

Bell State School

Queensland State School Reporting

2014 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 2014. I am very proud of the work undertaken by staff and students at Bell P-10 State School and have pleasure in providing this report to you.

Bell P-10 State School is a rural school situated at the entrance of the Bunya Mountains. Enrolments typically rest at approximately 88 students with a larger Primary cohort in comparison to the Secondary cohort. Our school is a 'school for one'. Our school size and staffing level of a P-10 School enables us to cater for the learning needs, interests and aspirations of every student. This asset ensures that staff know each of our students, parents know each of our staff, the community knows the school thereby a well-informed circle of partnership.

During 2014, Bell P-10 State School continued to build upon the achievements of past years, specifically, preparing for a Quadrennial School Review, a School Discipline Audit and the introduction of Year 7 into Junior Secondary. There were many highlights in our school calendar that were celebrated, namely, the Bunya Bike Ride (in proud partnership with our P&C Association), the inaugural Great Billy Cart Derby (in proud partnership with our Industrial Design and Technology Department) and the Golden Jubilee of the official opening of the Secondary Buildings.

The Premier's Sustainability Awards saw our school nominated for the "Sustainability in Education Award" category. From the seventeen nominated schools, three were chosen as finalists – and Bell P-10 State School was one of these finalists. This award is given to a Queensland sustainable school, kindergarten or pre-school centre for the measurable efforts in energy efficiency, waste minimisation, water conservation and maintenance or improvement of the biodiversity of natural systems within and around its boundaries.

The award also recognises educational programs and activities that embed environmental education for sustainability across the whole school curriculum and promote awareness and capacity building of sustainable living practices in the wider school community.

We are a 5 Star Rating Cleaner Greener School and proud of it.

School progress towards its goals in 2014

The School Opinion Survey affirmed our investment in the most meaningful partnerships, those where school, parents, students and the local community work together to focus on improving student attendance, academic performance and behaviour. Feedback from community recognized the value of

the regular data stories shared in the weekly newsletter and the robust level of contact between staff and parents around improving student performance.

The 2014 Annual Improvement Plan gathered considerable momentum, specifically around the implementation of the Australian Curriculum, the School Wide Positive Behaviour Support Framework (now referred to as Positive Behaviour for Learning Framework) and Purposeful Use of Data by staff to better inform curriculum planning, decision making and direct learning support pathways.

The endorsement of the Bell P-10 State School Charter of Expectations in early 2014, established the platform for the 2014 school priority of every student engaging meaningfully and personally through our precinct model with quarantined learning blocks and dedicated teaching and teacher aide teams. Together with a maximised focus by staff, students and the school's Parent's and Citizen's Association to build a stronger sense of belonging, student voice and pride.

The Key Priorities for 2014 were:

- Explicit Teaching
- Coaching and feedback
- Purposeful Use of Data
- Great Results Guarantee
- School Wide Positive Behaviour Support and
- Student Attendance.

The Key Improvement Drivers were:

- Capability Building
- Collaborative Work
- Consistency of high quality practices and
- Productive Leadership

The Key Frameworks were:

- Parent and Community Engagement
- School Pedagogical Model
- Junior Secondary
- Student Learning and Well-being and
- Australian Professional Standards for Teachers.

A brief outline of the outcomes of each Key Priority will guide you through our journey of learning our way towards improvement in 2014.

Explicit Teaching

Our collaborative culture was embedded through the Bell Precinct Model, that is, Prep-Year 3, Years 4 to 7 and Years 8 to 10. The Year 12 class which was provided through special circumstances and approved by the Department for 2014, connected to all of the precincts. Precincts have Teacher and Teacher Aide Teams, and focus on continual improvement and solve problems in new and innovative ways. It is a collective responsibility model and has impacted on student behaviour and student engagement in an authentic and positive way.

At Bell P-10 State School we embrace the Explicit Instruction Model of I Do, We Do and You Do, which drives the teaching of curriculum content in a sequential approach with guided practice and independent practice by the students. The 2014 GRG Funding enhanced the human resourcing of explicit teaching by way of small group rotations being accomplished in all precincts and in the learning areas of English and Mathematics. Curriculum planning for student needs in these groups was well informed by internal assessment benchmarking, as outlined in a Whole School Assessment and Monitoring Schedule. Subsequently, an outcome of such focused teaching was the increased percentages of students in the 2014 NAPLAN Upper Two Achievement Bands.

