



Benarkin State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

| | |
|-----------------------|--|
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From the Principal

School overview

Benarkin State School is a small school located on the D'Aguilar 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.

School progress towards its goals in 2018

Benarkin State School used Investing for Success funding to help meet school priorities.

- Increase the percentage of Prep students reaching PM Benchmark Level 8 by conclusion of the 2018 school year.
- Year 3/5 NAPLAN: Increase the percentage of students reaching the "Upper Two Bands' in Reading to 75%"
- Year 3/5 NAPLAN: Increase the percentage of students reaching the "National Minimum Standard" in Reading to 90%
- Build staff capacity in the Teaching of Reading and STEM

Future outlook

Our 2018 Improvement Priorities are

- Implement Australian Curriculum through Whole School Curriculum
- The Teaching of Reading
- Collaboratively plan Year Six to High School Transition with Yarraman and Nanango State High Schools
- Develop whole-school assessment intervention and monitoring framework to track student data
- Enact Parent and community Engagement Framework to promote Benarkin State School
- Provide opportunities for staff to build capacity to consistently and effectively deliver the school's focused improvement agenda.

Our school at a glance

School profile

| | |
|------------------------------------|--------------------|
| Coeducational or single sex | Coeducational |
| Independent public school | No |
| Year levels offered in 2018 | Prep Year - Year 6 |

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total | 28 | 27 | 37 |
| Girls | 17 | 15 | 18 |
| Boys | 11 | 12 | 19 |
| Indigenous | 3 | 1 | 2 |
| Enrolment continuity (Feb. – Nov.) | 82% | 88% | 84% |

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3 | 16 | 12 | 9 |
| Year 4 – Year 6 | 9 | | 4 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The Benarkin State School Whole 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 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.

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
- Under 8's Day
- ANZAC Day
- Athletics, Gymnastics, Wellbeing program through Dance Fever

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 4 desktop and 9 laptop computers. We also have 8 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 along with The Respectful Relationships program 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 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree [#] that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their child is getting a good education at school (S2016) | | 100% | 100% |
| • 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% | 100% |
| • 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% | 89% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | | 100% | 100% |
| • teachers at this school motivate their child to learn* (S2007) | | 100% | 100% |
| • teachers at this school treat students fairly* (S2008) | | 100% | 89% |
| • 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% | 89% |
| • student behaviour is well managed at this school* (S2012) | | 100% | 89% |
| • this school looks for ways to improve* (S2013) | | 100% | 89% |
| • this school is well maintained* (S2014) | | 100% | 100% |

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
|---|------|------|------|

* 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.

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048) | 94% | 100% | 100% |
| • they like being at their school* (S2036) | 94% | 100% | 100% |
| • they feel safe at their school* (S2037) | 88% | 100% | 100% |
| • their teachers motivate them to learn* (S2038) | 93% | 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) | 81% | 100% | 100% |
| • teachers treat students fairly at their school* (S2041) | 94% | 100% | 82% |
| • they can talk to their teachers about their concerns* (S2042) | 93% | 100% | 100% |
| • their school takes students' opinions seriously* (S2043) | 80% | 100% | 100% |
| • student behaviour is well managed at their school* (S2044) | 94% | 100% | 92% |
| • their school looks for ways to improve* (S2045) | 94% | 100% | 100% |
| • their school is well maintained* (S2046) | 87% | 100% | 100% |
| • their school gives them opportunities to do interesting things* (S2047) | 80% | 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.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069) | 71% | 100% | 100% |
| • they feel that their school is a safe place in which to work (S2070) | 71% | 100% | 100% |
| • they receive useful feedback about their work at their school (S2071) | 43% | 100% | 89% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 80% | 80% |
| • students are encouraged to do their best at their school (S2072) | 71% | 100% | 100% |
| • students are treated fairly at their school (S2073) | 71% | 100% | 100% |
| • student behaviour is well managed at their school (S2074) | 86% | 100% | 100% |
| • staff are well supported at their school (S2075) | 43% | 100% | 100% |
| • their school takes staff opinions seriously (S2076) | 57% | 100% | 100% |
| • their school looks for ways to improve (S2077) | 71% | 100% | 100% |
| • their school is well maintained (S2078) | 71% | 100% | 100% |
| • their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 100% |

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
|---|------|------|------|

* 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 interschool sporting days. 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 education programs

The school has developed and implemented a program 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.

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days | 11 | 0 | 3 |
| Long suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 1 | 0 |
| Cancellations of enrolment | 0 | 0 | 0 |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 15,115 | 18,692 | 18,806 |
| Water (kL) | 144 | 332 | 318 |

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts | 5 | 7 | 0 |
| Full-time equivalents | 3 | 3 | 0 |

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate | |
| Masters | |
| Graduate Diploma etc.* | |
| Bachelor degree | 5 |
| Diploma | |
| Certificate | |

*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 2018 were \$ 11560

The major professional development initiatives are as follows:

- Lyn Sharratt – Effective Literacy Teaching
- QELi Leadership for Small School Principals Program
- Whole School Mandatory Training
- Regional Meetings
- Sue Larkey – Autism
- Effective Teaching of Reading
- Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 96% | 95% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 77% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Overall attendance rate* for students at this school | 90% | 92% | 94% |
| Attendance rate for Indigenous** students at this school | 94% | 82% | 93% |

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Prep | 93% | 97% | 96% |
| Year 1 | 93% | 92% | 93% |
| Year 2 | 87% | 94% | DW |
| Year 3 | 91% | 90% | |
| Year 4 | 88% | 89% | 91% |
| Year 5 | 90% | 89% | 95% |
| Year 6 | 93% | 97% | 95% |

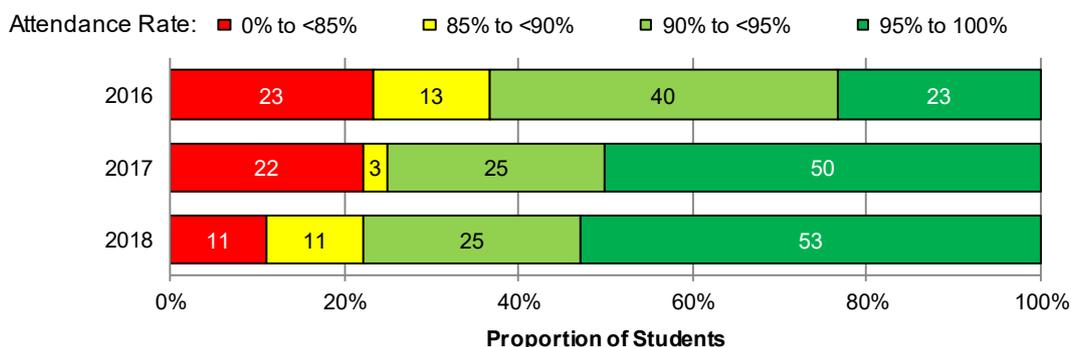
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7 | | | |
| Year 8 | | | |
| Year 9 | | | |
| Year 10 | | | |
| Year 11 | | | |
| Year 12 | | | |

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the Department of Education 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 or text message 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.