Banksia Beach State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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From the Principal

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 Feb 2018 had a total enrolment of 1027.

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 we have won numerous other awards in music. In 2018 our Advanced Concert Band and our Intermediate Concert Band were named the top two Bands in North Coast Region. Our Advanced Concert band went on to win the State Fanfare Final and were Awarded the top Primary Ensemble in Queensland.

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. In 2018 our Senior Girls AFL team were State Finalists and our Under 11 Boys Rugby league Team were the winners of the Brisbane Rugby League Competition.

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.

School progress towards its goals in 2018

The 2018 Major Improvement Focus was 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 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 Marzono's 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

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.

The 2019 Major Improvement Focus is the teaching of Reading.

- Refine the teaching of reading across all classrooms through the observations of key staff and professional discussions involving all stakeholders.
- Strengthen teacher pedagogy through professional development and provide differentiated support as required.
- 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 implement observation and feedback protocols for use by admin team and peers to refine, hone and improve teaching practice.
- Implement the evidence based reading program, the 'Banksia Way' that provides clarity and direction to all staff.

Our Second Priority is the Teaching of Writing

- Refine the teaching of writing across all classrooms through the observations of key staff, the analysis of student writing samples and professional discussions involving all stakeholders.
- Provide opportunities for professional discussions about writing pedagogy and student progress every five weeks in professional learning teams.
- Develop success criteria across a five star scale in all year levels. Front end this assessment, backed with Exemplars at an 'A' and a 'C' level with all students and provide feedback in relation to the success criteria.

Our Third Priority is the integration of technology across the curriculum

- Build staff capability and confidence in the implementation of technology across the curriculum through whole staff professional development and coaching and mentoring opportunities.
- Provide opportunity for teachers to apply for an additional iPad to enhance the integration of technology, build teacher confidence and enhance professional development and growth and collaboration and sharing opportunities.

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school Yes

Year levels offered in 2018 Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1068	1063	1045
Girls	517	516	520
Boys	551	547	525
Indigenous	43	54	62
Enrolment continuity (Feb. – Nov.)	94%	95%	94%

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

Banksia Beach State School provides education to primary age students from Prep to Year 6.

The School was established in 1992, and in 2018 had a total enrolment of 1027. Approximately 4% of students identified as Indigenous and 4% had a language other than English. 59% of the students come from the middle quarters of socio economic groups, 14% from the top quarter and 27% from the bottom quarter. Banksia Beach's student enrolment has 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	24
Year 4 – Year 6	27	26	27
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

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).

The Prep year 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 2016-2019 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. 2018 was a very successful year for us in all co-curricular activities.

Some highlights from 2018:

- A wonderful performance from our energetic Advanced Choir at the Queensland Youth Music Awards, led by our Music Teacher Mr Henson, saw them awarded a Gold Award. They also placed second in the Sunshine Coast Eisteddfod.

- Our Advanced Dance troupe competed in the 'Dance for Life' Competition achieving runner up and qualifying for the National Competition.

- At the 2018 Queensland Youth Music Awards at Ferny Grove State School, our Concert Band took out first place.

- Banksia Beach State School hosted the North Coast Regional Final of the prestigious 'Fanfare' Competition, held every two years. Our Intermediate and Senior Bands, performed exceptionally well and were selected as the ***two highest performing bands on the day.***

- In the first week of the June/July holidays, it was my pleasure and privilege to travel to Sydney with the sixty-four members of the Advanced Concert Band, several staff and many parents to celebrate our student's performances in the **International Music Festival.** The Band had a once in a lifetime opportunity to perform in the Sydney Opera House. They also wowed the public performing in a concert on the wharf at Darling Harbour. Their final performance at the Sydney Town Hall resulted in them winning the ultimate honour of Gold, competing against International bands.

  This fantastic opportunity was made possible by the generosity and support of the Bribie Island Community. I would like to make special mention of **June Sainty**, our Patron of the Arts, whose personal generosity supporting our Performing Arts makes a massive difference to the opportunities available to our children. Her individual contribution towards the Sydney trip was extremely generous and meant that every eligible child was able to attend.

- In August Banksia Beach State School competed in the **State Final** of the prestigious 'Fanfare' Competition, and our Advanced Concert Band was awarded **most outstanding Primary School Ensemble in the State**. The Advanced Band was invited back to open the Fanfare Secondary Final held at the Brisbane Convention Centre on the following night.. This concert was attended by leaders in the Education Department including the Minister for Education and the Director General of Education, and was a tremendous honour for our school.

