Principal’s foreword

Introduction

Being educated in a small school is a very special and rewarding personal experience for any student. The small but dynamic Byfield State School staff ensure that each individual student knows that they are on a learning journey of improvement, through feeling safe and supported at all times and are confident to raise the bar of future possibilities for themselves.

Our school vision outlines our focus:

“Grow from challenges; Engage through actions; and, Be happy in oneself.’

Our school rules (Be Safe, Be Responsible, Be Respectful and Reach Beyond) together with our vision outlines the school and classroom positive climate that sets the platform for instructional learning to happen in the multi-age classes in an uninterrupted manner.

Byfield State School is located approximately 40 kilometres north of Yeppoon on the Capricorn Coast. Our school’s setting allows our students to enjoy the tranquil and picturesque surroundings of the natural rainforest. Our students learn to be future responsible citizens through being active recyclers and being energy wise.

The following report provides an overview of our school in 2014 school year, outlining information about our school curriculum, initiatives and what has been achieved. A hard copy version of this document can be requested from the school office.

School progress towards its goals in 2014

The main focus in 2014 was improving all Prep – Year 6 students in their writing through targeted measures and Explicit Instruction pedagogy. Teachers collaboratively reviewed and analysed past and current data to determine areas for improvement in writing. Term pre and post data grabs were implemented to allow staff to map achievement, analyse performances, determine support individual strategies, and to inform teaching practices on a very timely and effective process. All students have shown improvement in their writing and achieved the school based improvement target. Associated with this the school budgeted to support staff in their pedagogy of teaching writing and critical analysis of writing data.

Spelling was an area within writing that was identified as an area to improve. We implemented a diagnostic program to measure student improvements in spelling from Prep to Year 6 each term. This assessment tool is closely linked to the curriculum spelling program and therefore to the school's spelling program.

Our school also maintained the established reading improvement focus. Assessment tools were reviewed and new benchmarks determined to add more rigour to our data.
Other key foci were:

Quality teaching: The school Curriculum and Assessment plan was reviewed following our school’s Discipline Audit in 2014. Behaviour and detention expectation benchmarks were added to the schools’ assessment overview. The teaching staff were also engaged in the regional focus of improving teachers’ coaching and feedback skills to drive improvement in teaching pedagogy.

Improvement Agenda: Review of 2014 NAPLAN and school achievement data gave teachers a base line of data to inform teaching practices.

Community Partnerships: Our school uses a variety of strategies to inform parents of their child’s learning – school newsletter, parent/teacher meetings, educational pamphlets and P&C Meetings. Staff delivering the school’s Reading Rocketeers program invite parents to attend sessions so they can learn skills to assist their child in their reading. Our school functions (end of year concert, community Under 8s Day, Market Day, ANZAC Day and special events days) are well supported by the school and general community. Our small school cluster has regular Gala Days which cements friendship circles for students and parents.

Attendance: Our expectation of each student achieving 95% attendance rate has made an impact on our overall attendance. Students record their daily attendance on their recording sheet so they can automatically see their attendance level. In 2014 our school student attendance rate was 95% overall which is well above the state average. Regular items in the school’s newsletter.

**Future outlook**

The priorities for 2015 are:

Review writing mapping benchmarks and determine new levels and areas for focus in each year level.

Review benchmarks and targets for improvement agenda in Spelling and Reading.

Develop new data mapping recording sheet for each year level – major focus spelling, writing and reading.

Implement a revised assessment and improvement mapping schedule across each term to refine processes

Implement Capricorn Coast cluster strategy of ‘Effective Reading Programs’. Share progress at cluster meetings and determine forward direction of strategy.

Review Numeracy mapping across school. Research for a more effective diagnostic monitoring system across year levels. Implement a maths mentals mapping schedule across year levels.

Review reading resources for lower school and purchase reading scheme to fill gaps

Review and update school policies where necessary

Implement new leadership program (GRIP)

Continue to raise importance of being active through new federally funded program – Sporting Schools.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>34</td>
<td>15</td>
<td>19</td>
<td>89%</td>
</tr>
<tr>
<td>2013</td>
<td>26</td>
<td>11</td>
<td>15</td>
<td>96%</td>
</tr>
<tr>
<td>2014</td>
<td>30</td>
<td>14</td>
<td>16</td>
<td>91%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Byfield State School students only come from the local rural community. Most students complete their primary schooling at this school before moving on for their secondary education in the closest township of Yeppoon. There is some transience of students due to family circumstances and availability of accommodation. Our enrolments continue to maintain the services of two teachers over the past six years.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>18</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>13</td>
</tr>
<tr>
<td>2014</td>
<td>15</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions*</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

* Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.
Curriculum offerings

Our distinctive curriculum offerings include:

- Maximized student learning through structured and disciplined classroom practices and teaching based around explicit instruction
- Effective timetabling of all curriculum to meet national time allocation requirements with focused literacy and numeracy blocks held in first two sessions of the day
- Whole school focus in the improvement agenda - writing from 2014
- EVERY staff member knows EVERY student
- Explicit knowledge of each individual student’s learning strengths and needs for support/extension
- Early identification and intervention processes for any identified student
- Differentiating learning opportunities through multi-age curriculum delivery
- Teacher Aides in each classroom every day
- Specialist teachers in music, LOTE and PE
- Chaplaincy and Religion weekly program

