



Byfield State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Byfield State School is a small rural school offering multi-age learning in delivering the Australian Curriculum to its students from Prep to Year 6. The school is located approximately 40 kilometres north of Yeppoon on the Capricorn Coast. It is part of the Central Queensland educational region, the Capricorn Coast cluster of schools and the Keppel Coast Small Schools' cluster.

Our school's physical setting allows our students to enjoy the tranquil and picturesque surroundings of the local natural rainforest. Being educated in a small school is a very special and rewarding personal experience for our students. Our small but dynamic staff ensure that each individual student knows that they are on a learning journey of self-improvement, feel safe and supported at all times, and are confident to raise the bar for their future possibilities.

Our school was opened in 1948 at its current site. It is seen as an integral part of the local rural community. We host different events for our community throughout the year – school concert, Under 8s Day, local government community updates, ANZAC Day ceremony, and other special days.

Through our curriculum we aim to provide our young people with an appreciation of lifelong learning, and social, economic, environmental and cultural skills to become vibrant members of today's society. Our students learn to be responsible citizens in their future through being active recyclers, practising energy-wise habits and participating in Landcare or Reef Guardian activities when possible. Year 6 students are given opportunities and experiences to grow in their individual leadership skills through our Student Leadership program. Our workforce actively engages in relevant and effective professional development that addresses a positive direction in our school's explicit improvement agenda and/or own career growth.

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 is the basis for the positive collaborative atmosphere that encompasses our school. They set the platform for the learning to happen in an uninterrupted and enjoyable manner and for the students' social and emotional welfare to be supported.

Principal's Foreword

Introduction

The following report provides an overview of our school in the 2017 school year. It outlines information about our school, curriculum, achievements and community. This School Annual Report will be available via our school website www.byfieldss.eq.edu.au, upon request for a hard copy and will be displayed in the documents stand in our school office.

School Progress towards its goals in 2017

Byfield State School's school's 2016 – 2019 Strategic Plan currently forms the basis for our school improvement agenda each year. The following is a reflection of our school's achievement in 2017.

Focus Area	2017 Goals Achievements
Writing	<ul style="list-style-type: none"> ✓ Aspects of Writing (Literacy Continuum) to be implemented ✓ Access Professional development to develop teacher knowledge and skills in mapping writing on Literacy Continuum ✓ Began use of 'Literacy Curriculum – Aspects of Writing' in mapping of students against markers and clusters ✓ Develop teacher knowledge of Aspects of Writing (Literacy Continuum) as a tool to provide effective student feedback ✓ Link Student Writing Goals to cluster markers Aspects of Writing (Literacy Continuum) ✓ Participation in cluster writing moderation
Implementation of Australian Curriculum	<ul style="list-style-type: none"> ✓ Map plan of delivery for English, Maths and Science using an alternating A/B roster for year level units in a multi-age setting ✓ Develop whole school plan for unit assessment tasks aligned to year level in multi-age setting ✓ Familiarise staff with HASS and Technologies curriculum delivery across banded years ✓ Specialist teachers and teachers implement delivery of Health, PE, Music, The Arts and Japanese (Version 8) units across school ✓ Develop whole school plan for curriculum delivery to ensure each learning area meets its time allocation recommendations in multi-age setting
Reading	<ul style="list-style-type: none"> ✓ 100% students participate in Premier Reading Challenge with 100% achievement of challenge ✓ I4S funds support highly valued before school 'Reading Rocketeers' program focussing on phonics, sight words and reading development ✓ I4S funds support additional support programs for identified students in speech programs, language skills and staff professional development in literacy ✓ Diagnostic reading data mapped and benchmarks reviewed annually
Literacy and Numeracy Growth	<ul style="list-style-type: none"> ✓ Timetable of Data Days for teachers ✓ Sharing of diagnostic data with parents ('Assessing for Learning') ✓ Review benchmarks and diagnostic tests relevancy for Student Profiles
Great People = Great Staff	<ul style="list-style-type: none"> ✓ Staff feedback during staff meetings to drive school improvement in writing and reading ✓ Access professional development across year – curriculum, wellbeing, STEM