- In Term Four 79 members of the Banksia Beach Senior Concert Band competed at and won the St Columbian's College Concert Band Spectacular in Caboolture.

- Also in Term Four 190 members of the Banksia Beach Senior Concert Band competed in the Prestige Music Fest at the Iona College. Our Advanced Concert Band and Intermediate A Concert Band were awarded **Platinum** and our Intermediate B Concert Band was awarded **Gold**. For many of our students, this was their very first official adjudicated performance.

- Our Instrumental Music students' dedication, hard work and commitment over the entire year have made these outstanding results possible. Our band members have been well supported by their parents, careers and families who ensure they are at all rehearsals and events. Significantly, these fantastic achievements are a credit to the outstanding work of our staff in the Performing Arts program. Mr Henson who leads our Choirs; Mrs Ross who choreographs our Dance Troupes; Miss McMurtrie and Mrs Dan Brittingham who teach our Instrumental Band students, and Mrs Lawrence and Mrs Mills who provided valued administrative support to ensure all the smallest details were spot on. Our Manager of the Performing Arts, Mr O'Callaghan, brought a level of professionalism, commitment and expertise to the team that was of the highest standard.

We have also experienced great success with sport in 2018:

- Our Senior AFL Girls team, coached by Mr Hawthorne, qualified for the State Girls AFL Grand Final against Varsity College. As runners up our girls should be so proud of themselves for putting in such a spirited and courageous team effort. I would like to congratulate Mr Hawthorne for his outstanding coaching.

- Our Under 11 Rugby League stars played the Brisbane District Rugby League Grand Final against Algester State School at Suncorp stadium   Our boys played with, fantastic team spirit, great sportsmanship and determination to come out winners 28-14. The coaching and preparation from Mr Barraud and Mr McInerney made this result possible and I would like to thank them both, most sincerely.

- Our Senior Mixed Touch Football team, coached by Mr Stuart MacArthur played in the 'All Schools Touch Football Competition' recently at Redland Bay and after two days of knockout competition, they made the State Final. They empathically won this game 8-3 against St Thomas Mores from Toowoomba. I would like to acknowledge Mr MacArthur for his outstanding coaching and generosity with his time and expertise with these students.

- Our unique triathlon program, masterfully coached and coordinated by Mr Fern, enables students from Prep through to Yr six to train and compete in the Bribie Triathlon series, as well as other regional series, with outstanding results. This program also brings together staff, parents and community members and is a wonderful example of community spirit.

We also experienced success this year in the academic field:

Our Robotics teams recently competed in the Lego League Robotics competition at the QUT University in Caboolture. They won and the senior team qualified for the National Championships that were held in Sydney. The students did incredibly well in Sydney, placing third in the Nation.

I'd like to thank Mr Hobson, our specialist STEM Teacher, who did a fantastic job with these students. Mr Hobson was supported by Mrs Coe, Mrs Hobson and Mrs Mead.

Our 'Readers Cup' team won the Brisbane North Competition against 30 schools and ended up coming third in the State at the Final. This team was very well coached and supported by Mr Hawthorne and Mr Wilson.

There is plenty of evidence of the students and the staff striving for excellence throughout 2018.

What might be less obvious is that the staff have also been extremely diligent striving for excellence behind the scenes in their Classroom teaching. This year as a whole staff we have focussed on improving several aspects of our work. We have:
- Provided targeted support to staff in the areas of reading, behaviour management and curriculum development.
- Ensured consistency of data collection, analysis and application to improve teacher data literacy and monitor student growth.
- Provided opportunities for professional discussions about student progress every five weeks in professional learning teams.
- Developed and implemented an evidence based reading program, the 'Banksia Way' that provides clarity and direction to all staff. This ensures consistent language and evidence based teaching practice across all our classrooms.

Our Education Week Expo highlighted our ability to provide quality, engaging education **for all** of our students. It also highlighted opportunities for Banksia Beach to work cooperatively and positively with Bribie Island State High School to strengthen our curriculum extension opportunities for both staff and students.

Banksia Beach State School has a highly engaging special education program staffed by teachers and teacher aides that genuinely care for every child. We have classroom teachers that work brilliantly in teams to deliver consistency across all year levels, and we have highly motivated learning support teachers and teacher aides to ensure all children are succeeding.

Staff and students at this school enjoy air conditioned classrooms and specialist learning areas and excellent sporting grounds and facilities. Our grounds and cleaning staff take great pride in their work ensuring a high standard of maintenance is sustained at all times.