The School Data Profile affirms the scaling up in student academic performance. With regards to English, the performance graphs, evidence improvement in the attainment of a C or Higher grading for all year levels except the Secondary Precinct. In Mathematics, however, all year levels achieved upward trending in the number of students achieving a C or Higher academic grading.

Another influencing factor to this trending upward data was the school's review of the teaching of Spelling and Reading across all year levels. A more systemic, whole school approach was researched and adopted, and data indicates that this targeted and structured approach, has reduced within school variance to teaching these learning areas.

The following School Opinion Survey results acknowledge the work and actions sitting behind the 2014 improvement priorities:

Parent satisfaction levels – School Opinion Survey (SOS)

My child enjoys being at this school- 2011- 85.7% 2012- 87.5% 2013- 93.8% 2014- 100%

Staff satisfaction levels – School Opinion Survey (SOS)

There is good team spirit- 2011-57.1% 2012-83.3% 2013- 91.7% 2014-95.7%

Feedback

Feedback to students is particularly evident in bookwork standards, correction and improvement comments from the teacher and the use of assessment rubrics and criteria sheets. However, the feedback model at Bell P-10 State School encompasses feedback to students, parents and care givers, Parent's and Citizen's Association, Regional Stakeholders and feedback to teaching peers.

This model has gained traction throughout 2014 and was evidenced in the SOS, specifically in the parent response to the question: The school asks for input from parents/care givers.

2011- 75 % 2012- 78.3% 2013- 86.7% 2014- 87.5%

Purposeful Use of Data

The introduction of a five week turn around cycle, at the very beginning of 2014, proved to be an effective strategy in better data being gathered and better analysis of data. The Curriculum Planning cycle supports a five week teaching and learning phase and assessment junctures. Incorporated into this cycle is weekly monitoring activities in Spelling, Reading and Numeracy. Consequently, the Student Learning Targets outlined in the 2014 School Improvement Plan were clearly tracked, resulting in more informed identification and investigation of student learning needs.

The most significant gain was achieved in the whole school inclusive practices ethos and framework implementation. The Social Justice Team along with the School Wide Positive Behaviour Support Team worked with staff and community to build a better, collective understanding of supportive provisions for students with disabilities and students with additional needs.

A review of the model of Learning Support resulted in the development of a number of dedicated teaching positions with specific roles and responsibilities. These were- Support Teacher Literacy and Numeracy, Teaching and Learning Coach and Social Justice Coordinator. The capability building of staff, undertaken by the staff in these dedicated positions, impacted with increased data literacy, increased collaboration around Individual Curriculum and Learning Plans for students with identified additional needs and Student Behaviour Support Plans.

Our growth in purposeful use of data is acknowledged in the following data about student engagement.

SWPBS Whole School Evaluation

2010- 52.3% 2011- 62.2% 2012- 90.5% 2013- 98.2% 2014- 98.6%

As well, for your consideration:

School Opinion Survey 2014

2012 student responses- 71 % satisfaction that student behaviour is well managed at our school,

2013 student responses - 81 % satisfaction that student behaviour is well managed at our school

2014 student responses – 80.9 % satisfaction that student behaviour is well managed at our school

Great Results Guarantee

In 2014, the GRG funding of \$16400 enabled a maximized focus on improving the teaching and learning of Spelling. A whole school spelling program, Words Their Way was implemented across all year levels and resourced with targeted small group learning activities. This structured approach enabled direct and sequential teaching of spelling strategies which impacted on the NAPLAN Spelling data.

2011-2013 Student Relative Gain in Spelling data indicated:

% of students with lower gains than State School Peers.

Year 3 to 5- 22% Year 5 to 7- 33% Year 7 to 9- 25%

2012-2014 Student Relative Gain in Spelling data indicated:

% of students with lower gains than State School Peers.

