

# Bell State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Welcome to Bell P-10 State School. We are a rural school with rich community connections located at the entrance to the Bunya Mountains. Small classes enables our teaching and support staff to work together to cater for the learning needs, interests and aspirations of every student. Our school motto is in action every day for every student- In Knowledge We Grow.

Queensland State Schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school and our successes in 2015. Of course our school is much more than this. We are a safe place that has strong community connections and as we are a Positive Behaviour for Learning (PBL) school, we have high expectations.

During 2015, Bell P-10 State School continued to build upon the achievements of past years. We enabled the smooth transition of the Year 7 students into Junior Secondary offering a broad curriculum with many experiences. There were many highlights in our school calendar with the introduction of the Sporting Schools program and the successful Bell Bunya Trail Bike Ride (in proud partnership with our P&C Association) who support our students on many different levels.

We have established an innovative student centered precinct model with a strong focus on wellbeing, high expectations and personalized learning. The precincts are, Early Years (Prep to Year 3), Middle Years (Year 4 to 6), Junior Secondary (Year 7 to 9) and Senior (Year 10). Our school has embraced digital learning and all students from Year 8 onwards are given the opportunity to partake in our 1 to 1 laptop take home program.

Bell is an attractive school with a mixture of high and low set buildings with landscaped grounds, tennis courts, outdoor fitness circuit, swimming pool and dedicated play areas with play equipment for various age groups.

### School progress towards its goals in 2015

2015 Priority	2015 Goal	Progress
<b>Positive Behaviour For Learning</b>	A proactive PBL team incorporated into improvement plans	Implemented and ongoing priority
<b>Writing</b>	Purposeful use of data in short term cycles. Evidence of assessment checklists , ie. exemplars. Evidence of collegial conversations around review processes. Evidence of meaningful and timely feedback to students.	Implemented and ongoing priority
<b>Reading</b>	An evidenced mentoring and coaching feedback model.	Implemented Semester 2 2015.

	Planning documentation present on OneSchool that reflects and embeds school priority of purposeful use of data.	Introduced and refined in 2016
<b>Numeracy</b>	Continued implementation of national curriculum incorporating feedback from the review of our use of C2C units and use of student data in cohort planning  Build consistency in curriculum planning and delivery through the development and use of a standard planning template.	Implemented and ongoing priority in 2016  Implemented 2016
<b>Retention</b>	Whole School Professional Learning Plan will include agreed personal learning values.  Student Learning Framework will include agreed personal learning values aligned to school vision.  A Student Pastoral Care Program be enacted with a review cycle initiated by staff and student surveys.	Implemented  Ongoing  Ongoing
<b>Attainment</b>	Planning documentation present on OneSchool reflecting and embedding school priorities of differentiation, assessment and reporting, making judgements and goal setting.	Implemented and Ongoing priority
<b>Transition</b>	Collaboratively develop and endorse Bell State School Charter of Expectations.	Implemented
<b>Attendance</b>	Student and staff surveys enacted to review pastoral care culture.	Implemented

### Future outlook

#### Positive Behaviour For Learning

Develop a sequence of behaviour lessons across the whole school to ensure consistency of expectations taught across all year levels by the end of Semester 1.

Whole school professional development plan developed linking relevant professional development to staff by Term 1.

#### Writing

Form a Professional Learning Community to develop a Grammar and Punctuation Overview to ensure Grammar and Punctuation is explicitly taught and incorporated into students writing by the end of Term 1.

Aligning whole class planning with targeted strategies based on formative assessments.

Engage in Professional Development and curriculum activities to improve achievement.

#### Reading

Review and Revise Bell P-10 State School Reading Program.

Coaching and Feedback model to be embedded and endorsed by the Local Consultative Committee by the end of Term 1

Deploy staff in ways that best addresses these intervention programs.

#### Numeracy

Continue with the implementation of the national curriculum.

Data presented at staff meetings with discussions around teaching practice and individual planning meetings.

Engage in Professional Development centred around Explicit Instruction and incorporating problem solving strategies.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 10

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	89	37	52	9	90%
2014	89	40	49	10	91%
2015	77	30	47	6	82%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

All classes in the Primary are multi-age classrooms. Prep to Year 3 is the Early Years precinct, Year 4 to 6 the Middle Phase Precinct, Years 7 to 9 the Junior Secondary Precinct and Year 10 the Senior Precinct.

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		
	2013	2014	2015
Prep – Year 3	14	14	10
Year 4 – Year 7 Primary	16	18	12
Year 7 Secondary – Year 10	7	6	5
Year 11 – Year 12		2	

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	9	4
Long Suspensions - 6 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

- Students are exposed and supported to the level appropriate to their needs and abilities.
- Classes are flexible and change to circumstances.
- Positive Behaviour for Learning lessons are 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.
- All students learning is linked directly to the Australian Curriculum.

### Extra curricula activities

Instrumental Music Program with a visiting specialist Music Teacher  
 Bell Bunya Trail Bike Ride  
 Y Lead program for 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  
 Excursions and Incursions  
 Student Council  
 Eisteddfod  
 Belle and Beau Ball

### How Information and Communication Technologies are used to improve 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 Positive Behaviour for Learning 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.

