

# Bell State School (0781)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

Queensland state schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school's journey in 2012. I am very proud of the work of students and staff at Bell P-10 State School and have pleasure in providing this report to you.

"IN KNOWLEDGE WE GROW"

Our school motto drives a strong focus on the recognition of the commitment of all students, staff and our community, reflects our journey of learning our way to improvement and expresses the importance of how families and communities need their schools and schools need their families and communities.

Bell P – 10 State School is a rural school situated at the entrance of the Bunya Mountains. The school has a long, rich and proud history of active citizenship and quality teaching and learning. Enrolments typically rest at approximately 92 children with a larger Primary cohort in comparison to the Secondary cohort.

During 2012 Bell P-10 State School continued to build upon the successes of past years, and strong community links were further enhanced through the following highlights of the year:

- The successful introduction of the Australian Curriculum (English, Mathematics and Science) in all classes.
- Very positive parent opinion data in key school areas of student safety, support for student learning, strong sense of community and high expectations for all students.
- A rejuvenated continuation of our focus on success for students through the provision of a range of programs and activities such as the Gifted and Talented Program, Drama, Instrumental Music Program, Student Council, Student Leadership Teams and sporting activities.

### School progress towards its goals in 2012

Key goals identified in 2012 Annual Implementation Plan and progress towards achieving these goals:

#### School Curriculum

In 2012 all teachers implemented the Australian Curriculum through the 'Curriculum into the Classroom' (C2C) units in the learning areas of English, Mathematics and Science. Considerable professional learning was directed towards developing teacher expertise in understanding the key content and skills of the new curriculum. This involved working with the Curriculum Leadership Team and moderation activities.

#### Differentiation

Differentiation models continued to be explored and data conversations were conducted with teachers and teacher aides. Moderation sessions also focused on the next steps for individual learners. The moderation



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assessment tasks associated with the new national curriculum provided teachers with various opportunities to review standards and expectations and to discuss teaching focus areas. Class data action plans were developed to support teachers to tailor pedagogy to the needs of individuals and groups of learners with common needs.

#### Literacy and Numeracy Improvement

The first stage of a school feedback model was introduced with a whole school policy on bookwork standards and expectations. In addition, we also worked on our report card procedures, protocol and comment bank expectations. In the School Opinion survey, the provision of useful feedback about student's school work domain statement indicated a positive gain. The Curriculum Leadership Team undertook an evolving approach to review the teaching of reading and spelling. This is nearing our destination of an owned whole school Reading and Spelling Plan.

#### School Wide Positive Behaviour Support Framework

The School Wide Positive Behaviour Support focus was in response to the whole school and community valuing of a safe and orderly school environment. Insightful data gathering and analysis as well as consultative decision making has provided a rewarding pathway for enriching teaching and learning experiences. In 2012 we have reaped the rewards for the hard work and commitment given to this improvement component. The data provided in the School Opinion Survey in the key school area of school climate signified a growth in school pride and collective responsibility for high expectations around student behaviour.

### Future outlook

Key 2013 priorities based on school data sets and departmental priorities include:

- Continuing implementation of 'Curriculum into the Classroom' (C2C) materials and introducing the new History curriculum.
- Continuing moderation processes, introducing the development of exemplar banks to extend to new tasks associated with the National Curriculum.
- Targeted Professional Development to support the adoption of Explicit Instruction as a framework for the development of a Whole School Pedagogical Framework.
- Improved student learning through a mentoring model for teachers and implementing effective teaching practices in all classes to enhance data outcomes, especially in Literacy and Numeracy.
- Continuing the differentiation focus.
- Continuing class data action planning processes to document differentiation strategies and refine data usage.
- Exploring strategies to reduce the gap in outcomes for Indigenous students.
- Exploring strategies to increase the access and success for Students with disabilities including specific case management.
- Continuing to invest in intervention programs.
- Implementing the Getting Ready for Secondary School agenda.
- Continued promotion of Bell P-10 State School and State education in the local community.



