Bell State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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.

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 as well as being the second school in Australia to be awarded the Green Flag environmental award. Bell P-10 State School is also a hub for e-kindy which is run by the Brisbane School of Distance Education on a weekly basis. 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

School progress towards its goals in 2018

2018 Priority	Positive Behaviour for Learning
Goal	♦ Build staff capability with a proactive PBL team incorporated into school improvement plans.
Progress	Implemented and Ongoing ♦ Staff, students, parents and community engaged into PBL rewards system encouraging participation and build positive interactions between school and community.

2018 Priority	Literacy
Goal	♦ Build staff capability in the teaching of reading, writing and spelling.
Progress	Implemented and Ongoing ♦ Implemented a 2-hour primary literacy block with a focus on the Big 6 of reading development. ♦ Regular data analysis and case management meetings ♦ Staff professional development on the teaching of phonics and vocabulary. ♦ Head of Curriculum position created to enact improvement plans ♦ Explicit Instruction professional development, observations of classroom teachers and development of literacy warm ups for literacy block. ♦ Develop processes based on the Leading Learning Collaboration work by Dr Lyn Sharratt. ♦ Staff planning sessions with a focus on improvement priorities and linking with Australian Curriculum.

2018 Priority	Sustainability of a P-10 School in a rural area
Goal	♦ Develop student and community engagement
Progress	Implemented and Ongoing ♦ Awarded the green flag award from Eco School Australia. ♦ Host school of an E Kindy POD and engaged with Bushkids to run this service. ♦ Participation in regional academic and sporting competitions. ♦ Implemented elective subjects for Year 9 and 10 students such as ITD, Home Economics, Visual Art, Media Arts, Civics and Citizenships, Extension Maths and Science and Sport and Recreation.

Future outlook

Key Improvement Area's for 2019

Pedagogy
⚜ Providing targeted professional learning for staff to engage in Explicit Instruction professional development supported by planning, modelling, observation and feedback processes.

Literacy
⚜ Releasing staff to participate in collaborative planning days with HOC and teaching mentors using student diagnostic data, NAPLAN results and A to E assessments to link with curriculum expectations to ensure learning goals and success criteria are visible.
⚜ Allocating TRS to support and engage in collaborative data inquiry, action learning, case management meetings and professional conversations based on Dr Lyn Sharratt's "Putting Faces on the Data"
⚜ Supporting the differentiated learning programs needed for a daily 2 hour literacy block that focuses on reading, spelling and writing with focused teacher aide support
⚜ Providing targeted literacy resources to develop students critical thinking skills
⚜ Providing opportunities to build community partnerships to maintain high engagement levels across all Key Learning Area's

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	77	86	88
Girls	27	33	33
Boys	50	53	55
Indigenous	5	8	11
Enrolment continuity (Feb. – Nov.)	96%	97%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	17	21	14
Year 4 – Year 6	14	22	17
Year 7 – Year 10	5	8	9
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 (KLA's) from Prep to Year 10 with the majority of subjects aligned to the Australian Curriculum.

Our Primary classes are organised 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
- Primary classes undertake an uninterrupted 2-hour daily literacy block 5 days per week.
- Year 9 and 10 electives include Home Economics, Industrial Technology and Design, Agricultural Science, Sport Science, Economics and Business and Civics and Citizenship.
- 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, and 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 though Sporting Schools
- Bell Bunya Trail Bike Ride
- Book Week and Book Fair
- NAIDOC Week Celebrations
- Primary and Secondary Excursions
- 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 end of semester celebration

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.
Professional Development on the use of iPads in the classroom has seen these devices used in a wide variety of classrooms for all different purposes. This has resulted in a substantial investment with each teacher having access to an iPad for classroom use and planning.

