

# Bell State School

## Queensland State School Reporting

### 2013 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 2013. 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 85 children with a larger Primary cohort in comparison to the Secondary cohort.

During 2013 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, Science, History and Geography) 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.

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### School progress towards its goals in 2013

The School Opinion Survey affirmed our investment in the most meaningful partnerships, those where schools, parents, students and the community working together to focus on student learning. The Parent and Community Engagement Framework is guiding what our school can do to further strengthen learning outcomes for students through these partnerships. Feedback from community has recognized the value of the weekly conversations with community in the school newsletter.

#### School Curriculum

In 2013 all teachers implemented the Australian Curriculum through the 'Curriculum into the Classroom' (C2C) units in the learning areas of English, Mathematics, Science, History and Geography. 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.

Junior Secondary Pedagogy was a priority, thereby a reformed process of Subject Selection, as well as, subjects being offered in Junior Secondary resulted in the introduction of Media Studies and Popular Music Studies, Civics and Environmental Education to the school curriculum.

#### Differentiation

Differentiation models continued to be explored and progress conversations were conducted with teachers and teacher aides. Whole school and 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 embedded with a whole school policy on bookwork standards and expectations. In addition, further work expanded our report card procedures, protocol and comment bank expectations. The next stage of a school feedback culture was developed around a Charter of Expectations for our school. This Charter is based on the shared beliefs of *all students matter and can achieve, every day*. 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 completed the review process around the teaching of reading and spelling. Our destination of an owned whole school Reading and Spelling Plan was achieved.

The endorsement of the Bell State School Pedagogical Framework was an important achievement. Considerable consultation was invested in this teaching and learning framework with the shared understanding that our school values and beliefs about teaching and learning are visible and actioned every day.

Monitoring and purposeful use of data, in other terms, 'putting faces on the data' was a key action. The outcome we are working towards will gather momentum during 2014 with the cornerstone being: *We are a Prep to Year 10 school. We know our students. Our community know our students. Our families know our staff. It makes a difference.*

#### School Wide Positive Behaviour Support Framework

The School Wide Positive Behaviour Support focus was in response to the whole school and community valuing 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 2013 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. The Responsible Behaviour Plan for Students was reviewed and prepared for endorsement in 2014.

### Future outlook

Key 2014 priorities based on school data sets and departmental priorities include:

- Continuing implementation of 'Curriculum into the Classroom' (C2C) materials and preparing the way for the next stage of the P-10 Australian Curriculum Humanities and Social Sciences (HSS). This learning area is made up of the following four subjects: History, Geography, Civics and Citizenship and Economics and Business. The latter two are the focus areas of current exploration by staff.

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- 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 2013: Prep Year - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	92	38	54	93%
2012	91	38	53	90%
2013	89	37	52	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		
	2011	2012	2013
Prep – Year 3	18	13	14
Year 4 – Year 7 Primary	16	14	16
Year 7 Secondary – Year 10	6	5	7
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	4	1	1
Long Suspensions - 6 to 20 days	0	2	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## 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

2013 also saw the rejuvenation of the school camp/excursion policy with the support of the Bell State School Parents and Citizens Association

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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

A highlight of 2013 was the growing active participation of students in the various community awareness raising events such as Walk to School Day, Jump Rope for Heart, National Clean Up Day and Hear and Say Month. The staff, parents and community worked together to incorporate this aspect into the school Civics Education curriculum.

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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.

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# Our school at a glance

## Social climate

Bell P-10 State School has long established community links and continues to host the Bell and District Swimming Club, Bell and District Tennis Club and Community Playgroup on our 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 expectations of Be Safe, Be Respectful and Be an Active Learner.

As a school committed to enriching education in a rural context, we strive towards high expectations in what good performance in a school looks like. The School Opinion Survey provides authentic feedback for this improvement agenda.

The following levels of satisfaction highlight the positive trend around school climate.

Parent confidence:

Student behaviour is well managed at this school. An increase from the 2012 result of 79.2% to the 2013 result of 90.6%.

