



**Benarkin**

State School

**Benarkin 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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Contact Person:	Kerry Christie - Principal

## School Overview

Benarkin State School is a small school located on the D'Aguiar Highway about 200km from Brisbane. Established in 1910, Benarkin serves a rural community that historically focussed on the timber industry and railway. Our mission is to provide a stimulating, positive and supportive learning environment that encourages every child, every day to achieve their best. We value each child as an individual and respect his/her right to learn in a safe, happy and healthy environment. Our focus is to involve our students in meaningful hands-on learning experiences, to broaden their view of the world and open their options for the future. We value the importance of physical activity and healthy food choices. Students are involved in a daily Smart Moves Program. Benarkin is proud to be one of 8 Queensland schools involved in the Stephanie Alexander Kitchen Garden National Program. Our students spend one hour each week in the garden, learning sustainable, organic gardening practices, and one and a half hours each week cooking nutritional meals from their garden produce. This valuable program integrates meaningful, active learning in English, maths, science and social skilling.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

Benarkin State School used GRG funding to help meet school 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 2017 are:

1. Implement units of Australian Curriculum: English, Mathematics, Science, HPE, Geography and The Arts
2. Collaboratively plan Year Six to High School Transition with Yarraman and Nanango SHS
3. Develop whole-school assessment, intervention and monitoring framework to track student data
4. Enact Parent and Community Engagement Framework
5. Provide opportunities for staff to build their capacity to consistently and effectively deliver the school's focused improvement agenda  
Access Regional and Cluster personal to build staff capacity

# 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>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	24	14	10	3	76%
<b>2015*</b>	23	14	9		88%
<b>2016</b>	28	17	11	3	82%

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

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	12	9	16
Year 4 – Year 7			9
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

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.

### **Co-curricular 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 Assist 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**

### **Overview**

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**

#### **Parent opinion survey**



Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	50%	
this is a good school (S2035)	100%	100%	
their child likes being at this school* (S2001)	100%	100%	
their child feels safe at this school* (S2002)	100%	100%	
their child's learning needs are being met at this school* (S2003)	100%	75%	
their child is making good progress at this school* (S2004)	100%	100%	
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	100%	
teachers at this school motivate their child to learn* (S2007)	100%	100%	
teachers at this school treat students fairly* (S2008)	83%	100%	
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	
this school works with them to support their child's learning* (S2010)	100%	100%	
this school takes parents' opinions seriously* (S2011)	100%	100%	
student behaviour is well managed at this school* (S2012)	83%	100%	
this school looks for ways to improve* (S2013)	100%	100%	
this school is well maintained* (S2014)	100%	100%	

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	94%
they like being at their school* (S2036)	100%	100%	94%
they feel safe at their school* (S2037)	100%	100%	88%
their teachers motivate them to learn* (S2038)	100%	100%	93%
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%	81%
teachers treat students fairly at their school* (S2041)	100%	100%	94%
they can talk to their teachers about their concerns* (S2042)	100%	90%	93%
their school takes students' opinions seriously* (S2043)	100%	100%	80%
student behaviour is well managed at their school* (S2044)	100%	100%	94%
their school looks for ways to improve* (S2045)	100%	100%	94%
their school is well maintained* (S2046)	100%	100%	87%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	80%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	71%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they feel that their school is a safe place in which to work (S2070)	100%	100%	71%
they receive useful feedback about their work at their school (S2071)	100%	100%	43%
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%	71%
students are treated fairly at their school (S2073)	100%	100%	71%
student behaviour is well managed at their school (S2074)	100%	100%	86%
staff are well supported at their school (S2075)	100%	100%	43%
their school takes staff opinions seriously (S2076)	100%	100%	57%
their school looks for ways to improve (S2077)	100%	100%	71%
their school is well maintained (S2078)	100%	100%	71%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## 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.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Through our explicit teaching of our PBL expectations, students develop personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	8	11
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	7,173	0
2014-2015	8,689	76
2015-2016	15,115	144

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	5	5	<5
Full-time Equivalents	3	3	<5

### Qualification of all teachers

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

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$11670-00

The major professional development initiatives are as follows:

- Gen Next Mental Health
- THRASS
- Early Childhood – Jon Anstock
- Peer Reviewer
- Anita Archer Module 6
- Creating Successful Writers – Module 7
- Principal Induction

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	93%	96%

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

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

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%		94%

\*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%.

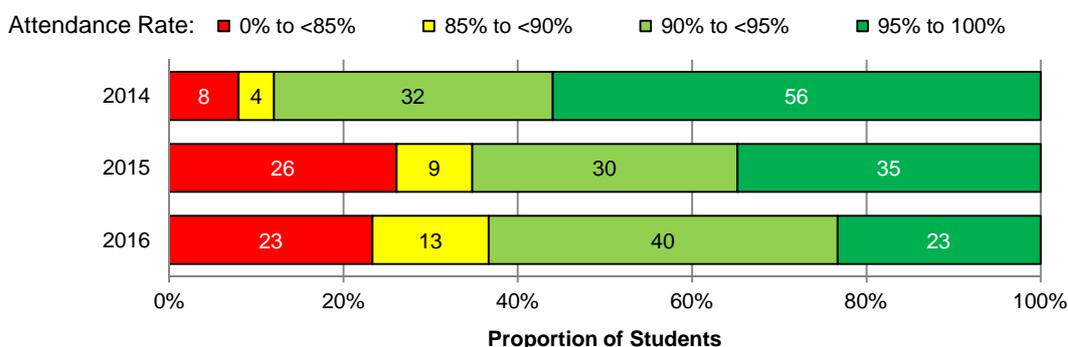
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	96%	96%	95%	97%	94%	92%	93%					
2015	90%	94%	89%	90%	84%	98%	89%						
2016	93%	93%	87%	91%	88%	90%	93%						

\*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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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.

## NAPLAN

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

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

### Find a school

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