Year 3 to 5- 0% Year 5 to 7- 0% Year 7 to 9- 0%

Rather, the 2012-2014 Student Relative Gain data indicated Similar gains to peers (typically 60% of State Schooling)

Year 3 to 5- 83% Year 5 to 7- 67% Year 7 to 9- 67%

Student Attendance

Together the school and community have worked together to improve our attendance data as we support the ethos that every day counts. Strategies that have proven to be effective include:

- Closer monitoring of roll marking and follow up of student absences. A proposal for a School Attendance Policy was supported by the P&C. The following rationale was developed in readiness for policy development and implementation:
As a school we strongly believe that consistent, full time attendance and punctuality on each school day are important characteristics of successful students. Being on time and prepared to learn gives everyone their best chance of success in the classroom and for their academic futures.
- Staff are committed to identifying early warning signs of irregular attendance by our students. Some early warning signs include;
 - Arriving late for school and or classes
 - Leaving school early on a regular basis
 - Many days absent (either unexplained absences or through illness or family reasons)
 - Learning Difficulties
 - Being a victim of bullying or harassment
 - Difficulties moving from one school to another
 - Health issues experienced by the student and or a family member

At Bell P-10 State School we recognise outstanding attendance by celebrating with students and the community at the end of each term as well Attendance Data stories are shared regularly in the weekly newsletter and Positive Attendance Postcards are sent throughout the term to parents acknowledging their support.

- Principal Certificates
- Special Principals assembly and afternoon tea.

Future outlook

The following is an account of the recommendations from the Quadrennial School Review undertaken in 2014. These recommendations capture the improvement actions that are embedded in the 2015 School Improvement Plan as well as the 2015-2018 School Strategic Plan.

The Improvement Priorities are: Capability Building, Well-being, Feedback.

Feedback:

Individual Performance Development Plans for each staff member to further support peer learning, mentoring and coaching. As well, these plans will ensure regular classroom visits and feedback for staff and students.

Goal setting and data walls to be more visible and monitored, specifically, student progress data for Reading, Spelling and Numeracy (problem Solving and Mental Mathematics accuracy).

Bookwork Policy to be reviewed with focus on teacher feedback.

School reporting procedures to be reviewed with the view of higher expectation of attendance and engagement in Parent-Teacher Meetings.

Well-being

The development and implementation of a formalized Pastoral Care Plan for Junior and Senior Secondary students. The goal is for a defined whole school curriculum for social and personal development outcomes that lead to knowledgeable, confident, successful and resilient students.

Bell P-10 State School has high expectations for learning and behaviour and this is celebrated within our community. The publication of a term PACE (Parent and Community Engagement) Calendar will further support the school and community's efforts to build stronger partnerships to the benefit of our students.

Goal setting, monitoring and evaluating these goals on a term by term basis is a positive and purposeful pathway intended for building firmer foundations around growing student responsibility for learning and behaviour.

Capability Building

Building more robust cross curriculum connections is a pathway to be pursued through the whole scale review of the School Curriculum Plan. Support for this would be realized through a innovated whole school professional development plan and endorsed in the individual Performance Development Plan conversations with each staff member.

Collaboration and consultation with community and other relevant stakeholders with the goal of achieving a solid foundation throughout 2015 to:

- introduce an EKindy Program to Bell and district families for 2016
- accommodate the need for a winter after school sporting program, such as tennis or netball. To compliment the summer program of the Swim Club.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	91	38	53	90%
2013	89	37	52	90%
2014	89	40	49	91%

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

Characteristics of the student body:

All classes in the Primary precinct are multi-age, specifically, the Prep/Year 1/Year 2/ Year3 is the Early Years Precinct. Years 4,5,6 and 7 (the last time year 7 being in the primary years) is the Middle Phase Precinct and Year 8,9 and 10 being the Secondary Precinct with the ungraded class, Year 12 student (a special considerations process in place for 2014)

The majority of students come from a rural background or live in the township of Bell or surrounding district. A sizeable cohort of students travel to school by bus. Of note, is the cohort of students who travel into town early in the morning for their older siblings to catch the daily bus to Dalby for Senior Secondary schooling.

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		
	2012	2013	2014
Prep – Year 3	13	14	14
Year 4 – Year 7 Primary	14	16	18
Year 8 Secondary – Year 10	5	7	6
Year 11 – Year 12			2

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	1	9
Long Suspensions - 6 to 20 days	2	0	1
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] 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

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

Our distinctive curriculum offerings:

An inclusive learning support program delivered through programs: MiniLit, SEMP, Civics Program, Learning Hubs.

