



Bellmere State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	PO Box 200 Morayfield 4506
Phone	(07) 5498 0666
Fax	
Email	principal@bellmeress.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Ms Deb Lorroway, Principal

From the Principal

School overview

Bellmere State School is an Independent Public School which opened in January 2016. It was built under the PPP initiative and enjoys state of the art facilities. It services the community of Bellmere, which is located geographically west of Caboolture. Our official enrolment data at the beginning of 2018 was 536 students. Bellmere State School offers all our students a world class education facility focusing on personalised learning, using innovative teaching and technology.

Bellmere State School is a P-6 primary school and is committed to providing a disciplined, high performing and enjoyable learning environment for students and staff. We aim to create the leaders of the future and provide students with opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. We are focussed on building literacy and numeracy skills and ensuring that students work at their appropriate level whether requiring additional support or extension. Our staff use a range and balance of different teaching styles to meet the needs of our students.

At Bellmere State School we are committed to being: **'A Community of Learners'** through a focus on: **'Delivering High Quality Futures for Engaged Learners & Leaders'**

Our motto is **'Hand in Hand We Learn'** and with a strong commitment to our five core values, we know that every student can achieve this goal. Our five core values are;

HONESTY & RESPECT:

- For everyone's opportunity to learn
- For ourselves and how we treat others
- For school and community property and environment

ACHIEVEMENT:

- To engage in the teaching & learning that is available
- To produce work you and the community would be proud to display
- To be on time and ready to work

NURTURING:

- Relationships between community/industry and the school that are positive and mutually beneficial
- Relationships between staff and/or students that are courteous and cooperative
- Relationships between the school and the community that will prepare students as citizens for life within and beyond Bellmere State School

DETERMINATION:

- To keep striving to continually improve
- To bounce back from disappointments
- To learn from our mistakes and strive for excellence

SAFETY:

- To care for self and others in a safe, supportive manner
- To use all equipment safely and respectfully
- To learn about protective behaviours

The ethos or climate within a school is a major factor in establishing and maintaining a high standard of behaviour and discipline. A positive ethos is based upon the quality of relationships between staff, staff and students and staff and the community. This positive ethos permeates all the school's activities and helps form a strong sense of social cohesion.

School progress towards its goals in 2018

Explicit Improvement Priorities
Improved reading outcomes by focusing on: <ul style="list-style-type: none">• each student achieving a year's worth of progress for a year's worth of learning• each student achieving the North Coast Region benchmark level

<ul style="list-style-type: none"> teacher development to ensure a greater understanding of all the elements necessary to become a highly effective reader and implement successful pedagogical approaches to teaching reading. 		
Progress	Future Plans	Outstanding Achievements
<ul style="list-style-type: none"> 79% of students made a year's worth of progress for a year's worth of learning 72% of students achieved the NCR reading benchmark level 	<ul style="list-style-type: none"> Continue to plan for and track student progress in reading and embed successful pedagogical practices to teach reading. 	<ul style="list-style-type: none"> 95% of our Year 1 cohort made a year's worth of progress or more Three teachers had 100% of their classes make a year's worth of progress
Improve writing outcomes by focusing on: <ul style="list-style-type: none"> Developing teacher capacity by providing professional development to all staff around the research and high impact strategies in the teaching of reading. Each student achieving a year's worth of progress for a year's worth of learning 		
Progress	Future Plans	Outstanding Achievements
<ul style="list-style-type: none"> A deeper focus on the teaching and assessment of reading meant that our writing focus was delayed until 2019. 	<ul style="list-style-type: none"> Writing will be our main focus for 2019 with a target of 82% of our students achieving a C or better in English. 	<ul style="list-style-type: none">
Build leadership capacity by focusing on: <ul style="list-style-type: none"> Developing our Professional Learning Team process Implementing the Inquiry Cycle and Learning Sprints to track student progress, set targets and share high impact pedagogical practices. 		
Progress	Future Plans	Outstanding Achievements
<ul style="list-style-type: none"> A clear PLT process developed and implemented from Prep to Year 6. Inquiry Cycle and Learning Sprints language and routines embedded in each PLT. Analysis of data to enable identified teachers to share excellent pedagogical practices. 	<ul style="list-style-type: none"> Refine the PLT process to occur weekly for one hour and identify targeted students for intensive support. 	<ul style="list-style-type: none"> Our outstanding reading results stem from the PLT process.