## Our school at a glance

### School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	105	48	57	90%
2011	92	38	54	93%
2012	91	38	53	90%

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

#### Characteristics of the student body:

All classes in the Primary school are multi-age with two year levels in each class. The majority of students come from a rural background or live in the township of Bell or surrounding areas. More than 55% of students travel to school by bus. Student numbers fluctuated slightly throughout the year and our students are receptive of new students and adjust when friends leave, in particular, when transition to Secondary school in a nearby regional centre. Historically, the data indicates that classes have a higher percentage of boys.

#### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	18	18	13
Year 4 – Year 10	5	7	5
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	3	4	1
Long Suspensions - 6 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Our school at a glance

### Curriculum offerings

The aim at Bell P-10 State School is to provide a curriculum which maximises the capacity of students to achieve their potential.

Our distinctive curriculum offerings

School wide Positive Behaviour Support lessons

Cross-sector shared learning sessions, i.e. Buddy Systems, Support A Reader program and Community Service

Career Pathways Program

Positive partnerships – TAFE/DISCO

Certificates offered through School of Distance Education

Swimming lessons for all students Prep - 10

Secondary Transition Program for Year 7

International Competitions and Assessments for Schools offered

Bunya District Cross Country

Triennial Canberra and Ski Trip

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Extra curricula activities

Instrumental Music Program

Bunya Trail Bike Ride

National Young Leaders conference

Book Week

Interschool Sport Competition days

Community Event Participation including Bell Show, Anzac Day and Remembrance Day services, Community Christmas party

Work experience program

Student Council

Eisteddfod

Belle and Beau Ball

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How Information and Communication Technologies are used to assist learning

At Bell P-10 State School ICT is recognised and utilised as an integral part of the teaching-learning cycle. All classrooms have access to electronic, interactive whiteboards, associated software, portable laptop trolley and a well-equipped and maintained computer lab. All staff utilise their Computers for Teachers laptops efficiently to enhance learning opportunities provided for students.

### Social climate

Bell P-10 State School has long established community links and continues to host the Bell Swimming Club, Bell Tennis Club and Community Playgroup on campus. Our Responsible Behaviour Plan for students, in partnership with our School Wide Positive Behaviour Support program focuses, in a deliberate and visible manner, to give recognition and reward for positive behaviour. Students who require a better understanding of the expectations of school are provided opportunities to develop these skills and have a clear, concise understanding of consequences. Bell P-10 State School prides itself on the universal rules of Being Responsible for Being Safe, Being Respectful and Being an Active Learner.

Satisfaction levels of Bell students signified a growth in a positive school culture. This included the following levels of satisfaction which emerged from the survey:

Students agree that teachers motivate them to learn. (An increase of 33.2% , from 60% to 93.2%)

## Our school at a glance

Students agree that their school work challenges them to think. (An increase of 58.9% from 36.7% to 95.6%)

Students agree that teachers expect them to do their best. 97.8%

Bell parents invested in our partnership and all of the domain statements in the School Opinion Survey reflected positive gains. The most noted improvement in satisfaction outcomes were seen in the domains of student behavior management and student progress. We are positively engaged in our journey of improvement.

Our pastoral care program is well resourced, offering a variety of student support services which includes:

School based Health Nurse

Guidance Officer

Support Teacher Literacy and Numeracy

Curriculum Support Coordinator

Students are encouraged to participate in whole-cohort camps, excursions, Arts Council visits and also celebrations that include community functions.

### Parent, student and staff satisfaction with the school

The results from previous School Opinion Surveys indicated that the staff, students and community believed the school could be doing a better job and that there was a need to discover our capacity. This information has directed the School Strategic Improvement Plan and school planning documents echo an approach of collective responsibility for better relationships and results. Data for all stakeholders has improved since the last school annual report.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	91.7%
this is a good school	100.0%
their child likes being at this school*	87.5%
their child feels safe at this school*	95.8%
their child's learning needs are being met at this school*	91.7%
their child is making good progress at this school*	91.7%
teachers at this school expect their child to do his or her best*	91.7%
teachers at this school provide their child with useful feedback about his or her school work*	87.0%
teachers at this school motivate their child to learn*	91.7%
teachers at this school treat students fairly*	83.3%
they can talk to their child's teachers about their concerns*	95.8%
this school works with them to support their child's learning*	95.8%
this school takes parents' opinions seriously*	95.8%
student behaviour is well managed at this school*	79.2%
this school looks for ways to improve*	83.3%