All of our students deserve quality education that caters to their individual needs, regardless of whether they are a student with an intellectual disability or a student who is exceptionally gifted and talented. The 'Spirit of Banksia' means that we aim to provide an exceptional range of extension and extra-curricular activities so that every child at Banksia Beach State School can have their learning needs met and can pursue and be successful with their goals and dreams.

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 and all Year 6 children have access to a "Smart Classroom". These classrooms are fitted with either desk top computers for each group or wireless laptops.

Each classroom has a minimum of four networked computers to enable improved outcomes. Interactive whiteboards are available in all classrooms.

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

All unit plans are developed with a digital technology focus and students are asked to demonstrate outcomes using specific programs. A large number of smart devices support learning in all classrooms.

Social climate

Overview

A safe and disciplined learning environment is maintained by a strong behaviour management plan based around the values and guidelines of a Positive Approach to Learning (PBL) approach to behaviour management. During 2018 the School moved to the (PBL) approach to behaviour management and all teachers were trained in the 'Essential Skills for Classroom Management.' Several key staff were also trained as essential skills coaches and profilers. Communication with parents was prioritized to ensure productive partnerships between home and school.

Children continued to be encouraged to achieve Gold Certificates each term. These certificates then lead to the achievement of Bronze, Silver and Gold badges. In 2018 we continued with our Achievement Badges which children are able to earn in Sport, Music, Behaviour and Citizenship.

During 2018 we continued to emphasize the Banksia Beach values of Pride, Unity Respect and Excellence on a daily basis and especially on our weekly parades.

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.
- An inclusive approach to all aspects of school like ensure that everyone feels valued and welcome in our school.

During 2018 we had two Guidance Officers, one of whom was full time and a School Chaplain, 'Chappy Wendy' as she is known to the Community who worked three days per week.

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)	94%	95%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this is a good school (S2035)	94%	97%	94%
• their child likes being at this school* (S2001)	95%	100%	97%
• their child feels safe at this school* (S2002)	96%	100%	94%
• their child's learning needs are being met at this school* (S2003)	91%	95%	91%
• their child is making good progress at this school* (S2004)	95%	95%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	89%	95%
• teachers at this school motivate their child to learn* (S2007)	96%	97%	98%
• teachers at this school treat students fairly* (S2008)	89%	89%	88%
• they can talk to their child's teachers about their concerns* (S2009)	96%	97%	96%
• this school works with them to support their child's learning* (S2010)	91%	94%	92%
• this school takes parents' opinions seriously* (S2011)	86%	89%	91%
• student behaviour is well managed at this school* (S2012)	94%	95%	89%
• this school looks for ways to improve* (S2013)	95%	95%	94%
• this school is well maintained* (S2014)	98%	97%	97%

* 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)	99%	97%	93%
• they like being at their school* (S2036)	97%	92%	90%
• they feel safe at their school* (S2037)	97%	98%	90%
• their teachers motivate them to learn* (S2038)	99%	97%	88%
• their teachers expect them to do their best* (S2039)	99%	99%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	91%
• teachers treat students fairly at their school* (S2041)	92%	92%	84%
• they can talk to their teachers about their concerns* (S2042)	94%	88%	83%
• their school takes students' opinions seriously* (S2043)	94%	94%	82%
• student behaviour is well managed at their school* (S2044)	96%	97%	78%
• their school looks for ways to improve* (S2045)	98%	99%	92%
• their school is well maintained* (S2046)	99%	97%	93%
• their school gives them opportunities to do interesting things* (S2047)	98%	94%	88%

Percentage of students 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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	98%	95%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
• they receive useful feedback about their work at their school (S2071)	83%	85%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	97%	93%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	89%	93%	98%
• student behaviour is well managed at their school (S2074)	100%	100%	93%
• staff are well supported at their school (S2075)	85%	80%	88%
• their school takes staff opinions seriously (S2076)	77%	80%	89%
• their school looks for ways to improve (S2077)	98%	100%	100%
• their school is well maintained (S2078)	100%	98%	95%
• their school gives them opportunities to do interesting things (S2079)	98%	100%	91%

* 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 2018 94% 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 improved outcomes.

An extensive volunteer program including gifted and talented extension/ support a reader/writer and talker. Parents support English, 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, Education Week, NAIDOC Week, sporting events, assemblies and P&C functions and a variety of fundraisers are encouraged.