Student Confidence:

This is a good school. An increase from the 2012 result of 61.4% to the 2013 result of 83.7%

My teachers provide me with useful feedback about my school work. An increase from the 2012 result of 73.3% to the 2013 result of 95.5%

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

## 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.

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

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	92%	90%
this is a good school (S2035)	100%	94%
their child likes being at this school* (S2001)	88%	94%
their child feels safe at this school* (S2002)	96%	97%
their child's learning needs are being met at this school* (S2003)	92%	94%
their child is making good progress at this school* (S2004)	92%	94%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%

## Our school at a glance

teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	90%
teachers at this school motivate their child to learn* (S2007)	92%	90%
teachers at this school treat students fairly* (S2008)	83%	88%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%
this school works with them to support their child's learning* (S2010)	96%	94%
this school takes parents' opinions seriously* (S2011)	96%	97%
student behaviour is well managed at this school* (S2012)	79%	91%
this school looks for ways to improve* (S2013)	83%	100%
this school is well maintained* (S2014)	96%	100%

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

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	86%	91%
they like being at their school* (S2036)	58%	86%
they feel safe at their school* (S2037)	89%	88%
their teachers motivate them to learn* (S2038)	93%	93%
their teachers expect them to do their best* (S2039)	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	73%	95%
teachers treat students fairly at their school* (S2041)	64%	82%
they can talk to their teachers about their concerns* (S2042)	67%	80%
their school takes students' opinions seriously* (S2043)	70%	77%
student behaviour is well managed at their school* (S2044)	71%	81%
their school looks for ways to improve* (S2045)	80%	93%
their school is well maintained* (S2046)	82%	95%
their school gives them opportunities to do interesting things* (S2047)	70%	84%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	96%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	92%
student behaviour is well managed at their school (S2074)	96%
staff are well supported at their school (S2075)	100%

## Our school at a glance

their school takes staff opinions seriously (S2076)	96%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.



# Our school at a glance

## 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 implement ways to reduce our environmental footprint. An increased awareness of electricity costs and misuse has led to a stronger focus on ensuring appropriate environmental practices. The school has also embedded a SEMP (School Environmental Management Plan) to investigate further strategies for managing our environmental impact. All students undertake a weekly SEMP lesson and the impact has provided many benefits around whole school recycling and reusing programs.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	92,368	353
2011-2012	92,707	4,013
2012-2013	100,456	3,237

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

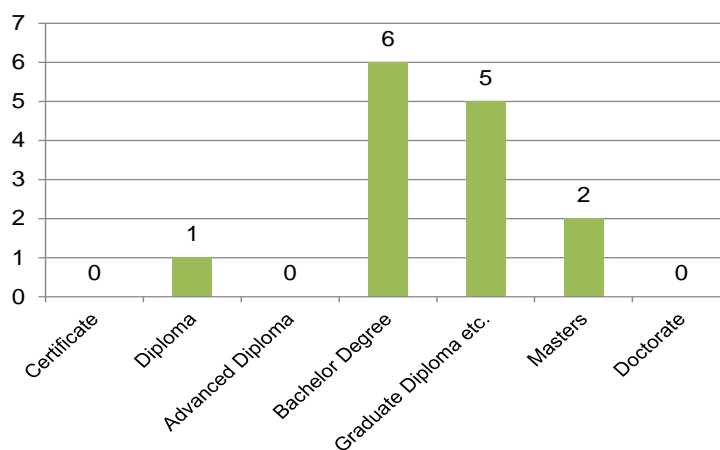
## Our staff profile

### Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	14	11	0
Full-time equivalents	11	7	0

### Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc.	5
Masters	2
Doctorate	0
<b>Total</b>	<b>14</b>



### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$17435.62

The major professional development initiatives are as follows:

Explicit teaching, specifically, building teaching capability in lesson structure and lesson delivery based on the research

# Our staff profile

of Archer and Hughes.

More Support for Students with Disability, specifically, undertaking a whole school reflection and developing an Inclusive Practices Framework.

Indigenous Education, specifically, embedding Aboriginal and Torres Strait Islander perspectives into teaching and learning programs.

Junior Secondary, specifically, the Junior Secondary Roadmap 2013.