Social climate

Overview

Bell P-10 State School has long established community links and continues to host the Bell and District Swimming Club and Community Playgroup on our campus. It is this connection with our community, which has seen Bell P-10 State School become a host school for an e-kindy POD run by the Brisbane School of Distance Education. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	94%
• teachers at this school treat students fairly* (S2008)	100%	100%	94%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	94%
• this school works with them to support their child's learning* (S2010)	100%	100%	94%
• this school takes parents' opinions seriously* (S2011)	100%	100%	94%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	98%	94%
• they like being at their school* (S2036)	86%	89%	94%
• they feel safe at their school* (S2037)	97%	98%	98%
• their teachers motivate them to learn* (S2038)	97%	100%	96%
• their teachers expect them to do their best* (S2039)	100%	98%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	100%	89%
• teachers treat students fairly at their school* (S2041)	97%	93%	91%
• they can talk to their teachers about their concerns* (S2042)	83%	86%	85%
• their school takes students' opinions seriously* (S2043)	91%	91%	90%
• student behaviour is well managed at their school* (S2044)	94%	93%	96%
• their school looks for ways to improve* (S2045)	94%	93%	98%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	97%	95%	98%
• their school gives them opportunities to do interesting things* (S2047)	91%	91%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	92%	96%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	100%
• 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%
• 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)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	92%	100%	100%

* 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 Trail Bike Ride, Christmas party as well as the various catering and support opportunities at sports carnivals and cultural celebrations.
- After school sports programs organised by the school and community members
- Community representation on the PBL committee
- Participation in special classroom events such as Mother's Day and Father's Day afternoons
- Parent Teacher interviews at the end of each semester.

Respectful relationships education programs

Bell P-10 State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This is done by incorporating structured respectful relationships lessons as part of our daily Positive Behaviour for Learning (PBL) lesson sequence.

Monthly PBL committee meetings regularly discuss respectful relationships and using data collected from staff members appropriate strategies are put in place, followed up, and reviewed.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	3	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Bell P-10 State School continues their endeavour 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 in 2017 and in 2018 were the second school in Australia to receive the top Green Flag award.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	79,635	74,302	53,304
Water (kL)	3,577	813	1,752

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	16	14	0
Full-time equivalents	11	8	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	3
Bachelor degree	10
Diploma	1
Certificate	

*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 2018 were $31,943.29

The major professional development initiatives are as follows:

- John Fleming Primary Teachers Conference
- Coaching Conversations
- iPad Professional Development
- Leadership training
- Bronze Medallions
- First Aid
- Finance training
- Dr Lyn Sharratt Putting Faces on the Data

- Phonemic Awareness and Vocabulary
- In school literacy professional development

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 82% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	92%
Attendance rate for Indigenous** students at this school	90%	87%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	97%	92%
Year 1	93%	97%	96%
Year 2	93%	96%	97%
Year 3	94%	92%	94%
Year 4	91%	95%	92%
Year 5	94%	89%	93%
Year 6	94%	92%	91%

Year level	2016	2017	2018
Year 7	98%	91%	91%
Year 8	88%	96%	89%
Year 9	DW	91%	93%
Year 10	91%	89%	91%
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	11	11	35	42
2017	13	9	27	51
2018	13	15	30	42

Proportion of Students
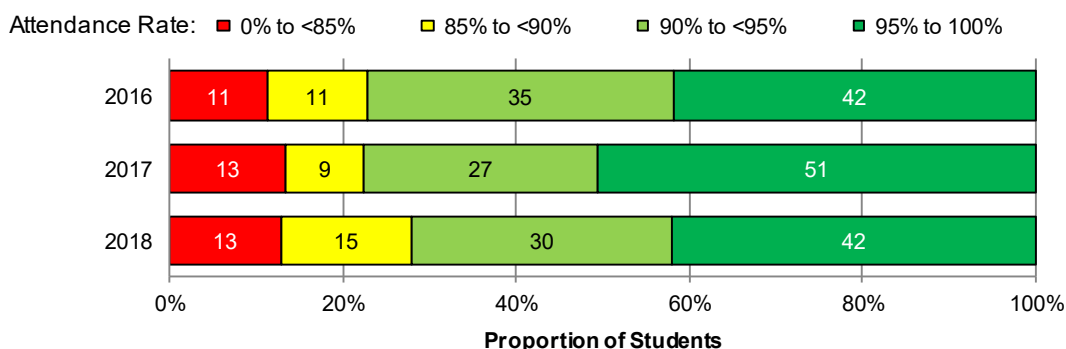
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 2018 attendance roles were marked using 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 rates across the school are worked out each week and announced on parade. Average attendance is calculated within each area of the school, P to 3, Year 4 to 6 and high school with rewards given to the year levels when the goal is reached.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.