School Wide Positive Behaviour Support lessons, now referred to as Positive Behaviour for Learning, scheduled on a weekly timetable and supported through community events such as National Day Against Violence and Bullying; Daniel Morcombe Day, Walk Safely to School Day, Allergy Awareness Week, Jump Rope for Heart, RUOK Day, Autism Day, Epilepsy Day, Adopt-A-Cop Program.

Career Pathways Program- Work Experience Week, Industry Visits, on line lessons through Brisbane school of Distance Education, Defence Force visits.

SEMP-School Environmental Management Plan is promoted through weekly lessons for all class, projects include a vegetable and herb garden which supplies produce to Home Economics, community members; a waste reduction program which was highlighted in the Cleaner Greener School Program in which we were awarded a 5 Star rating.

Positive partnerships – Bunya Community Centre, local businesses, nearby Primary and Secondary state schools particularly for interschool athletics and sporting carnivals/competitions, cultural events and awareness raising activities such as Walk to School Day, Jump Rope for Heart, Under 8's Day.

Swimming lessons for all students Prep – 10, as well as supporting a very active after school Swim Club.

Transition Programs for: students with additional needs who are entering into our school community or moving into the next precinct, students entering into Prep.

International Competitions and Assessments for Schools offered

Weekly Playgroup on the school site with a number of combined activities with the Early Years Precinct such as Book Week, Grandparents Day, Under 8's Day, Sports Carnivals, Book Fair, Pirates Day

2014 also saw the rejuvenation of the school camp/excursion policy with the support of the Bell State School Parents and Citizens Association.

Extra curricula activities

Instrumental Music Program with a visiting specialist Music Teacher

Bunya Trail Bike Ride

GRIP Leadership program for both Primary and Secondary Students.

Book Week and Book Fair

Interschool Sport Competition days

Community Event Participation including Bell Show, Anzac Day and Remembrance Day Services, Community Christmas Party

Triennial Canberra and Ski Trip

Student Council

Eisteddfod

Belle and Beau Ball

The Great Billy Cart Derby

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 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.

The dimensions that contribute to our positive school climate encompass: safety, teaching and learning, interpersonal relationships and our school environment.

Safety

Our journey of building a safe and supportive school climate: Be Safe Be Respectful Be an Active Learner are the School Expectations and are also incorporated into the Community Charter of Expectations.

A SWPBS team was created in 2010 to include interested parents, teachers, teacher aides and the Principal. School expectations, rewards and consequences were established and implemented after considerable consultation with staff, students and parents.

In June 2013, the SWPBS Team met with the specific purpose to review these expectations and behaviour matrices. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012 to 2013 was undertaken as part of the review and informed the consultation process.

Throughout 2014, relevant school data was reviewed, specifically related to student attendance, intensive student behaviour support interventions and plans, Crisis Management Plans and developing staff capability to respond to the identified needs stemming from the review process.

In 2015, the school Parents and Citizens Association will provide further support through the collaborative development of school policies around Student Attendance, School Uniform and Complaints and Grievances.

The Bell P-10 State School three expectation slogan encapsulates our values and beliefs about learning and responsible behaviour. Visuals of the Three Expectations are on dedicated Behaviour Walls in classrooms, other learning areas and staff work areas, and prominently promoted in large murals throughout the school site.

Intervention and support will be required by a small number of students who are not cooperating with teachers and fellow students and are causing problems for themselves or others. The level of behaviour support depends on the nature and frequency of the problem. Examples include –

- Referral to support specialists – a visiting Guidance Officer, one day each fortnight, and make use of local programs and agencies such as PCYC Team Up Program and the YLead and GRIP program.
- Individual plans - This can be an Individual Behaviour Support Plan or an adjusted timetable tailored to improve behaviour and learning outcomes.
- Whole school approach to bullying – We recognise that bullying, including cyber bullying, is not acceptable and offer a structured approach to its reporting and follow up.
- Use of our behaviour management data base – Regular entries in this data base is essential in order to track patterns of behaviour and progress.
- Contact with parents / caregivers – We aim to keep parents well informed, to share successful strategies and to work together for improvement.
- Use of buddy classroom– A planned ‘time-out’ can provide a positive outcome for students who need behaviour support and break some patterns of unacceptable behaviour.

