



# Banksia Beach State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Banksia Beach State School provides education to primary age students from Prep to Year 6. The School was established in 1992, and in 2017 had a total enrolment of 1063.

The school provides quality educational experiences in a safe and supportive environment. In 2012 the school was named as the State Winner of Showcase Awards for Excellence in Leadership and State Finalist in Showcase Awards for Excellence in Early Years.

In 2013 Banksia Beach State School became an Independent Public School.

In 2016 it was named Showcase Awards for Excellence “State School of the Year.”

Banksia Beach offers a diverse range of learning opportunities for students. The school has a well-developed core curriculum that is based on ACARA. Information technology is embraced across the school through wireless technology, smart boards, computer labs and laptops.

The school has a program of excellence in music, academia and sport. In 2012 and 2014 the school was the only primary school to make the State Fanfare final and have won numerous other awards in music.

Sporting opportunities are exceptional with current students excelling in touch football, NRL and AFL. In 2015 the school were the State Champions in NRL and AFL. The only school in the history of these championships to win the two in the one year.

There are also numerous opportunities for all students to participate in extra curricular activities through positions in district and regional teams; a full school musical; a student council; a School Leadership Program and a variety of school camps.

Our Vision is to be known as a school of high performance, a school with high performing students, staff and leadership; with high quality relationships with our parents and community and with high quality facilities, resources and outcomes. Our values are Pride, Unity, Respect and Excellence.



# Principal's Foreword

## Introduction

Our Vision is to be known as a school of Excellence. Excellence in academic, sporting, performing arts and leadership. A school with high quality relationships with our parents and community. A school with high quality facilities, resources and outcomes.

We strive to:

- Develop a culture in the school where high expectations and aspiring to excellence is the norm for all.
- Develop a shared commitment to achieving Brand Banksia – Excellence.
- Provide quality educational experiences in a safe and supportive environment.
- Provide a strong academic, sporting and performing arts culture.
- Provide exceptional teaching for all students ensuring all children can perform to the best of their ability.
- Set and achieve SMART Targets for Cohorts and Year Levels.

The intent of this report is to provide parents and the community with a set of information that is common for all state and non- state schools in Queensland. It provides an overview of the highlights and successes for Banksia Beach State School during 2017.

### School Progress towards its goals in 2017

1. Know Your Learner – collecting diagnostic data, collating information onto Data Placemat (completed)
2. Targeted teaching using data analysis to inform practice (ongoing)
3. Consistent practice in the teaching of reading and writing throughout the school (ongoing)
4. Explicit teaching of reading strategies in the Early years using Guided Reading and regular Formative assessments (ongoing)
5. Explicit teaching of Comprehension to all years using Sheena Cameron strategies, Guided Reading and Reciprocal Reading. Ongoing Formative assessment to inform teaching and learning. (ongoing)
6. Targeted teaching of Higher Order Thinking skills to problem solve comprehension questions (ongoing)
7. Understanding 'Writing Criteria'. Explicit teaching of each criteria. (ongoing)
8. Implementation of Whole School Writing Framework (completed)

9. Intervention administered to students (in class support) by Learning Support teachers and teacher aides. Students and focus areas identified through data analysis (ongoing)
10. Ongoing formative assessment to determine teacher impact and targeted teaching of individual/groups of students (ongoing)
11. Professional development in assessing the learning of 'English' and using evidence to differentiate (completed)
12. Small group instruction for year 3 & 5 students for NAPLAN preparation. Provision of explicit instruction based on data analysis. (completed)
13. Observation, feedback, differentiated coaching and learning communities to improve teacher practice (ongoing)

#### **Key findings of Review conducted in May 2018**

##### **The school has developed an exceptional reputation within the local community.**

Parents are valued as partners and express confidence in their school. Prominent community members support and speak highly of the school, recognising high levels of parent and community confidence. Staff members proactively seek ways to enhance student learning and wellbeing by collaborating with parents, families, local businesses and community organisations.

##### **Members of the community, parents, staff members and students show enormous pride in the school.**

The community is committed to the school ethos and willingly work hard to ensure positive outcomes. Parent volunteers are welcomed into the school and are supported to build their own capability through formal and informal learning opportunities. Parents comment on their satisfaction with school staff members and their supportive and professional manner. Partnerships with parents are strengthened and enhanced through a range of school events and celebrations.

