working with each child is up to speed with each individual. Students displaying behaviour of concern are encouraged to “use their words” to express their feelings and problems. When altercations occur between children, mediation is used where a supervised discussion is entered into to unpack what happened, how each person felt, where incorrect choices were made and what positive choices can be made in the future. This provides for our students a scaffold of social skills that they can employ in any social setting. Bullying is not tolerated at Benarkin State School.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	50%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	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)	91%	100%	75%
their child is making good progress at this school (S2004)	91%	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)	91%	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%	100%	100%
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	100%	83%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	100%	100%	100%
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)	100%	100%	100%
teachers treat students fairly at their school (S2041)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they can talk to their teachers about their concerns (S2042)	100%	100%	90%
their school takes students' opinions seriously (S2043)	100%	100%	100%
student behaviour is well managed at their school (S2044)	100%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	85%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Parents are encouraged to involve themselves in our school. Parents now come along and volunteer regularly in the fortnightly Wednesday Kitchen Garden Program. Some parents and wider community members also support students with reading; changing reading books, fundraising days and transporting students to events off site. Parents are always keen to attend school functions such as presentation nights; small schools' sporting events and concerts. We expect a "Door to Door" drop off and pick up of all students and parent communication with principal and teachers is a daily expectation. Invitations are sent to parents inviting them to attend special events. The fortnightly newsletter and Facebook page advertises all upcoming dates.

Reducing the school's environmental footprint

Benarkin State School makes every effort to reduce its environmental footprint through its management of water and energy use; its commitment to recycling and waste management and in developing the biodiversity of our school environment. Our school has a formal Sustainable Environmental Management Plan in place that addresses our focus on the key issues. Our belief is that it is important to model to our students and our wider community the importance of environmental diligence. We reduce our carbon footprint by:

- Recycling as much waste as possible through our composting; worm farms and garden mulching and chickens.
- Reducing our waste to landfill significantly through recycling initiatives, such as our "Do the Right Thing- Use the Right Bin" colour coded bin system.
- Harvesting all water used in our large kitchen gardens using tanks installed.
- Solar Power feeding back into the grid.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	8,559	236
2013-2014	7,173	0
2014-2015	8,689	76

*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.

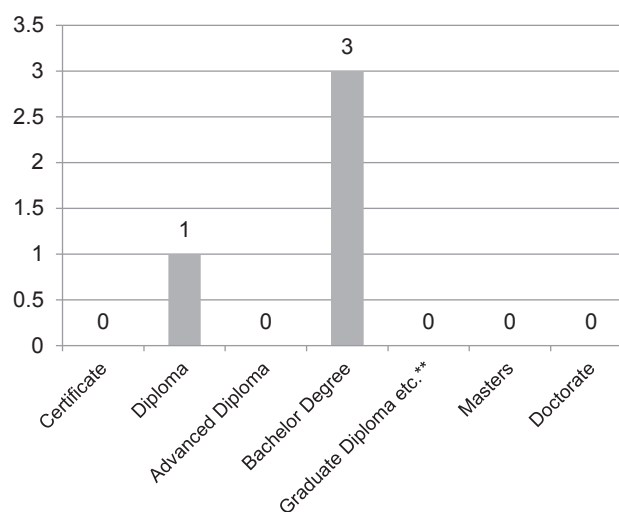
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	<5
Full-time equivalents	3	4	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	4



*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 were \$1882.

The major professional development initiatives are as follows:

- PBL training
- THRASS training
- Explicit Instruction
- Finance training

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.	99%	98%	93%










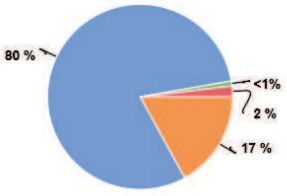
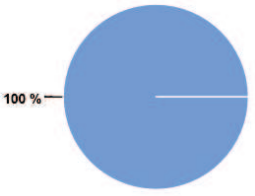
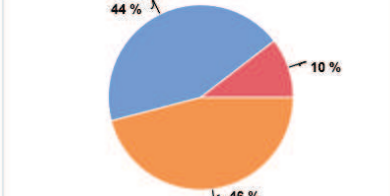
Proportion of staff retained from the previous school year