Future outlook

Remove the barriers to deepen the learning with 82% of student in Prep to Year 6 achieving a C or above in English:

2019 Explicit Improvement Priorities and Actions	Targets
Improve writing outcomes through: <ul style="list-style-type: none"> Implement a school-wide approach to writing including pedagogy (GRR), extended writing, student planning, editing, feedback and goal-setting practices Develop teacher's repertoire of strategies to engage students in the writer's cycle, aiming to embed self-directed writing. Enhance teacher pedagogy in the VCOP model through PD and collaborative peer coaching 	<ul style="list-style-type: none"> 82% of students achieving a C or better in English by Semester 2 100% of students making a year's worth of progress for a year's worth of learning.
Teacher Quality <ul style="list-style-type: none"> Extend commitment to student engagement using: <ul style="list-style-type: none"> Differentiated Targeted Teaching across year levels Incorporating student voice and choice into learning design 	<ul style="list-style-type: none"> Termly team share staff meeting to enable the sharing of collaborative expertise

<ul style="list-style-type: none"> • Utilise PLTs to build staff capability, lift results through effective pedagogy and provide PD and support in high-impact pedagogical strategies • Develop a differentiation and feedback culture throughout the school and begin to embed in classrooms using: <ul style="list-style-type: none"> ◦ Learning Goals and Success Criteria • Enhance teacher knowledge of the Australian Curriculum through GTMJs to assign A-E grades consistently using discernible differences tools and rigorous moderation processes. • Implement school wide approach to observation, feedback and coaching. 	<ul style="list-style-type: none"> • Observation and feedback cycles established termly • Differentiated staff meetings to meet the professional needs of our teachers
<p>Lifting outcomes for SWD, EALD, OOH</p> <p><u>Strategies and actions</u></p> <ul style="list-style-type: none"> • Continued use of scheduled data to monitor student achievement and plan for and respond to student needs. • Target teaching Reading, Writing and Spelling • Implement Support Provisions outlining social and emotional/engagement goals for identified students. • Implement Support Provisions for academic support • Implement Support Plans as needed. • Implement ICPs as needed. • Implement ESPs as needed. • Build teacher capability to make adjustments for SWD. • Access additional funding to support OOH learning needs. • T/A support for students requiring additional assistance to reach English expectations • Support Teacher role with focus explicitly on building support programs and working with students and teachers • Implement and extend transition plans for pre-Prep and Yr 6 SWD students 	<ul style="list-style-type: none"> • Increase from 83% (2018) to 100% of students on ICP English to achieve C or above in Semester 2 2019 • Increase amount of SWD achieving C and above in English in 2019 from 68% (2018) to 75% in Semester 2 2019 • Increase amount of EALD students achieving C and above in English in 2019 from 85% to 90%. • Increase of OOH students achieving C and above in English in 2019 from 44.4% to 70%. • Decrease the number of SWD receiving SDAs in 2019 from 14% (2018) to 7%
<p>Building a safe, supportive, engaging and disciplined school environment</p> <p><u>Strategies and actions</u></p> <ul style="list-style-type: none"> • Provide PD on Berry St to staff • Review whole school program and induct staff on new processes • Continue to consolidate explicit teaching for school-wide behaviour expectations • Weekly targeted teaching around explicit behaviour focus • Set classroom time for beginning and end of day behaviour activities • Create a 'Connect Zone' for check-ins, timeout in class, lunch programs and associated procedures for staff around the use of this • Review minor/major focus and associated processes and consequences for whole staff. • Consistent language and expectations embedded. • Continue to analyse 3 tiers of data which will drive STEP lessons • A range of interventions in place to respond to Tier 3 and 2 data • Utilise complex case management for students requiring Tier 3 support. 	<ul style="list-style-type: none"> • 50% of staff receiving Berry St PD and implementing in class • Achieve 100% success achievement for all areas on SET Survey in Term 4 • Increase in % of students eligible to attend celebrations • Reduce the daily incidents to less than two per year level per day in 2019. • Halve the number of SDAs (76 in 2018) and number of students (40 in

