



Bell State School

# ANNUAL REPORT 2016

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

Postal address:	90 Dennis Street Bell 4408
Phone:	(07) 4679 2333
Fax:	(07) 4663 1249
Email:	principal@bellss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Jason Edmondstone

## School Overview

Welcome to Bell P-10 State School. Whether you are a current or past family or a family interested in our school, I am pleased to share a part of our school with you.

Bell State School has a wonderful history with the celebration of turning one hundred years old in 2007. We are a rural school with rich community connections. Small classes enables our teaching and support staff to work together in a teamwork approach around pursuing individual learning goals for students and improving student achievement.

We have a 7 period day that involves the core subjects of Mathematics, English, Science, Health and Physical Education, History, Geography, Languages as well as Digital Technologies, Economics and Business, Home Economics, Wood Technology, Metal Technology, Graphics, and Visual Arts. The Junior Secondary and Senior students provide to the primary students, many learning opportunities through peer mentoring programs.

The primary students engage in weekly specialist lessons for Health and Physical Education, Music, Health, Languages and Art. Upper primary classes engage in Home Economics and Wood Technology classes in the Junior Secondary area of the school. Being a P-10 school offers a direct pathway for our upper primary students to move seamlessly into Junior Secondary.

Many opportunities are available to help students develop their interests and abilities, for example, our school achieved a 5 Star rating in the Cleaner Greener Schools through our School Environmental Management Plan, Cross Country carnivals are hosted by our school, an enjoyable, informative Playgroup is well supported and an active Parents and Citizens Association reflects the strong partnership of rural school experiences. All teachers and support staff have high expectations for achievement and behaviour as we work together to learn our way to improvement.

Our school is a Positive Behaviour for Learning (PBL) school, that means, we work together to identify, adopt and apply evidence based practices for building and supporting academic and social success for all students. Weekly PBL lessons are formally timetabled to ensure all students have learning experiences to grow their social and emotional skills needed to succeed in school and beyond.

Our school expectations are:

Be Safe.

Be Respectful.

Be an Active Learner.

## Principal's Foreword

### Introduction

Welcome to Bell P-10 State School. We are a rural school 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 2016. 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.

Bell P-10 State School 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 that encourages the community to utilise our facilities.

We have continued to innovate the student centred precinct model with a strong focus on wellbeing, high expectations and personalised 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).

During 2016, Bell P-10 State School continued to build upon the achievements of past years. The successful Bell Bunya Trail Bike Ride (in partnership with our P&C Association) continues to grow each year and enables the P&C to support our students on so many different levels.

## School Progress towards its goals in 2016

2016 Priority	Positive Behaviour For Learning
<b>Goal</b>	<ul style="list-style-type: none"> <li>Proactive PBL Team</li> <li>Staff capability building captured in Performance Development Plans and Whole School Professional Development Plan</li> </ul>
<b>Progress</b>	<p>Implemented and Ongoing</p> <ul style="list-style-type: none"> <li>PBL SET Audit result of 100% effectiveness in delivering whole school approach to behaviour management for the first time. This means our expectations and processes are embedded and as a result has seen a reduction in behaviour incidents.</li> <li>Consistent sequence on behaviour lessons developed and embedded.</li> </ul>

2016 Priority	Writing
<b>Goal</b>	<ul style="list-style-type: none"> <li>The upskilling of classroom teachers and teacher aides in the use of formative assessments with the goal of achieving whole school awareness and investment in feedback both as a powerful measurement tool and powerful instructional tool.</li> <li>Whole School Professional Learning Plan target staff development of data literacy skills to enhance whole school data gathering and analysis capacity.</li> <li>Using a variety of professional learning community forums to share, problem solve and celebrate student progress stories to a standard that it becomes the Bell way of reflective practice.</li> <li>Develop and publish a Writing Genre toolkit for teachers, students and parent/caregivers</li> </ul>
<b>Progress</b>	<p>Implemented and Ongoing</p> <ul style="list-style-type: none"> <li>Professional Development to build teachers capability in the teaching of writing</li> <li>100% of all teaching staff have had access to this PD in writing.</li> <li>Writing resources developed and linked to curriculum</li> </ul>