Students are given every opportunity and encouragement to have a positive and productive education at Bell P-10 State School. We are proud of the great majority of our students who enjoy these opportunities and achieve great outcomes, both for themselves as individuals and for our school community.

We provide whole-school support through -

- Clear expectations for student behaviour with levels and consequences as set out in the Positive Behaviour for Learning Matrix.
- Behaviour Walls in every learning area displaying data stories of student behaviour which meet the three school wide expectations.
- Camps and special activities which offer students an opportunity to learn new skills outside of their classroom setting.
- Positive rewards for behaviour and participation which range from individual classroom teacher rewards through to recognition at our annual Awards Event.
- Active student involvement through an active student council, student leadership opportunities, school celebrations which encourage participation and foster success and seek student opinions through surveys.
- Staff skilling through professional development in the areas of Explicit Teaching and behaviour management that is ongoing and formalised through the Whole School Professional Development Plan and Funding Plans.
- Induction of new staff and families each year is evidenced in the school PBL Action Plan and The School Annual Improvement Plan.

Throughout 2014 staff worked collaboratively with the Behaviour Support Teacher, Guidance Officer and SWPBS Team to develop a number of Behaviour Support Plans and Crisis Management Plans to

support students with identified additional needs. The achievements of this proactive and shared responsibility model of team work produced outstanding results in reducing incidents.

The following data confirms the consistent commitment from staff, students and parents/caregivers in providing a safe and supportive teaching and learning environment at our school.

Number of behaviour incidents recorded in One School;

2012 – 113 2013 - 60 2014 - 43

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	92%	90%	81%
this is a good school (S2035)	100%	94%	81%
their child likes being at this school* (S2001)	88%	94%	100%
their child feels safe at this school* (S2002)	96%	97%	94%
their child's learning needs are being met at this school* (S2003)	92%	94%	88%
their child is making good progress at this school* (S2004)	92%	94%	81%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	90%	88%
teachers at this school motivate their child to learn* (S2007)	92%	90%	94%
teachers at this school treat students fairly* (S2008)	83%	88%	94%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%	94%
this school works with them to support their child's learning* (S2010)	96%	94%	88%
this school takes parents' opinions seriously* (S2011)	96%	97%	81%
student behaviour is well managed at this school* (S2012)	79%	91%	81%
this school looks for ways to improve* (S2013)	83%	100%	94%
this school is well maintained* (S2014)	96%	100%	88%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	86%	91%	93%
they like being at their school* (S2036)	58%	86%	91%
they feel safe at their school* (S2037)	89%	88%	94%
their teachers motivate them to learn* (S2038)	93%	93%	98%
their teachers expect them to do their best* (S2039)	98%	95%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their teachers provide them with useful feedback about their school work* (S2040)	73%	95%	94%
teachers treat students fairly at their school* (S2041)	64%	82%	85%
they can talk to their teachers about their concerns* (S2042)	67%	80%	81%
their school takes students' opinions seriously* (S2043)	70%	77%	85%
student behaviour is well managed at their school* (S2044)	71%	81%	81%
their school looks for ways to improve* (S2045)	80%	93%	100%
their school is well maintained* (S2046)	82%	95%	93%
their school gives them opportunities to do interesting things* (S2047)	70%	84%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		96%	96%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		92%	100%
student behaviour is well managed at their school (S2074)		96%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		96%	100%
their school looks for ways to improve (S2077)		96%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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.

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 the daily life of our school through:

Active involvement in the school P&C Association especially around the school and community partnership events of the Bunya Bike Ride, Christmas Party and the various catering and support opportunities at Sports Carnivals and Cultural Celebrations.

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 Social Justice Committee.

