

Benarkin State School

Queensland State School Reporting

2013 School Annual Report



BENARKIN STATE SCHOOL

Learning and Growing Together

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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Kerry Christie – Principal

Principal's foreword

Introduction

Benarkin State School's Annual Report provides an overview of the school's achievements and key focus goals during 2013. 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 2013

Benarkin State School is a boutique state school who has approached its improvement agenda squarely on improved learning in English, Maths and Science and improved behavioural outcomes for its students. Specific initiatives to support the achievement of these goals have been whole staff training in the School Wide Positive Behaviour Plan, with regular Staff PD so that all members of staff model a consistency in their expectations and approach to behaviour management and the generation of a set of school rules that outline a clear expectation for student behaviour across the school.

Improved teaching and learning goals clarified by consistent use of ongoing monitoring of student achievement through regular use of a range of assessment tools such as PAT Maths and PAT Reading; PAT Comprehension; Neale Analysis of Reading and PM Benchmarks; These tools will monitor student progress and will be supported by ongoing collection of student data from unit assessment and specific tasks.

We are planning to continue implementing the Australian Curriculum through the use of the C2C tools in 2014 in English, Mathematics, Science, History and Geography.

Queensland State School Reporting 2012 School Annual Report



Future outlook

BENARKIN STATE SCHOOL- *"A Boutique State School"*

"Learning and Growing Together"

Key areas for improvement as outlined in Benarkin State School's Annual Implementation Plan-2013 are:-

1. Implement the Australian Curriculum
2. Implement whole school pedagogical practices
3. Using data in inform teaching practice
4. Develop instructional leadership with a focus on workforce performance
5. Develop productive partnerships with students, staff, parents and the community
6. Plan to transition Year 7 to High School.
7. Behaviour Management – Implementing SWPBS



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	30	17	13	69%
2012	27	12	15	69%
2013	22	10	12	86%

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		
	2011	2012	2013
Prep – Year 3	15	15	24
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Our school at a glance

Cancellations of Enrolment	0	0	0
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Curriculum offerings

Our distinctive curriculum offerings

Benarkin State School is a Stephanie Alexander Kitchen Garden National Program school. As such all 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 and 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 and Science.

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 assist learning

Information and Communication Technologies are embedded into all areas of the curriculum. Both junior and senior classroom have interactive whiteboards which are used to support teaching and learning. Students can access our computer lab in the senior building that houses 6 Desk Top and 6 Lap Top computers we also have 4 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 and self-esteem that they need to develop as independent learners and have aspirations for a positive future.

Our school prides itself on our three expectations of everyone:

Be safe; Be a learner; Be respectful.

These are explicitly modelled and taught to provide our students with the social skills for the wider society. Our School Wide Positive Behaviour SETs reflect 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 there incorrect choices 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

Our School Opinion Surveys reflect a very positive belief from both parents and students that they are getting a good education at this school- above the state average.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	83%	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)	83%	91%
their child is making good progress at this school* (S2004)	83%	91%
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)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	91%
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)	86%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	91%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	92%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	85%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Our school at a glance

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to involve themselves in our school. Some parents now come along and volunteer regularly in the Friday 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 school's sporting events and concerts. We encourage a "Door to Door" drop off and pick up of all students and offer an Open Door policy to the wider community. 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

As a SEMP school Benarkin 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 the 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.

Hot water used in the kitchen created through our solar hot water system

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	10,191	689
2011-2012	8,113	404
2012-2013	8,559	236

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

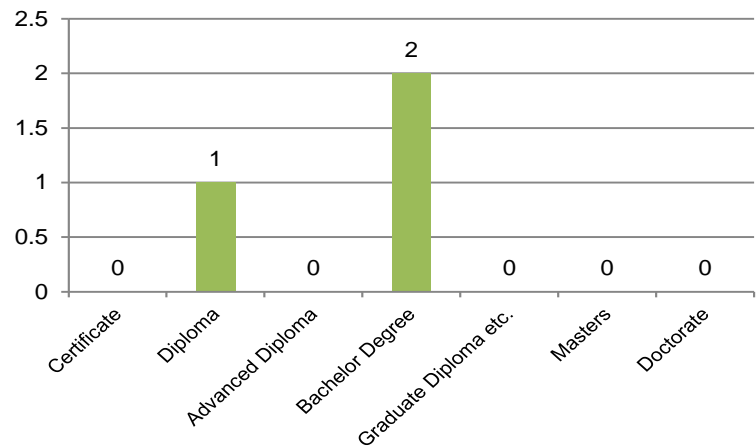
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	4	4	0
Full-time equivalents	2	2	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	3



* 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 2013 were \$ 5500-00

Our staff profile

The major professional development initiatives are as follows:

Australian Curriculum

First Aid & CPR training

Behaviour management – SWPBS

Stephanie Alexander Kitchen Garden – upskilling

Explicit Teaching

Coaching and Feedback

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	99%

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 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	98%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

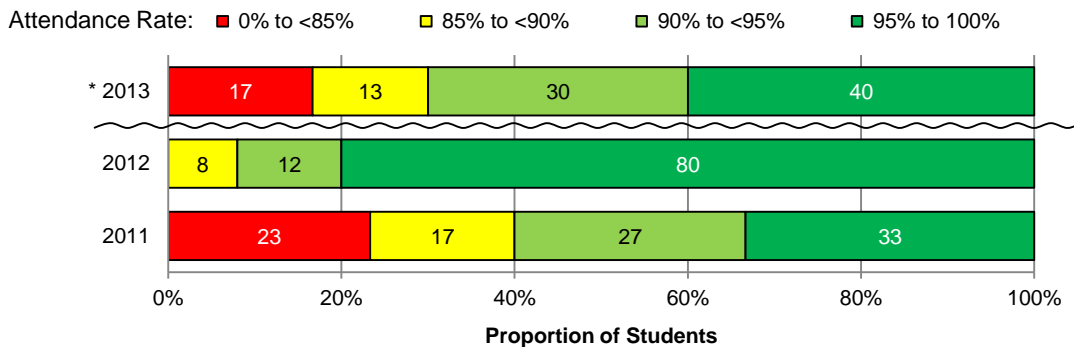
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	94%	89%	93%	85%	84%	90%					
2012	99%	99%	96%	95%	97%	DW	DW					
2013	96%	DW	94%	94%	82%	92%	DW					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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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/>.

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Performance of our students

Achievement – Closing the Gap

Presently no identified Indigenous students attend this school.