2016 Priority	Reading
<b>Goal</b>	<ul style="list-style-type: none"> <li>Every student reading every day in a meaningful and purposeful manner for all stakeholders-students, classroom teacher, support staff and parents. Evidenced in planning documentation, student goals, intervention plans.</li> <li>Teaching and Learning leadership will be evidenced in the provision of three positions; Teaching and Learning Coach, Teaching and Learning Support Coach, Social Justice Team Leader.</li> <li>Focused daily structures which engage parents, Teacher Aide's and volunteers through the MiniLit and Multilit Intervention programs. Capacity building in teachers and teacher aides being key component.</li> <li>Parent and Community Engagement Annual Plan developed and funded with focus on Improving Reading.</li> </ul>
<b>Progress</b>	<p>Implemented and Ongoing</p> <ul style="list-style-type: none"> <li>Revised reading program with improved student performance demonstrated.</li> <li>Coaching and Feedback model implemented.</li> </ul>

2016 Priority	Numeracy
<b>Goal</b>	<ul style="list-style-type: none"> <li>Purposeful use of data.</li> <li>Individual Learning Plans for Core Learning Areas to be consultative and a priority.</li> <li>Introduce a revised strategy for precinct collegial conversations. Strategy is designed to improve the level of staff engagement in the improvement agenda.</li> </ul>
<b>Progress</b>	<p>Implemented and Ongoing</p> <ul style="list-style-type: none"> <li>Data literacy enhanced of all teaching staff through professional development with all teachers using data to inform practice.</li> </ul>

2016 Priority	Retention
<b>Goal</b>	<ul style="list-style-type: none"> <li>Refine and improve precinct model- structure, protocols and practices with unrelenting focus on student engagement.</li> <li>Initiate and drive activities with students to build the three dimensions of social engagement, school engagement and intellectual engagement.</li> </ul>
<b>Progress</b>	<p>Implemented and Ongoing</p> <ul style="list-style-type: none"> <li>Deployed staff in ways to meet the needs of all students.</li> <li>Connected with Cluster Schools to build social and school engagement with our students.</li> </ul>

2016 Priority	Attainment
<b>Goal</b>	<ul style="list-style-type: none"> <li>Assessment Schedules to be a feature of home-school communication. Exemplars and criteria sheets to be an embedded feature of teaching and learning in all year levels.</li> <li>Develop and publish a NAPLAN preparation program</li> </ul>
<b>Progress</b>	<p>Implemented and Ongoing</p> <ul style="list-style-type: none"> <li>Assessment Schedules published in newsletter on a regular basis.</li> </ul>

2016 Priority	Transition
<b>Goal</b>	<ul style="list-style-type: none"> <li>Within existing resources, foster a high performing professional learning community to establish shared beliefs and understanding of The Flying Start agenda and evolve a Junior Secondary philosophy.</li> <li>Cultivate a leadership team and grow an understanding of and develop the capacity to design and implement a whole school pastoral care program.</li> <li>Establish quality teaching model-structures, protocols and practices to develop the knowledge base around junior secondary learners and senior secondary learners.</li> </ul>
<b>Progress</b>	<p>Implemented and Ongoing</p>

2016 Priority	Attendance
<b>Goal</b>	<ul style="list-style-type: none"> <li>Endorse and actively engage the school, parents and community with the Bell SS Charter of Expectations through a model of shared responsibility.</li> <li>Create and develop a Student Charter of Expectations for Bell SS. Review Student Leadership program.</li> <li>Parent-Teacher Interview reform. Reform the process to improve value, authenticity and parent/caregiver engagement.</li> </ul>
<b>Progress</b>	<p>Implemented and Ongoing</p> <ul style="list-style-type: none"> <li>Increased attendance rate by 3% to 93% for the year</li> <li>Report Cards handed to parents during Parent-Teacher Interviews twice per year across all year levels.</li> <li>100% parent satisfaction across all areas in School Opinion Survey</li> </ul>

2016 Priority	Sustainability of a P-10 school in a rural area
<b>Goal</b>	<ul style="list-style-type: none"> <li>Engage with Parents and Citizens Association to facilitate the development of a three year Business Plan. Engage with community to establish a viable pre-prep program-kindergarten</li> <li>Proactive Workplace Health and Safety Committee. Whole School Professional Development Plan incorporate relevant professional development around Finance and One School training.</li> </ul>
<b>Progress</b>	<p>Implemented and Ongoing</p>

	<ul style="list-style-type: none"> <li>➤ E-kindy POD for 2016 with 4 students enrolled.</li> <li>➤ WHS committee meet on a regular basis</li> <li>➤ Highest rating achieved for Finance Audit</li> </ul>
--	--