Future Outlook

Focus Area	Target	Actions	Timeline	Staff
Writing	80% of all students achieve EOY year level benchmark markers Aspects of Writing (Literacy Continuum)	<ul style="list-style-type: none"> Teachers map students on Literacy Continuum – Aspects of Writing each term using term writing tasks Teachers map students on Data Wall each term against Cluster levels from Aspects of Writing (Literacy Continuum) Review rate of improvement in writing for each student discussed at Data/staff meetings Determine number of 'markers' to achieve a term benchmark in a cluster Engage in cluster moderation in writing each term Implement Writer's Notebook for students to engage in unstructured free-writing sessions 	Each term Daily	Principal Teacher
	School Opinion Survey maintain: <ul style="list-style-type: none"> 100% students believe teachers give useful feedback 100% students satisfied their English skills are being developed 100% students understand how they are being assessed 100% parents satisfied their child is getting a good education 100% staff satisfied they receive useful feedback on their progress 	<ul style="list-style-type: none"> Feedback given to students for "Where to next" using markers from Literacy Continuum Review each class overall writing standards and determine improvement focus using Cycle of Inquiry strategy Map students' writing cluster on Student Profile against year benchmark Sample selection of students to be interviewed each week current writing against writing goal 'Star Student' weekly awards linked to writing Develop ways to display and celebrate student writing – WOW Wall, Parade, newsletter, etc Students share writing in class and give feedback 	Each term Weekly	Principal Teacher Teacher Aides
Australian Curriculum Ver 8	<ul style="list-style-type: none"> 100% all Learning Areas delivered via Australian Curriculum (Version 8) in 2018 HASS, Health, PE, The Arts, Japanese delivered via Australian Curriculum 	<ul style="list-style-type: none"> Implement term planning days for teachers to unpack, content descriptors, assessment tasks and GTMJ Build teacher knowledge of assessment alignment tasks Review year overview of timetabling of units in all Learning Areas Review year plan for unit assessment tasks ensuring each student is assessed at year level or band level across the Learning Areas Implement unit overview delivery across banded years Review at end of year Determine roles for delivery of Health and The Arts Review whole school curriculum plan so that all Learning Areas satisfy their correct time allocations 	Each term End of year Term 1 and 4	Teaching team
Reading	<ul style="list-style-type: none"> 100% Prep – Year 2 students achieve at least 90% in Early Start EOY assessment tasks 80% of all students achieve EOY Reading Benchmark in year level diagnostic reading tool 	<ul style="list-style-type: none"> Teacher Aides deliver 'Reading Rocketeers' program focussing on phonics, phonemic awareness, sight words and supported reading Continue embedded guided reading program using three phrases of reading instruction across ability groupings Link reading to writing during reading sessions Map students' reading level on Student Profile against year benchmark 	Weekly Term	
Attendance	<ul style="list-style-type: none"> Increase student attendance to average over 90% and decrease students attending less than 85% 	<ul style="list-style-type: none"> Students map own attendance daily on 'Daily Attendance' chart Encourage parents not to organise holidays within school term Meet with parents of students 'at risk' of low attendance to develop strategies to improve attendance Continue term reward for attendance above 95% per class group Advertise class groups attendance rate in newsletter 	Daily Term Weekly	Principal Teacher

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	35	17	18	1	100%
2016	35	17	18	2	97%
2017	33	15	18	2	97%

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

Byfield State School students only come from within the local rural community. Our families come from a broad range of socio-economic and working backgrounds. Nearly 90% of the school families are either past students or have lived in the area for more than seven years. Most students complete their schooling at Byfield State School before moving on to Yeppoon for their secondary education. There is some transience of students mainly due to family or tenancy circumstances. Our enrolments have continued to maintain the services of two teachers for the past 10 years.

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	17	17	16
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- School focussed improvement agenda – Writing
- Australian Curriculum is our core curriculum
- Core focus curriculum is English, Maths and Science delivered via multi-age units.
- Other Learning Areas are History/Geography, Health and physical Activity, Music, Visual Arts, Technologies and Japanese
- Literacy and Numeracy blocks deliver consistency in timetabling in morning and middle sessions
- Japanese is delivered to the whole school and assessed only Year 5 and 6. Teaching from Prep to Year 4 allows for deeper understandings of Japanese in preparation for Year 5 and 6.
- National curriculum times are met across multi-age setting
- Structured routines build consistency and familiarity for students which builds stability in learning expectations and behaviours
- EVERY staff member knows EVERY student - and their family
- Early identification and intervention processes to access services of Speech Pathologist or Guidance Officer as required
- Differentiation in learning is consistent across classes
- Teacher Aides are in EVERY classroom EVERY day for the WHOLE DAY
- Specialist teachers deliver music, dance, drama, physical activity and Japanese
- Swimming program is offered Term 4 every year for ALL students and delivered by accredited coaches