Extra curricula activities

- Active After School Community program weekly
- Swimming program (Term 4)
- Gala Days with other small schools of the Keppel Coast
- Premier Reading challenge yearly participant
- Local Show yearly participant
- Host ANZAC Day ceremony for school and community yearly
- Perpetual yearly awards in Academic, Citizenship and Reaching Beyond categories
- Annual concert supported by parents and community
- Recycling focus as part of Waste Management initiative
- Annual P&C Market Day
- P&C events held for students – disco, Book Fair
- Life Education visit yearly
- Host for Under 8s Day for community
- Excursions to build cultural awareness and participation in extra curricula
- Pre-Prep Orientation Days Term 4

How Information and Communication Technologies are used to assist learning

At Byfield State School, ICTs are integrated into our Core Learning Areas to support and extend students in their learning, to support teachers in their teaching, to allow students to research for assessment tasks and learn skills to present assessment multi-modally. Teachers are also able to access professional development through the internet whilst still being on site. All students are exposed to learning keyboarding and Word processing skills. We see ICTs as supporting our students in their development of digital skills in this modern age. Each classroom has an interactive whiteboard, student computers (ratio 1:3 students), and access to educational software and student cameras. To decrease ‘down-time’ in our computer connectivity, all computer problems and connectivity issues are immediately reported by any staff to MIS. We continue to look for good technology/digital devices to support the curriculum delivery in our school whilst being mindful of our bandwidth and speed limitations.
Social Climate

Byfield State School provides a positive, safe, tolerant and disciplined learning environment for all our students and staff. We believe that every student has the right to optimum learning without interruption or distraction. The small size of our school makes for a personalised learning approach where staff focus on improving each student in their learning, personal and social skills whilst inspiring them to develop real aspirational goals. This approach builds a very caring and cohesive school climate. Older students are given opportunities to develop their leadership skills so they can be a positive role model to others in demonstrating positive attitudes, interact courteously using good manners.

Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>100%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>91%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>82%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>91%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school takes parents’ opinions seriously* (S2011)</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>91%</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>83%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>83%</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>83%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>67%</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>67%</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously* (S2043)</td>
<td>100%</td>
<td>78%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

At Byfield State School we value parent involvement in their child’s educational development. Teachers actively encourage parents to discuss formally or informally their child’s academic, emotional and behaviour progress. Our school works with our parents in a collaborative way to foster positive links so that each student is able to develop in their social, emotional, physical and academic areas.

Parents are informed of Education Queensland’s policies and initiatives, school policies and updating of same, school routines and general information, learning that happens in the classroom, ideas to support their child and successes of students through our school newsletter, special updates, pamphlets, website and face-to-face.

Reports on student progress is delivered four times per year – two formal reports and two face-to-face.

The staff has a ‘greet and talk’ informal chat at the school gate every afternoon during supervised dismissal from the school grounds.

Our small but active P&C support our school through their many functions and fundraising initiatives. At P&C Meetings, school directions and facility improvement, operational plans and policy development are discussed collaboratively. All parents are actively encouraged to join our P&C.
Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns.

Byfield State School is committed to reducing our environmental footprint through a variety of strategies. The school's solar panels, water tanks and power-saving strategies (turning of unused lights, fans and air-conditioning) are the backbone to reducing the school's footprint. The staff manages the school's disposal of waste and recycling items to the local Transfer Station. Through careful monitoring and management we ensure that we are effective and responsible waste managers. We see our school as being an educator to the local community on how to be responsible recyclers this reducing landfill waste.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electric kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>14,847</td>
<td>0</td>
</tr>
<tr>
<td>2012-2013</td>
<td>13,256</td>
<td>0</td>
</tr>
<tr>
<td>2013-2014</td>
<td>12,147</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
</tr>
</tbody>
</table>

*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 2014 were $4,813.

The major professional development initiatives are as follows:

- Explicit Instruction and Staff Coaching
- Writing workshops
- Cluster literacy focus workshops
- Principal conferences reflecting regional and state directions
- QSA workshops

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>97%</td>
<td>95%</td>
</tr>
</tbody>
</table>

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 2014 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/](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 webpage.

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

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>93%</td>
<td>95%</td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage).

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>94%</td>
<td>90%</td>
<td>87%</td>
<td>DW</td>
<td>N/A</td>
<td>N/A</td>
<td>89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>91%</td>
<td>97%</td>
<td>DW</td>
<td>95%</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>DW</td>
<td>96%</td>
<td>DW</td>
<td>93%</td>
<td>97%</td>
<td>DW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

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

Description of how non-attendance is managed by the school

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 twice daily at 8:55am and 1:45pm. Notified absences are marked accordingly.

For all unexplained absences, parents are contacted via text messaging on the day after 10:00am. The school’s mobile phone’s records are evidence of this contact. This is also notorised on the class roll. Parents are regularly reminded of their obligation to inform the school of their child’s absence through the school newsletter or personal contact. Parents are required to supply a medical certificate for prolonged medical absences.
Attendance information and time lost statistics are displayed in each classroom and the office. Every parent is given a copy of Every Day Counts pamphlet at the beginning of each school year.

**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/](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](https://example.com/find-school)

Where it says ‘Find a school name’, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Achievement – Closing the Gap**

The Closing the Gap Education Strategy is the department’s overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets state-wide targets for Queensland state schools – ‘Halve the Gap in Year 3 Reading, Writing and Numeracy; Close the Gap in student attendance and Close the Gap in Year 12 retention.

Over the past five years, Byfield State School has had a very small number of Indigenous students. Therefore, comments cannot be made on NAPLAN performance or attendance. However, Indigenous Perspectives are embedded in all curriculum areas across all year levels. The school annually links with other small schools of the Capricorn Coast to have students participate in a cultural Gala Day.