## Our school at a glance

this school is well maintained\*

95.8%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	86.0%
they like being at their school*	57.8%
they feel safe at their school*	88.6%
their teachers motivate them to learn*	93.2%
their teachers expect them to do their best*	97.8%
their teachers provide them with useful feedback about their school work*	73.3%
teachers treat students fairly at their school*	63.6%
they can talk to their teachers about their concerns*	67.4%
their school takes students' opinions seriously*	70.5%
student behaviour is well managed at their school*	71.1%
their school looks for ways to improve*	80.0%
their school is well maintained*	81.8%
their school gives them opportunities to do interesting things*	69.6%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	96.0%
with the individual staff morale items	96.0%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

A priority at Bell P-10 State school is to be steadfast in the acknowledgement of how parents, care givers and members of the wider community have a strong effect on their children's achievement, well-being and life pathways. Parents and care givers are encouraged to be actively involved with their children's learning and within the school community.

We believe:

Adults in the wider community have skills and talents which can contribute to and enhance children's learning.

Children benefit from parents positively relating to the school, especially the daily school life.

The school should actively seek a positive relationship with each child's family group.

Parents have the right to know what happens to their children at school.

Schools have a responsibility to provide opportunities for parents and care givers to be informed of school happenings.

Parents and the wider community actively participate in school events through the P&C Association, delivering Religious Instruction and by volunteering in the classroom. Parental involvement is encouraged through parent representation on the School Wide Positive Behaviour Support team and active involvement in the P&C Association which raises funds to provide opportunities for students to participate in off campus activities. Parents are invited to participate in special events and class performances to celebrate our achievements. Parents are also encouraged to participate in Parent-Teacher interviews at least twice a year as well as remaining in contact with staff through email, phone or appointment to discuss their child/ren's progress.

### Reducing the school's environmental footprint

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

Bell P-10 State School continues to endeavour to identify and implements way to reduce our environmental footprint. An increased awareness of electricity costs and misuse has led to a stronger focus on ensuring appropriate environmental practises. The school has also completed a SEMP (School Environmental Management Plan) to investigate further strategies for managing our environmental impact.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	89,994	2,301
2010-2011	92,368	353
2011-2012	92,707	4,013

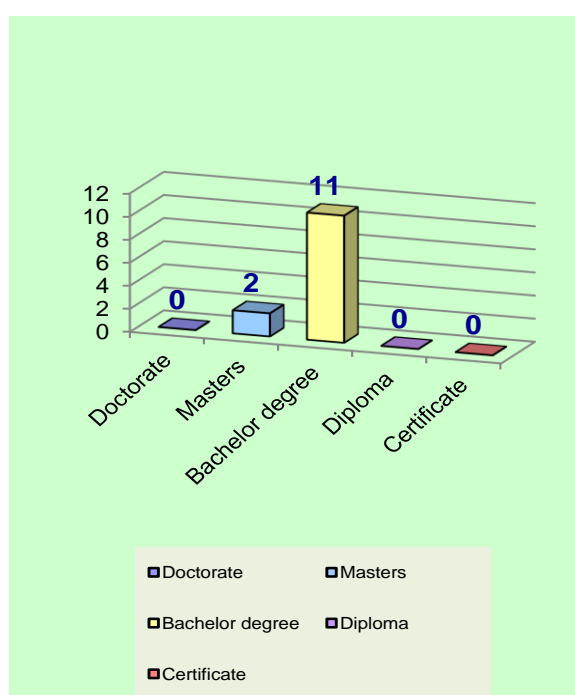
## Our staff profile

### Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	13	10	0
Full-time equivalents	10.8	7	0

### Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	11
Diploma	0
Certificate	0



### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$14236.36.