Student Learning and Wellbeing Framework, specifically, the development of a school Wellbeing for Learning and Life vision and policy statement. This was a collaborative process with many benefits.

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

Planning for diverse learning needs and differentiation strategies. Significantly, the school was successful in transitioning the Individual Education Plan process to Individual Learning Plan process which is being further pursued in 2014.

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 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 73% of staff was retained by the school for the entire 2013 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.

# Performance of our students

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	90%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

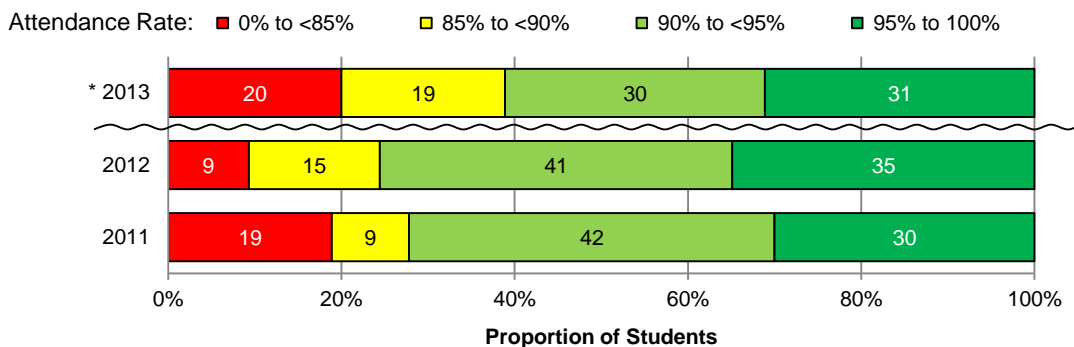
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	92%	93%	93%	94%	89%	91%	90%	90%	86%		
2012	90%	95%	94%	95%	94%	94%	93%	94%	91%	91%		
2013	87%	90%	93%	90%	91%	92%	92%	90%	87%	88%	DW	

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

## 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 who 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 and 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 2013 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.

## 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.

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**GO**

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# Performance of our students

## Achievement – Closing the Gap

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## Performance of our students

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

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	1	0	0
2012	0	0	0
2013	5	0	0

As at 5 May 2014. The above values exclude VISA students.

#### 2011

One (1) student completed a Certificate I in Information Technology via Brisbane School of Distance Education. The units included in this certificate are Operating a Personal Computer, Internet Explorer, Microsoft Word, Excel and PowerPoint and Occupational Health and Safety. Each unit contains Tasks, Pre-testing and Assessments. The student completed online Queensland Government Workplace Safety Sense Certificates - General Component and Office and Business Component.

#### 2012

Nil

#### 2013

Five (5) students of the eight (8) enrolled completed a Certificate I in Business via Brisbane School of Distance Education.

Units included: BSBWHS201A (Contribute to Health and Safety of Others) – completed (including online OHS Certificates); BSBITU101A (Operate a Personal Computer) – completed via RPL (Recognised Prior Learning) process; BSBITU102A (Develop Keyboard Skills) - which was ongoing throughout the entire course; BSBCMM101A (Apply Basic Communication Skills); BSBWOR202A (Organise and Complete Daily Work Activities) and BSBIND201A (Work Effectively in a Business Environment)

Two (2) students of the six (6) enrolled completed a Certificate I in Work Education via Brisbane School of Distance Education.

Units included: GENOHS101C (Work safely); GENENP101C (Apply an enterprising approach in a team project); GENIWR101C (Develop basic knowledge of workplace relations); GENPAS101C (Present a positive image in the workplace); GENPCD101C (Develop career and learning development plan); GENJSI101C (Apply job search and interview skills) and GENSWL101C (Participate in structured workplace learning).

All students completed 40 hours of Work Experience.

Two (2) students of the six (6) enrolled completed a Certificate I in IDMT (Information, Digital Media and Technology) via RPL (Recognised Prior Learning) process with Brisbane School of Distance Education. This was offered to the students as an extra as they were able to complete the Certificate in Work Education by the end of Term 3, plus students who were studying a Certificate I in Business were able to transfer credit for three units from this course.