##### **The school leadership team is committed to embedding research-based methods of instruction to provide the best possible learning outcomes for students.**

Many staff members identify a need to develop a consistent approach to the teaching of reading school wide. The leadership team has demonstrated a high level of commitment to improving reading instruction at the school, with a focus on consistency of instruction and the use of research-based high-yield strategies. A focus on guided reading is apparent.

##### **The school leadership team is committed to working with all staff members in building a school-wide, professional team of highly accomplished practitioners.**

Teachers express interest in engaging with observation, feedback and coaching opportunities with a view to further enhancing professional practice. A plan to support collaboration, consistency and capability has been collaboratively developed and verified by the Local Consultative Committee (LCC). This plan includes the implementation of a formal coaching and observation process.

**Staff members are committed to analysing and discussing the use of data to drive improvement in student learning outcomes.**

Teachers are actively engaged to review their class and year level literacy achievements. Data placements for every class are a requirement and identify those students at, above and below age appropriate benchmarks. Teaching staff members indicate the need to continue to develop individual data literacy skills to enable a deeper understanding of data and the subsequent implications for teaching and learning.

**A sequenced whole-school curriculum, assessment and reporting plan makes clear agreed expectations for teaching and learning across all learning areas.**

The curriculum plan is comprehensive and the Head of Curriculum (HOC) provides detailed yearly overviews including essential learnings, extension options, suggested strategies and links to resources. A school-wide process to enable dedicated ongoing collaborative staff discussions focused on curriculum planning, implementation, shared curriculum expectations and vertical and horizontal alignment is yet to be embedded.

**The school leadership team is committed to embedding research-based methods of instruction across the school to provide the best possible learning outcomes for students.**

The Banksia Beach State School Pedagogical Framework outlines the expectations of teaching and learning aligned to Marzano's<sup>1</sup> Art and Science of Teaching (ASoT). The framework provides directions as to the strategic actions of teams and the Professional Development (PD) required to enact the pedagogical approach. Staff members demonstrate their use of success criteria and learning goals within their classroom setting. Some teachers display an extensive knowledge of the ASoT framework and are able to explain its application to their class setting. The explicit and effective use of the pedagogical framework is yet to be embedded across the school.

**The school community is committed to the development of every student's academic, emotional, social, physical, artistic and creative potential.**

Staff members seek to engage students in the teaching/learning process and encourage personal and collective responsibility. A wide range of stakeholders indicates that the broader community holds the school in high regard. Community members and visitors report that they find students courteous, respectful and well behaved with staff members and students making visitors to the school feel valued and welcome.

**The school's highly successful and innovative programs of excellence in the performing arts and sport are recognised within and beyond the local community.**

The school embraces multiple opportunities to participate in a wide range of performing arts, sports and academic performances and competitions. A large number of students engage in extracurricular activities including choir, instrumental music, drum corps, marching band, dance, STEM (Science, Technology, Engineering, Mathematics) activities and a range of sporting events.

## **Future Outlook**

### **The 2018 Major Improvement Focus is the teaching of Reading.**

- Review the teaching of reading across all classrooms through the observations of key staff and professional discussions involving all stakeholders.
- Identify aspects of teacher pedagogy for professional development and provide support.
- Ensure consistency of data collection, analysis and application to inform pedagogy, improve teacher data literacy and monitor student growth.
- Provide opportunities for professional discussions about pedagogy and student progress every five weeks in professional learning teams.
- Identify key aspects of pedagogy for focus and develop observation and feedback protocols for use by admin team and peers to refine, hone and improve teaching practice.
- Develop and implement an evidence based reading program, the 'Banksia Way' to provide clarity and direction to all staff.

### **Key Improvement strategies from May 2018 Review**

Develop and implement a research-based framework for the teaching of reading across the school.

Develop and implement an observation, feedback and coaching process aligned to the school's priority area of reading.

Continue to build on teachers' data literacy to enable in-depth analysis of student achievement data to inform differentiated teaching practices.

Explore opportunities to embed collaborative planning time to ensure vertical and horizontal alignment of curriculum delivery and continuity of learning.