Co-curricular Activities

- Chaplaincy and Religious Instruction programs
- Student Leadership opportunities in Year 6 as per embedded Student Leadership program
- Gala Days with small schools cluster across year
- Local Show participation in primary school art competition yearly
- Recycling and Food waste focus to reduce waste costs for school at local Transfer Station
- Annual End of Year concert inviting school and wider community
- Annual Perpetual Awards - Academic, Citizenship and Reaching Beyond
- Annual participation in Premier Reading Challenge
- Support to P&C at Market Day fundraiser
- Host community ANZAC Day ceremony and participate in annual ANZAC Day March in Yeppoon
- Life Education delivered every year
- Excursions for cultural and extra-curricular focus
- Host for community annual Under 8s Day event
- Camp organised biennially

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are an integral infrastructure in our school to enhance students' learning and to allow students to create and deliver their digital assessment tasks required for any Learning Area. Each classroom has an interactive whiteboard, and several computers (ratio of 1:3.4 students). The school has also purchased a number of iPads (ratio of 1:3 students) for use in learning and assessment tasks. The school also has digital cameras for students' use. Staff actively use digital devices as an integral part of their teaching and assessing.

All students are exposed to learning keyboarding and Word processing skills as required by the English curriculum. Staff access professional development on educational websites to improve their digital knowledge skills thus building our school as its own Professional Learning Community and reduce necessity of travel for PD.

To decrease 'slow-down time' via our Internet, the staff ensure that access to the web via digital devices is monitored. Decisions are made to ensure any 'apps' purchased are educational and have full value across all year levels. Any server problems are immediately reported to Service Centre to ensure 'down-time' is limited.

Social Climate

Overview

Byfield State School advocates for its inclusive, co-operative, positive and tolerant social environment. Our students feel safe to learn at our school. Every student has the right to attain maximum opportunities to learn without distraction or interruption. Bullying is not tolerated or accepted at our school in any form. Any behaviour that may resemble bullying is swiftly addressed.

The smallness of our school makes for more personalised focussed learning where staff can easily and quickly support a student, provide personal and social skills direction, or challenge a student to apply acceptance and redress their actions. This approach builds a very cohesive and caring social climate for all.

Year 6 students are given the opportunity to develop their leadership skills so they can be positive role models to others through demonstrating positive attitudes and courteous behaviours. They are to deliver a 'No Cost, High Impact' individual initiative each year.

A school chaplain works at our school three days per fortnight week. She supports students in their learning and social behaviours and also promotes a sense of well-being for all.

Parent, Student and Staff Satisfaction

Parent opinion survey

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

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	81%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	88%	94%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	88%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	94%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	80%	86%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	80%	86%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	86%	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

Parent involvement in their child's education is highly valued at Byfield State School. Teachers actively encourage parents to discuss formally or informally their child's academic, emotional and behaviour progress. Parents are informed of new Department of Education and upgrade of school policies through the school newsletter, school website, information updates and the P&C.

A student's academic progress is reported four items per year – semester report cards and parent/teacher meetings. The principal and teachers offer a flexible timetable for these meetings. Staff actively encourage an afternoon 'meet, greet and chat' or morning 'check-in' with parents. Our small but active P&C supports our school through various fund-raising endeavours. At P&C Meetings it is common place for the principal to deliver reports on EQ policy changes, school direction, upgrading of school policies, facility improvements and financial assistance required for excursions/activities/sports equipment.

The Byfield P&C yearly provides to EVERY student a personal book which is labelled from them to encourage reading. This is eagerly awaited each year and very much appreciated by students and parents.

Respectful relationships programs

The school has developed and implemented a program/ or programs that focus on appropriate, respectful, equitable and healthy relationships. Through ensuring that the Health part of the HPE curriculum is delivered across band years yearly and timetabled into the Curriculum Plan, builds students' knowledge and skills of proactive and respectful behaviours. Life Education programs delivered yearly also support the school's Responsible Behaviour plan. At the beginning of each year the school teaches students behaviours and actions that are linked to our school rules across for places within the school. Teachers implement highly engaging incentives for positive behaviours within their classrooms. Teachers actively promote self and social awareness skills within the classrooms and playground. Being a small school, changes in the well-being of a student/staff member can be quickly identified and thus actions can be taken to support that individual. The school's chaplain can deliver programs that support resilience, empowerment and social skilling when required. The school also has visits from Bravehearts and SEAT (Spinal Education Awareness Team).