The major professional development initiatives are as follows:

- National Curriculum and the implementation of the 'Curriculum into the Classroom' (C2C) materials

- Explicit teaching

- Planning for diverse learning needs and differentiation strategies

- The Developing Performance Framework was implemented for teaching staff and teacher aides.

- Code of Conduct, Student Protection, ICT skills

The proportion of the teaching staff involved in professional development activities during 2012 was 100%



## Our staff profile

### Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.3%	95.8%	96.5%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 90.7% of staff was retained by the school for the entire 2012 school year.

### School income broken down by funding source

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

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

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government  
☐ Non-government

SEARCH

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

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

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	91%
The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.			

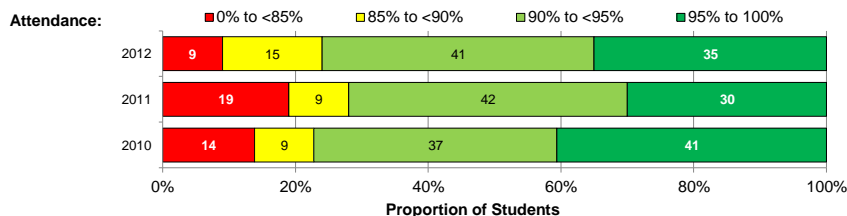
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	90%	92%	96%	97%	90%	93%	93%	93%	94%	90%		
2011	92%	92%	93%	93%	94%	89%	91%	90%	90%	86%		
2012	90%	95%	94%	95%	94%	94%	93%	94%	91%	91%		

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 DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Bell parents are reminded regularly in our newsletter about the link between attendance and student outcomes. Attendance data trends are published in our staff communication book to monitor any concerns. Where teachers notice absence patterns emerging, contact is made with the parent or care giver to determine any particular reasons or concerns. Teachers follow up students that are absent for three consecutive days without a reason being provided. If further support is needed, the absenteeism is referred to the Principal and Guidance Officer. Supportive actions to assist with the needs of individuals are made with parents, school support staff to promote the return of regular attendance.

Absences, based on the classroom attendance rolls, are recorded in a school database and a query is completed on an intermittent basis to determine any long term patterns. In addition, regular contact is made to parents in a proactive approach to maintain healthy student attendance levels. Formal absence letters are sent to parents as the need arises and if proactive strategies have not been successful in reducing student absenteeism.

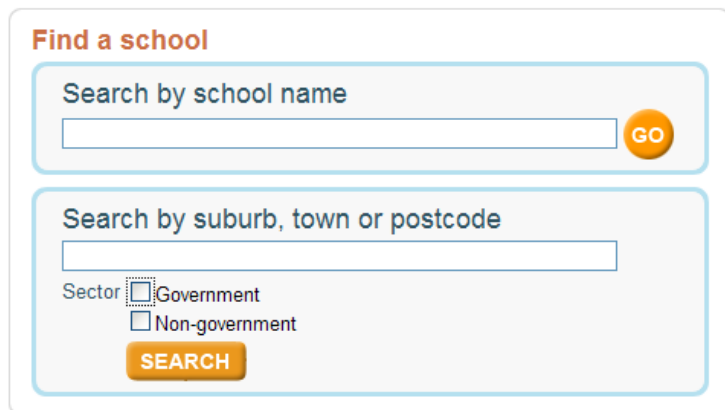
In 2012 attendance rolls were marked manually, with rolls being printed from 'One School'. Rolls were marked twice daily by teachers, within 10 minutes of the start of instruction and within Period 6 in the afternoon. Attendance records were transferred into 'One School' weekly by the Administration Officer.

## Performance of our students

### 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/>.

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.



The screenshot shows a 'Find a school' search interface. It has two main search sections. The first section is titled 'Search by school name' and contains a text input field and an orange 'GO' button. The second section is titled 'Search by suburb, town or postcode' and contains a text input field. Below this input field, there is a 'Sector' label with two radio button options: 'Government' and 'Non-government'. At the bottom of this section is an orange 'SEARCH' button.

Where it says '**Search by 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

Due to the small number of Indigenous students at the school, identity of students may be comprised. Attendance records indicate that all of the Indigenous students at our school have attendance rates of 86% or better.