Review the pedagogical framework and deepen teachers' shared understanding and effective use of all elements of the school's signature pedagogies.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Early Childhood - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1059	518	541	41	95%
<b>2016</b>	1068	517	551	43	94%
<b>2017</b>	1063	516	547	54	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Banksia Beach State School provides education to primary age students from Prep to Year 6. The School was established in 1992, and in 2017 had a total enrolment of 1063. Approximately 4% of students were identified as Indigenous students and 4% had a language other than English. 62% of the students come from middle quarter of socio economic groups, 18% from the top quarter and 21% from the bottom quarter. Banksia Beach's student enrolment is controlled by an enrolment management plan. There were 42 classes for students from Prep to Year 6. Classes consisted of single and multi-age classes.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	23
Year 4 – Year 6	26	27	26
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### **Our Approach to Curriculum Delivery**

Banksia Beach offers a diverse range of learning opportunities for students. We have a well-developed core curriculum that focuses on key learning areas – English, Mathematics, History, Science, Geography, Art, Music, Health and Physical Education and Languages Other Than English (Indonesian)

Prep year's teaching and learning programs, have been developed in accordance with the DET Early Years Curriculum Guidelines and multi-age teaching principles. We were a trial school in 2016 for age appropriate pedagogies. Our Pre Prep transition program commences in Term 3 with weekly sessions in Prep rooms for all Pre Prep students.

There are strongly defined curriculum plans which define areas of explicit teaching. These are developed from the Australian Curriculum, C2C and "The Banksia Way". Banksia Beach has a very well developed Assessment and Reporting Framework which clearly defines targets and benchmarks for all year levels and subjects.

Specialist programs are provided in music, instrumental music, gifted and talented extension classes, Coding, STEM, Intervention including Support a Reader/Writer and Talker and Special Education.

Banksia Beach State School, through effective unit planning creates an environment which embraces Digital technology throughout the school. Our Inquiry room provides all students with an opportunity to explore digital technology, coding and robotics.

### **Co-curricular Activities**

Banksia Beach encourages children to participate in a wide variety of extracurricular programs in addition to the regular curriculum. 2017 was a very successful year for us in all extra curricular activities.

Activities offered and outcomes in 2017 included:

**The Performing Arts:** This program now includes over 500 children. Students can undertake dance instruction, choral singing and approximately 300 children take instrumental music lessons.

### **Concert Band**

**Sunshine Coast Jnr Eisteddfod** 1st Place\_Primary School Band Section. *(4 consecutive years)*

**Queensland Youth Music Awards,** Most outstanding Primary School Band, *(5 consecutive years)*

**Brisbane City Bands Festival most outstanding primary School Band.** *(5 consecutive years)*

**St Columban's Schools Music Festival** Winners *(5 consecutive years)*

**Prestige Music, Music fest** -\_Beginner Band achieved Gold

- Intermediate who achieved Gold
- Advanced Band achieved Platinum

**Advanced Choir:**

Sunshine Coast Junior Eisteddfod - 2nd

Queensland Youth Music Awards - Gold

Creative Generations – Voice State finalist.

**Dance Troup**

“Dance Life Unite” 2nd

*Comdance* “Born To Perform” 2<sup>nd</sup>

**Sport**

Development Cup Rugby League      Sunshine Coast Finalist

Brisbane Primary Schools Rugby League Semi-Finalists Caboolture District Rugby League Premiers

T20 Cricket District Premiers

T20 Cricket Regional Finalist

Queensland All Schools Touch Football-Boys    Semi-Finalist

Regional All Schools Touch Football Champions-Girls      Winner

Regional All Schools Touch Football Champions-Boys      Winner

Touch Football District Junior Champions

Touch Football District Senior Girls Champions

Touch Football District Junior Boys Champions, Touch Football District Senior Boys Champions

AFL-Boys District Premiers

AFL- Girls District Premiers

Junior Netball District Premiers

Senior Netball District Premiers

Schools Cross Country District Champions

Schools Athletics District Champions

Triathlon Open Men's, Open Women's and Club Series Champions.