## Future Outlook

### Key Improvement Area's for 2017

<b>PBL</b>	<ul style="list-style-type: none"> <li>• Proactive PBL team to be incorporated into school improvement plans.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• NAPLAN data to inform whole school writing focus.</li> <li>• Teaching and Learning cycle implemented and linked to C2C curriculum units.</li> <li>• Accountable planning documentation developed and incorporated into collaborative planning sessions.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Reading comprehension strategies linked to C2C English Curriculum.</li> <li>• All staff have access to NAPLAN and PAT data at all times</li> <li>• Build capacity in staff to identify and respond to student needs through the allocation of staff and resources is a shared leadership responsibility.</li> <li>• Coaching and Feedback model embedded</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Staff to work with STLaN on a regular basis to embed data into classroom planning and assist with curriculum organisation.</li> <li>• Collaborative planning meetings focussing on Dashboard, Learning Sequence, Differentiation and Data.</li> <li>• Data presented at staff meetings with discussions around teaching practice</li> </ul>

# Our School at a Glance

## School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** No  
**Year levels offered in 2016:** Prep Year - Year 10  
**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	89	40	49	10	91%
<b>2015*</b>	77	30	47	6	82%
<b>2016</b>	77	27	50	5	96%

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 2016, 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

### Overview

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, Year 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.

Student numbers remained steady throughout the year and our students are receptive of new students and adjust when friends leave, in particular, when transitioning to Secondary school in a nearby regional centre. Historically, the data indicates that classes have a higher percentage of boys.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	14	17	17
Year 4 – Year 7	18	15	14
Year 8 – Year 10	6	5	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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The aim at Bell P-10 State School is to provide a curriculum which develops the capacity of our students to achieve their potential. We provided the full range of Key Learning Area's from Prep to Year 10 with the majority of subjects aligned to the Australian Curriculum.

Our Primary classes are taught in a multi age setting with students receiving a balanced program delivered by their classroom teacher in conjunction with specialist teachers in certain areas such as Music, HPE, and History/Geography. Students in Years 7 to 10 have access to specialist classes including Mathematics, English, HPE, Technologies, Science, LOTE and the Arts. Our approach to curriculum delivery include that:

- 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, Industry Visits, on line lessons through Brisbane School of Distance Education, Defence Force visits.

### Co-curricular Activities

- Instrumental Music Program
- After Schools Sports through Sporting Schools
- Bell Bunya Trail Bike Ride
- Book Week and Book Fair
- NAIDOC Week Celebrations
- Secondary Canberra Ski Trip
- Excursion and Incursions
- Primary Eisteddfod
- Belle and Beau Ball
- Interschool Sports Days
- Community events such as Bell Show, ANZAC Day, Remembrance Day, Community Christmas Party
- PBL Whole school celebrations at the end of each semester

### 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 teaching and learning. 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 the learning opportunities for students.

## Social Climate

### Overview

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

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	81%	92%	100%
this is a good school (S2035)	81%	92%	100%
their child likes being at this school* (S2001)	100%	92%	100%
their child feels safe at this school* (S2002)	94%	92%	100%
their child's learning needs are being met at this school* (S2003)	88%	92%	100%
their child is making good progress at this school* (S2004)	81%	92%	100%
teachers at this school expect their child to do his or her best* (S2005)	88%	92%	100%



Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	92%	100%
teachers at this school motivate their child to learn* (S2007)	94%	92%	100%
teachers at this school treat students fairly* (S2008)	94%	83%	100%
they can talk to their child's teachers about their concerns* (S2009)	94%	92%	100%
this school works with them to support their child's learning* (S2010)	88%	92%	100%
this school takes parents' opinions seriously* (S2011)	81%	92%	100%
student behaviour is well managed at this school* (S2012)	81%	92%	100%
this school looks for ways to improve* (S2013)	94%	92%	100%
this school is well maintained* (S2014)	88%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	92%	94%
they like being at their school* (S2036)	91%	95%	86%
they feel safe at their school* (S2037)	94%	97%	97%
their teachers motivate them to learn* (S2038)	98%	97%	97%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	86%	97%
teachers treat students fairly at their school* (S2041)	85%	81%	97%
they can talk to their teachers about their concerns* (S2042)	81%	81%	83%
their school takes students' opinions seriously* (S2043)	85%	81%	91%
student behaviour is well managed at their school* (S2044)	81%	97%	94%
their school looks for ways to improve* (S2045)	100%	94%	94%
their school is well maintained* (S2046)	93%	92%	97%
their school gives them opportunities to do interesting things* (S2047)	96%	92%	91%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
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%	100%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	96%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	92%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

At Bell P-10 State School we believe parents, caregivers and members of the wider community have a strong effect on their children's achievement. Parents and caregivers are encouraged to be actively involved with their children's learning and within the school community.