Parents are invited to participate in special classroom 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

Bell P-10 State School continues their 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. Our school was awarded a 5 Star Rating in the Cleaner Greener School Program in 2014.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	92,707	4,013
2012-2013	100,456	3,237
2013-2014	86,546	5,118

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	13	10	0

Full-time equivalents

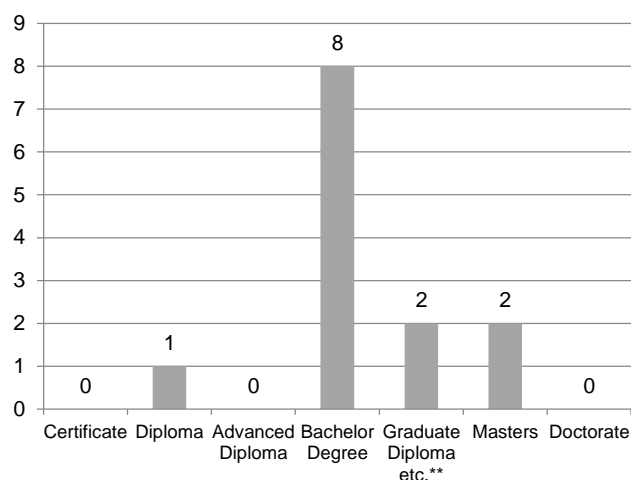
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Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.**	2
Masters	2
Doctorate	0
Total	13



*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 \$21479.78

The major professional development initiatives are as follows:

Explicit teaching, specifically, building teaching capability in lesson structure and lesson delivery based on the research of Archer and Hughes and endorsed in the Bell P-10 Pedagogical Framework.

More Support for Students with Disability, specifically, undertaking a whole school reflection and developing an Inclusive Practices Framework which generated a more informed school process for data analysis. The outcome was the Bell P-10 SS Assessment, Differentiation, Tracking and Reporting Plan. In plain terms, this document facilitates the data gathering and analysis junctures which teachers adhere to when making teaching and learning decisions. It proved to be a successful plan as the building of student profiles has been an outstanding achievement of 2014.

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

Junior Secondary, specifically, the Junior Secondary Roadmap 2014- Flying Start in 2015 when Year 7 will be part of Junior Secondary. The Junior Secondary Peer Review acknowledged the preparation and strategic thinking behind the actions. The school received 4 green ratings indicating the school readiness was at an advanced level, and 2 blue ratings indicating an intermediate phase.

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. The school vision emerged- **We are Safe. We show respect. We will achieve.**

National Curriculum and the adaption of the 'Curriculum into the Classroom' (C2C) materials to cater for differentiated curriculum planning, thereby accountability to provide for the learning needs of all students.

The Developing Performance Framework was implemented for all staff.

All mandatory induction training was undertaken.

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

Average staff attendance

2012

2013

2014

Staff attendance for permanent and temporary staff and school leaders.

97%

96%

96%

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/>.

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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	91%

The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

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

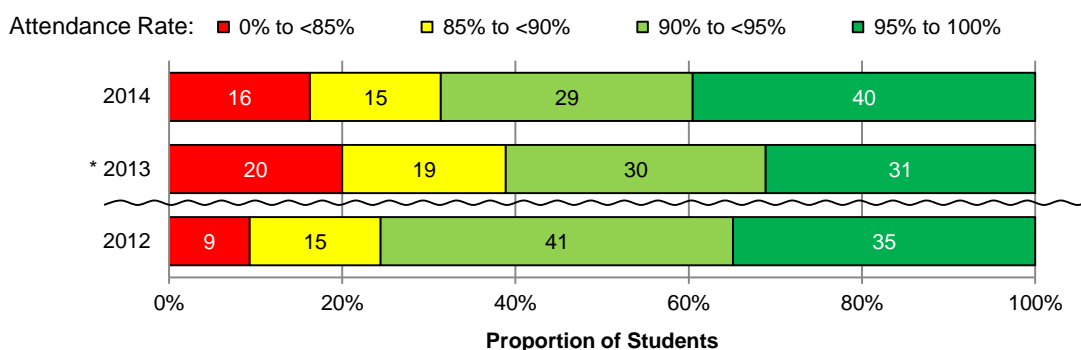
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
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2012	90%	95%	94%	95%	94%	94%	93%	94%	91%	91%	
2013	87%	90%	93%	90%	91%	92%	92%	90%	87%	88%	DW
2014	96%	75%	94%	92%	95%	93%	88%	93%	91%	90%	DW

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 after 2012 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 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.

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 2014 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**.

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 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 compromised.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.