All Schools Touch Football State Championship runners-up

***Children who have represented our district at regionals***

Athletics - 17

Swimming - 7

Basketball - 1

Cross Country - 7

Rugby League (12yr olds) - 4

Touch Football - 7

Soccer - 4

Cricket - 4

Netball (Junior) - 2

Softball - 6

AFL - 11

Tennis - 2

**Children who represented the region at the Queensland State Titles**

Athletics Regionals: 1

Touch football regional representatives: 5

Soccer Regional representative: 1

Cricket Regional representative: 1

AFL Regional representatives: 3

*State and National representatives – 2*

## **Academic:**

**Year 3 NAPLAN Band 6** across the areas of reading comprehension, language conventions, writing and numeracy; **6**

**Year 5 NAPLAN Band 8** across the areas of reading comprehension, language conventions, writing and numeracy; **2**

University of NSW ICAS High Distinction Winners: 3

Bebras Australia Computation thinking challenge - Distinction awards 5

## **Sunshine Coast University Indonesian Speaking Competition**

Highly Commended 4

Second place honours – 2

## **Technology:**

### **Our First Lego League Hydrodynamics Team: 8**

These students participated as a team in the Lego League Team competition, which was held at QUT Caboolture. They were named Grand Champions and travelled to Sydney to compete in the National Titles.

### **How Information and Communication Technologies are used to Assist Learning**

All students, staff and volunteer helpers have access to computers through a Local Area Network. Banksia Beach State School has a very highly developed Information Technology program. Children have dedicated Digital Technology lessons and technology Continua guides the development of skills from P-6.

All classes have access to Smart Boards or Touch Screen Televisions. Each classroom has a minimum of four networked computers and multiple iPads to enable improved learning outcomes.

Children have access to two computer labs both during school and break times. Extension coding classes are offered after school and at lunch time. All students have access to robotics and coding classes.

All unit plans are written with a digital technology focus and students are asked to demonstrate outcomes using specific programs. At least one assessment item per unit must be submitted using technology. A large number of smart devices support learning in all classrooms.

## Social Climate

### Overview

A safe and disciplined learning environment is supported by a strong behaviour management plan.

Children are encouraged to achieve Gold Certificates each term. These certificates then lead to the achievement of Bronze, Silver and Gold badges. In 2017 we continued with our Achievement Badges which children are able to earn in Sport, Music, Behaviour and Citizenship.

During 2017 we continued to emphasize the Banksia Beach values of Pride, Unity Respect and Excellence.

Each assembly a class produces a skit or song to demonstrate one of these key values. Some of the key aspects of our school climate include:

Class sizes maintained below 25 for early years and below 28 for middle years.

A full school uniform including a formal uniform and band performance uniforms.

Blazers are provided for all performance groups and all representational duties.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	97%	94%	95%
this is a good school (S2035)	99%	94%	97%
their child likes being at this school* (S2001)	99%	95%	100%
their child feels safe at this school* (S2002)	99%	96%	100%
their child's learning needs are being met at this school* (S2003)	96%	91%	95%
their child is making good progress at this school* (S2004)	96%	95%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	95%	89%
teachers at this school motivate their child to learn* (S2007)	93%	96%	97%
teachers at this school treat students fairly* (S2008)	87%	89%	89%
they can talk to their child's teachers about their concerns* (S2009)	93%	96%	97%
this school works with them to support their child's learning* (S2010)	94%	91%	94%
this school takes parents' opinions seriously* (S2011)	86%	86%	89%
student behaviour is well managed at this school* (S2012)	95%	94%	95%
this school looks for ways to improve* (S2013)	93%	95%	95%
this school is well maintained* (S2014)	97%	98%	97%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	99%	97%
they like being at their school* (S2036)	93%	97%	92%
they feel safe at their school* (S2037)	95%	97%	98%
their teachers motivate them to learn* (S2038)	96%	99%	97%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	97%	97%
teachers treat students fairly at their school* (S2041)	90%	92%	92%
they can talk to their teachers about their concerns* (S2042)	93%	94%	88%
their school takes students' opinions seriously* (S2043)	93%	94%	94%
student behaviour is well managed at their school* (S2044)	95%	96%	97%
their school looks for ways to improve* (S2045)	96%	98%	99%
their school is well maintained* (S2046)	97%	99%	97%
their school gives them opportunities to do interesting things* (S2047)	95%	98%	94%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	92%	98%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	91%	83%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	97%
students are encouraged to do their best at their school (S2072)	98%	98%	100%
students are treated fairly at their school (S2073)	93%	89%	93%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	93%	85%	80%
their school takes staff opinions seriously (S2076)	93%	77%	80%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	100%	100%	98%
their school gives them opportunities to do interesting things (S2079)	98%	98%	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**

Banksia Beach State School is highly respected in our school community and parental expectations are high. In 2017 97% of parents reported being satisfied 'that the school had a strong sense of community' and 89% of parents were satisfied that 'the school encourages me to participate in school activities'.