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	1	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment

0

0

0

Environmental Footprint

Reducing the school's environmental footprint

Byfield State School is committed to reducing our environmental footprint through a variety of strategies. Strategies include the school's solar panels, rainwater tanks, recycling program, food waste management and power-saving processes (turning off unused lights, minimal use of air conditioners, more use of fans). The School Officer manages the transporting of recycle and general waste to the local transfer station on a fortnightly basis. Through these strategies we aim to keep our landfill waste to a minimum. This waste management is teaching our students to be actively engaged in waste management.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	10,755	
2015-2016	12,056	
2016-2017	12,169	

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/>.

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

Sector:

Government

Non-government

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	3	5	0
Full-time Equivalent	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	1
Diploma	2
Certificate	0

*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 \$14 074

The major professional development initiatives are as follows:

- Queensland Principal's Conference
- Curriculum Planning and Data days
- Capricorn and cluster moderation
- Staff wellbeing
- Writing PD

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	94%	97%	97%

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 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%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	98%	84%

*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%.

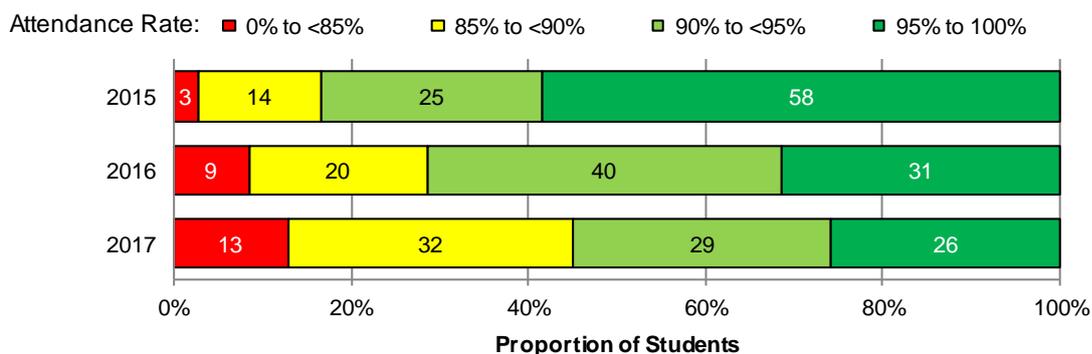
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	90%	88%	94%	96%	93%	94%						
2016	92%	94%	89%	91%	93%	98%	89%						
2017	DW	87%	89%	92%	88%	92%	92%						

*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.

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.

Rolls are marked twice daily. Notified absences are marked accordingly. Parents are notified after 10:00am via text messaging to explain un-notified absences. This forms our Same Day Notification process. This school's mobile thus holds all evidence of absent text messages from parents and this information is transferred on to the e-roll. Parents who do not respond – their child's absence remains as 'Unexplained' and a note is made to indicate this. Students arriving late or leaving early are also duly recorded on the e-roll.

Clear expectations are set for high attendance rates at our school. Information on the impact of poor attendance on a child's learning is included in the Parent's handbook, on classroom displays and regularly included in the school's newsletter. Parents are regularly reminded of their obligation to inform the school about their child's absence and to supply a medical certificate for prolonged absences. Where students will be absent for a period great than 10 school days, parents apply for an exemption to schooling.

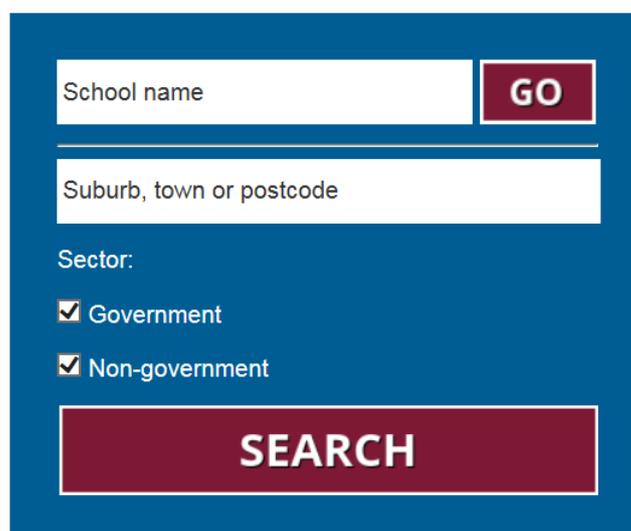
A term award has been implemented to reward attendance rates of 95% or higher level of attendance across year level cohorts.

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



School name

Suburb, town or postcode

Sector:

Government

Non-government

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.