Parents and the wider community actively participate in the daily life of our school through:

- Active involvement in the 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.
- Involvement in after school sports programs.
- Community representation on the PBL team.
- Participation in special classroom events such as Mother's Day and Father's Day afternoon teas.
- Parent Teacher interviews at the end of each Semester

## Respectful relationships programs

Bell P-10 State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This is done through the comprehensive structured PBL, wellbeing lessons and additional visiting programs. We have incorporated structured Respectful Relationships lessons as part of our PBL lesson structure.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	9	4	2
Long Suspensions – 6 to 20 days	1	1	0
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.

## Environmental Footprint

### Reducing the school's environmental footprint

Bell P-10 State School continues their endeavor to identify and implement ways to reduce our environmental footprint. The school has embedded a SEMP (School Environmental Management Plan) to investigate further strategies for managing our environmental impact. Our school was awarded a Silver Award as part of Eco Schools Australia, one of only 3 awarded.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	86,546	5,118
2014-2015	99,469	5,336

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	79,635	3,577

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

### Find a school

---

Sector:
   
☒ Government
   
☒ Non-government

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

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

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	15	13	0
Full-time Equivalents	11	8	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	3
Bachelor degree	9
Diploma	1
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$17,315.58.

The major professional development initiatives are as follows:

- Core Module 7- Creating Successful Writers
- STEM Coding Workshops
- One School Planning
- Positive Behaviour for Learning
- Early Years Professional Development
- Beginning Teachers Workshop
- CPR and First Aid
- Pool Plant operator course
- Bronze Medallion

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	90%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	84%	90%

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

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

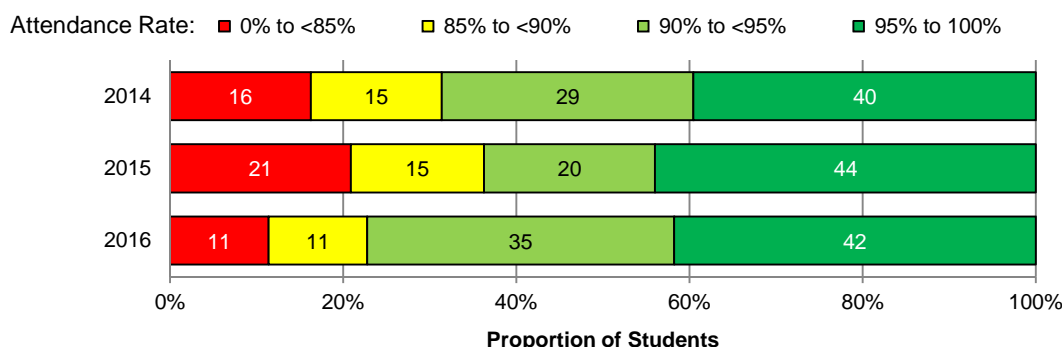
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	96%	75%	94%	92%	95%	93%	88%	93%	91%	90%		DW
2015	92%	93%	93%	90%	93%	90%	94%	86%	81%	81%	90%		
2016	95%	93%	93%	94%	91%	94%	94%	98%	88%	DW	91%		

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

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



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

Non-attendance is managed in state schools in line with the 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 caregiver to determine any particular reasons or concerns. Administration staff follow up with students who are absent the same day they are away if it is unexplained. Supportive actions to assist with the needs of individuals are made with parents and school support staff to promote the return of regular attendance.

Formal absence letters are sent to parents as the need arises and if proactive strategies have not been successful in reducing student absenteeism.

In 2016 attendance roles 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.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

## Find a school

---

Sector:

☒ Government

☒ Non-government

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

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

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
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		
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.			

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	0	0	0	0
2015					
2016					

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	0	0	0
2015			
2016			

As at 3rd February 2017. The above values exclude VISA students.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	

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.

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<https://bellss.eq.edu.au/Pages/default.aspx>