Parents are welcomed into our school to assist our school achieve greater outcomes.

Opportunities included:

An extensive volunteer program including gifted and talented extension/ support a reader/writer and talker. Parents run extension maths and science classes and assist in the coaching of teams.

Participation in classroom and special open days such as book week, under 8's week, sporting events, assemblies and Education Week.

P&C functions and a variety of fundraisers.

Parents are provided with numerous opportunities to play an important role in their child's education. These include:

P&C Meetings – once a month interested parents are invited to meet and discuss the direction our school is progressing in, fund raising activities and to hear a report from the Principal.

Year Level Representatives meeting

Music supporters Meetings.

Parents are encouraged through twice yearly reporting to share any concerns and to celebrate achievements.

Children on ICP's have regular meetings to discuss their support plans. Children supported by the SEP have term meetings to discuss and refine plans for these students.

### **Respectful relationships programs**

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

The school provides a supportive and safe environment for all students, the basis of which is the school's positive behaviour policy.

Our three School Rules are clear and positive: *"Be safe and responsible, be respectful and be active and positive"*

All students undertake "You Can Do It" Social/Emotional Skills program where they learn and develop a wide range of social and life skills. Positive school behaviour is supported by



our Responsible Behaviour plan. Students are specifically taught the keys for success: 'Getting Along', 'Persistence', 'Organisation', 'Confidence', and 'Resilience'

Additional student support is provided by the school Guidance Officer, available five days per week and a school chaplain who is available two days a week.

Children are encouraged to achieve Gold Certificates each term. These certificates then lead to the achievement of Bronze, Silver and Gold badges. In 2017 we continued with our Achievement Badges which children are able to earn in Sport, Music, Behaviour and Citizenship.

During 2017 we continued to emphasize the Banksia Beach values of **Pride, Unity Respect and Excellence.**

Each assembly a class produces a skit or song to demonstrate one of these key values.

We believe that quality student outcomes are the result of a partnership between parents, teachers and the school administration and supported by a safe and supportive school environment, quality school curriculum and excellence in teacher pedagogy.

As indicated in the table above, parents, staff and students are generally highly satisfied with the education provided at Banksia Beach State School.

### 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	2015	2016	2017
Short Suspensions – 1 to 10 days	2	4	9
Long Suspensions – 11 to 20 days	1	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

The school is actively involved in recycling. This program involves all classes educated on the values of recycling and participating on a weekly basis. We actively support travel smart to reduce pollution and greenhouse gas emissions. All outside water taps are fitted with secure valves to ensure they are not accidentally turned on.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	220,592	6,872
2015-2016	229,009	30,535
2016-2017	241,422	8,290

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

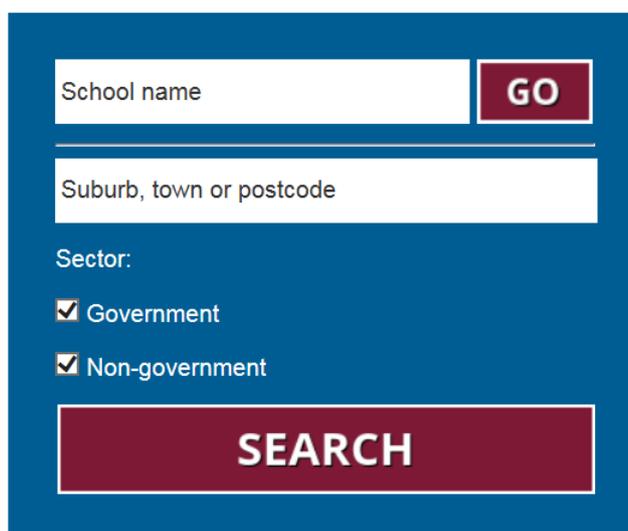
### School income broken down by funding source

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>.