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

<b>Performance measure</b>			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	90%	81%	92%
this is a good school (S2035)	94%	81%	92%
their child likes being at this school (S2001)	94%	100%	92%
their child feels safe at this school (S2002)	97%	94%	92%
their child's learning needs are being met at this school (S2003)	94%	88%	92%
their child is making good progress at this school (S2004)	94%	81%	92%
teachers at this school expect their child to do his or her best (S2005)	100%	88%	92%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	88%	92%
teachers at this school motivate their child to learn (S2007)	90%	94%	92%
teachers at this school treat students fairly (S2008)	88%	94%	83%
they can talk to their child's teachers about their concerns (S2009)	97%	94%	92%
this school works with them to support their child's learning (S2010)	94%	88%	92%
this school takes parents' opinions seriously (S2011)	97%	81%	92%
student behaviour is well managed at this school (S2012)	91%	81%	92%
this school looks for ways to improve (S2013)	100%	94%	92%
this school is well maintained (S2014)	100%	88%	100%

<b>Performance measure</b>			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	93%	92%
they like being at their school (S2036)	86%	91%	95%
they feel safe at their school (S2037)	88%	94%	97%
their teachers motivate them to learn (S2038)	93%	98%	97%
their teachers expect them to do their best (S2039)	95%	100%	97%
their teachers provide them with useful feedback about their school work (S2040)	95%	94%	86%
teachers treat students fairly at their school (S2041)	82%	85%	81%
they can talk to their teachers about their concerns (S2042)	80%	81%	81%
their school takes students' opinions seriously (S2043)	77%	85%	81%
student behaviour is well managed at their school (S2044)	81%	81%	97%
their school looks for ways to improve (S2045)	93%	100%	94%
their school is well maintained (S2046)	95%	93%	92%
their school gives them opportunities to do interesting things (S2047)	84%	96%	92%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	96%	96%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	92%	100%	100%
student behaviour is well managed at their school (S2074)	96%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	96%	100%	100%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

<sup>#</sup> 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

At Bell P-10 State School we believe that parents, caregivers 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. Children benefit from parents positively relating to the school, especially the daily school life.

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 Bell 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 PBL team.

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
2012-2013	100,456	3,237
2013-2014	86,546	5,118
2014-2015	99,469	5,336

\*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.

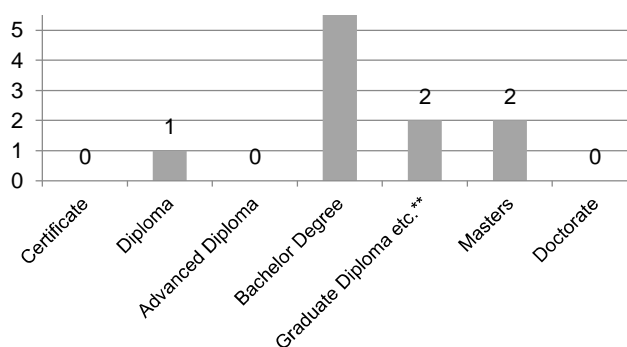
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	14	11	0
Full-time equivalents	11	8	0

### Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	9
Graduate Diploma etc.**	2
Masters	2
Doctorate	0
<b>Total</b>	<b>14</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$15,000

The major professional development initiatives are as follows:

Explicit Instruction

Positive Behaviour for Learning

Coaching and Feedback

Data use in the classroom

Using OneSchool

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 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

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Sector:

☒ Government

☒ Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	82%	84%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	87%	90%	93%	90%	91%	92%	92%	90%	87%	88%	DW	
2014	91%	96%	75%	94%	92%	95%	93%	88%	93%	91%	90%	DW	

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

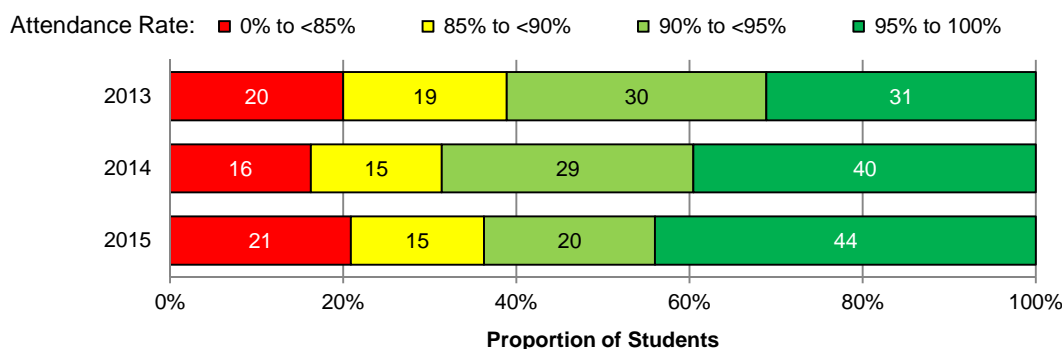
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	93%	93%	90%	93%	90%	94%	86%	81%	81%	90%		

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

**Student attendance distribution**

The proportions of students by attendance range.

**Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Bell parents are reminded regularly in our newsletter about the link between attendance and student outcomes. 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 2015 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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☒ Government
   
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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.			
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement		1	
Number of students awarded a Queensland Certificate of Individual Achievement.		1	
Number of students receiving an Overall Position (OP)		0	
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).		0	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).		0	
Number of students awarded an Australian Qualification Framework Certificate II or above.		0	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		0	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Number of students awarded an International Baccalaureate Diploma (IBD).		0	

**Outcomes for our Year 12 cohorts**

2013 2014 2015

Percentage of OP/IBD eligible students with OP 1-15 or an IBD.

Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.

0%

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 16 February 2016. The above values exclude VISA students.

**Overall Position Bands (OP)**

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013					
2014	0	0	0	0	0
2015					

As at 16 February 2016. The above values exclude VISA students.

**Vocational Educational Training qualification (VET)**

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013			
2014	0	0	0
2015			

As at 16 February 2016. The above values exclude VISA students.

**Post-school destination information**

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.

**Early school leavers information**