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

2008	2009	2010	2011	2012	2013	2014	2015
School facts 2015							
School sector		Government					
School type		Primary					
Year range		Prep-6					
Total enrolments		23					
Location		Provincial					
School staff 2015							
Teaching staff		3					
Full-time equivalent teaching staff [?]		1.9					
Non-teaching staff		4					
Full-time equivalent non-teaching staff [?]		2.4					
School finances 2014 ¹							
Total net recurrent income		\$524,740					
Per student net recurrent income		\$21,864					
Total capital expenditure		\$1,698					
Links							
School website		Benarkin State School					
Sector, system or association website		Department of Education and Training Queensland					
School satisfaction information							
<p>All schools are required to report on parent, teacher and student satisfaction in their annual reports. In 2012, nationally consistent school opinion survey items were agreed by education ministers for parents and students (known as the National School Opinion Survey). A survey and data collection tool that can collect responses to the National School Opinion Survey was made available for all schools to use in August 2013. Schools can use the national parent and student survey items to report on school satisfaction in their annual reports. See the school annual report for information on parent, teacher and student satisfaction.</p> <p>For further information about the National School Opinion Survey, see School opinion information on the ACARA website.</p>							
Student background 2015							
Index of Community Socio-Educational Advantage (ICSEA)							
School ICSEA value		916					
Average ICSEA value		1000					
Data source		Parent information					
Distribution of students ²							
	Bottom quarter	Middle quarters	Top quarter				
School Distribution	66%	19%	14%	1%			
Australian Distribution	25%	25%	25%	25%			
<i>Percentages are rounded and may not add to 100</i>							
Students 2015							
Total enrolments		23					
Girls		14					
Boys		9					
Full-time equivalent enrolments [?]		23					
Indigenous students		0%					
Language background other than English		4%					
Student attendance rate ³		-					

2008	2009	2010	2011	2012	2013	2014	2015
Full-time equivalent enrolments relating to recurrent income and capital expenditure:							24
Interpreting school financial information							
The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the financial limitations . Further information is also available about financial reporting for non-government multi-campus schools .							
Net recurrent income 2014				\$ Total	\$ Per student		
	Australian Government recurrent funding			89,268	3,720		
	State/territory government recurrent funding			421,106	17,546		
	Fees, charges and parent contributions			4,524	189		
	Other private sources			9,842	410		
Total gross income (excluding income from government capital grants)				524,740	21,864		
Less deductions				0	0		
Total net recurrent income				524,740	21,864		
Capital expenditure 2014				\$ Total	\$ Total 2009-2014		
	Australian Government capital expenditure			0	263,303		
	State/territory government capital expenditure			1,698	250,177		
	New school loans			0	0		
	Income allocated to current capital projects			0	0		
	Other			0	59,730		
Total capital expenditure				1,698	573,210		
Total gross income 2014							
				(excluding income from government capital grants)			
Total capital expenditure 2014							
				Percentages are rounded and may not add to 100%.			
				Further information			
							

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).	90%	94%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	95%	n/a

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)

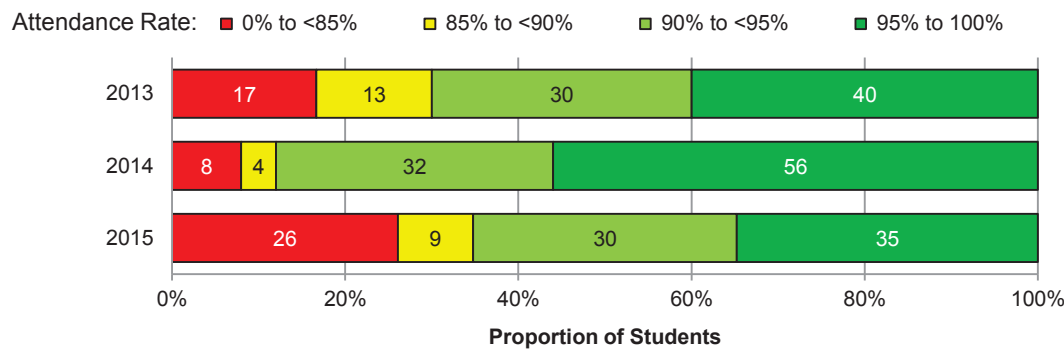
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	96%	88%	94%	94%	82%	92%	73%					
2014	93%	96%	96%	95%	97%	94%	92%	93%					
2015	90%	94%	89%	90%	84%	98%	89%	n/a					

*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.

All children are encouraged to attend school every day. When children are absent parents are required to notify the school by phone, text message or letter to inform us of the reasons for their child's absence. Rolls are marked twice a day electronically using OneSchool, noting any reasons given for failure to attend school.

A phone call to parents of absent students is made every day after morning roll call in accordance with Regional guidelines. Furthermore, in working towards "No Unexplained Absences" a letter is sent home to any parent who does not contact the school following a student absence.

Prolonged absences where parents have failed to notify the school are addressed by the school with a letter reminding parents of their legal obligation to ensure their child's regular attendance. Regular newsletter articles remind parents about their responsibility to have their child at school learning every day. An Attendance Policy is published on the Benarkin school web site.

At weekly assemblies the students and principal discuss school attendance and its importance to their learning. In 2016, a reward system has been put in place to acknowledge students who achieve 100% attendance each term.

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/>.

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.