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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



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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	72	42	0
Full-time Equivalents	65	27	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate Diploma etc.**	1
Bachelor degree	63
Diploma	2
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 2017 were \$75883.56

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

The major professional development initiatives were as follows:

- Mentoring for Young Teachers
- Release for Mentoring
- Coding
- Managing Challenging ASD Behaviours
- Robotics
- Global Engagement
- Engaging Learners through STEM
- Year Level Learning and collaboration
- Age Appropriate Pedagogy
- James Nottingham – Mind Growth
- Marginal Gain
- Targeted Teaching

Sheena Cameron – Teaching of Reading and Writing  
 Mazarno – Art and Science of Teaching  
 7 steps writing  
 Whole School Positive School Behaviour  
 Effective use of Data Analysis  
 AITSL

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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

From the end of the previous school year, 93% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	88%	90%

\*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 2017 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
2015	93%	93%	93%	93%	93%	93%	92%						
2016	93%	94%	94%	93%	92%	94%	92%						
2017	94%	94%	93%	94%	92%	92%	93%						

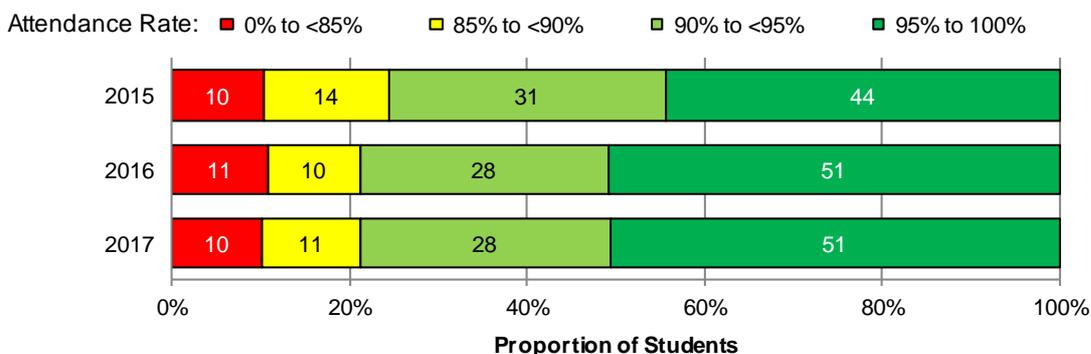
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

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 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 DETE 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.

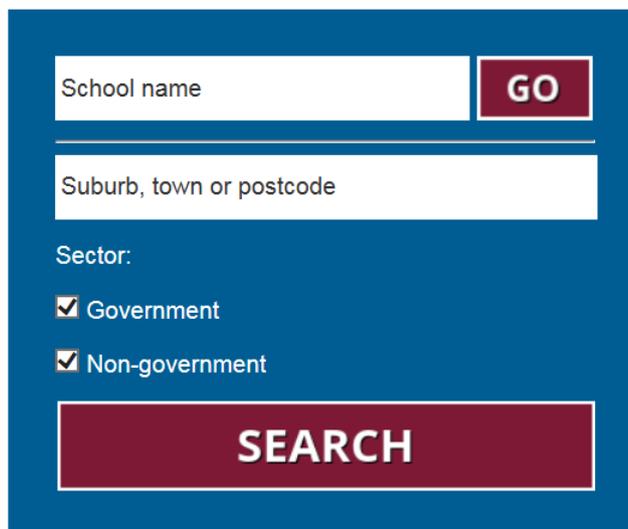
Rolls are marked by teachers every morning and afternoon session. Non-attendance is managed firstly by teachers requesting notes for all absences. We utilise infoways SMS messaging to advise parents of any absent child. Unexplained absences are followed up by admin staff on a Friday. Any concerning absenteeism is then managed by the principal. At Banksia Beach state School everyday matters and unless ill children are expected to be in attendance. Deputies each week in their class visits reward students who have been in attendance all week and on time. Each week attendance rates in each class are displayed on a notice board and improvements celebrated. An attendance badge has been added to our badges for any child who is in attendance more than 94%.

## 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 image shows a search form titled "Find a school" with a blue background. It contains 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.