P&C Meetings – once a month, all 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.

Parents are encouraged through twice yearly reporting and parent teacher interviews 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. All our teachers actively support the ideal of 'know your learner', each and every one of them, and ensuring their wellbeing, growth and improvement.

Respectful relationships education 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 to three 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 2018 we continued to emphasize the Banksia Beach values of **Pride, Unity Respect** and **Excellence.**

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	4	9	60
Long suspensions – 11 to 20 days	1	1	5
Exclusions	0	0	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

Our 'Eco Marines' actively seek out 'problems of practice' within the school and local community. These environmentally conscious students, led by our Had of Curriculum, attended Moreton Island in 2018 to learn about local sea life and are currently turning their attention to the schools waste footprint and solutions such as recycling.

All outside water taps are fitted with secure valves to ensure they are not accidently turned on.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	229,009	241,422	239,948
Water (kL)	30,535	8,290	4,648

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.

Find a school	Search website

Search by school name or suburb	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 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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	70	42	<5
Full-time equivalents	64	28	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	4
Bachelor degree	58
Diploma	2
Certificate	0

*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 $100312.

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

The major professional development initiatives were as follows:

Mentoring for Beginning 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
Whole School Positive School Behaviour
Effective use of Data Analysis
AITSL

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%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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	93%	93%	92%
Attendance rate for Indigenous** students at this school	88%	90%	91%

* 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.

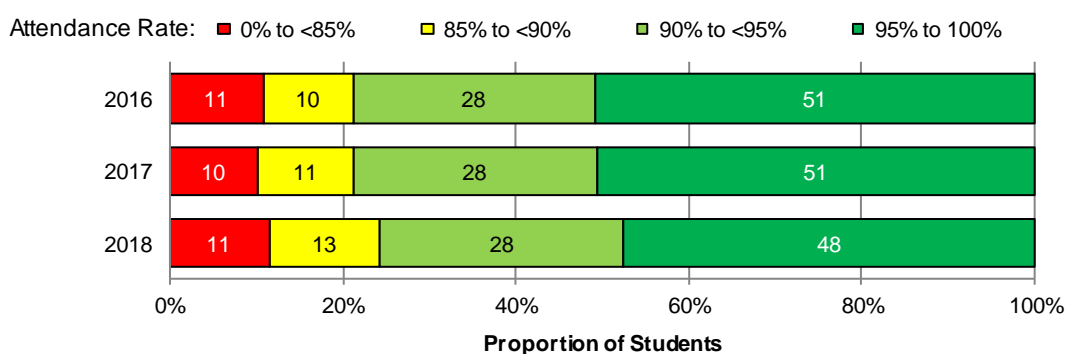Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	93%	94%	92%	Year 7			
Year 1	94%	94%	93%	Year 8			
Year 2	94%	93%	93%	Year 9			
Year 3	93%	94%	93%	Year 10			
Year 4	92%	92%	93%	Year 11			
Year 5	94%	92%	92%	Year 12			
Year 6	92%	93%	91%				

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	11	10	28	51
2017	10	11	28	51
2018	11	13	28	48

Proportion of Students

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 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 or explanations for all absences. We utilise Infoways SMS messaging to advise parents of any absent child and unanswered texts or unexplained absences are followed up by admin staff. Any concerning absenteeism is then managed by the Principal firstly through letters and then by individual meetings with parents.
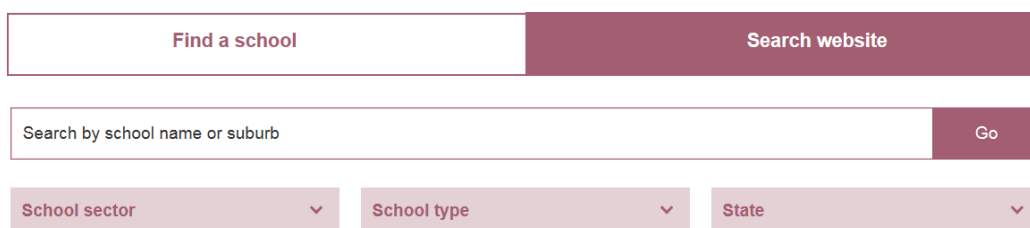
Each parade attendance rates in each class are shared and improvements celebrated. The class with the highest average attendance is given the responsibility of looking after our Mascot, Marlu the Kangaroo. Marlu is highly sort after prize! An attendance badge has been added to our badges for any child 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 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

Search by school name or suburb	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.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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.