<ul style="list-style-type: none"> • Offer a wide range of opportunities to engage students including quality curriculum, effective pedagogy, electives, lunchtime clubs and extra-curricular activities. • Close communication with community around behaviour expectations and follow through. 	<p>2018) receiving SDAs in 2019.</p> <ul style="list-style-type: none"> • Adopt-a-Cop engaged and frequently visiting students in 2019 • SOS data increase in satisfaction about how behaviour is managed at this school across all stakeholders.
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Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	334	468	553
Girls	175	231	277
Boys	159	237	276
Indigenous	28	43	58
Enrolment continuity (Feb. – Nov.)	91%	89%	93%

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

Bellmere State School is situated west of Caboolture in the suburb of Bellmere and is enrolment managed..

The majority of students draw from the Bellmere suburb. Homes in the area are a mix of owner-occupied and rental properties. Approximately 10% of our students identify as Indigenous, 6% have a language other than English spoken at home and students are frequently proficient in the spoken form of that second language.

We focus on a culture of inclusion and valuing diversity.

Bellmere State School caters for students with a range of learning needs, including those with verified disabilities through inclusive classroom learning programs, students with learning difficulties and gifted and talented students.

Many of our families are single parent families, and are keen participants in their children's learning.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	24
Year 4 – Year 6	26	27	25
Year 7 – Year 10			
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

Deep learning of the Australian Curriculum aligned with the needs, passions and expertise of our students, staff and community form the foundation of teaching and learning at Bellmere State School.

We teach the eight key Learning Areas of the Australian Curriculum using a range of strategies that aim to engage students, promote a love of learning and involve them in their world. Through intentional and rigorous collaborative program design, our teachers are equipped with the skills to provide a quality education with the aim to encourage life-long learning and skill development for when students enter society as teenagers and young adults.

We provide students with the opportunities to learn in environments that are conducive to developing higher order thinking and independence, as well as collaborative learning. Our classrooms are designed as flexible learning environments, where furniture and resources are able to be configured in ways to suit the task as opposed to the traditional rows and tidy trays. In a flexible learning environment, students can be grouped more fluidly and take ownership of their learning needs.

Our teachers are equipped with technologies to redefine the way in which students learn. Through our BYO iPad program, we encourage students to be active digital citizens. We incorporate a range of technologies to promote a love of learning and deeper understanding of content and learning processes.

In addition, Bellmere State School offers students in Year 5 and Year 6 opportunities to develop an additional language other than English – French. They are also afforded opportunities to participate in a wide variety of camps and incursions/excursions that are aligned to learning intentions as part of their unit learning. These additional opportunities are planned to enrich particular units of work and learning skills.

Our Prep to Year 6 students are also able to access swimming lessons as part of HPE. This includes a focus on technique in swimming and on water safety.

Co-curricular activities

Bellmere State School encourages children to participate in a wide variety of extracurricular programs in addition to the regular curriculum. These include:

- Senior Leader Program commencing Semester 2 Year 5
- Student Council (Yr 4,5,6)
- School choir (Junior and Senior)
- Instrumental music program
- School Concert Band
- Interschool sport competitions
- Sporting Schools Program offering funding for qualified trainers to work with students
- Lunchtime interest clubs (arts and craft, soccer club, board games, computer, robotics, bingo, engine club, cheerleading)

- Visiting user-pays programs such as Grasshopper soccer, Auskick.

How information and communication technologies are used to assist learning

The Bellmere State School **BYO iPad Program**:

- Enables personalisation of student learning through access to rich learning resources;
- Best facilitates the development of knowledge and skills necessary for the 21st century workforce, including digital-age literacy, innovative and creative thinking, effective communication and high productivity;
- Allows continuous access to educational materials allowing learning efficiency to happen anywhere, anytime;
- Is purposeful, engaging and intrinsically linked to curriculum, best practice teaching, learning and positive student outcomes;
- Provides an engaging, interactive environment for learning;
- Strengthens links between home and school, giving parents the opportunity to see, every day, what their child is learning at school and have relevant, timely, accurate and quality conversations around student learning and progress;
- Allows students the opportunity to display prior knowledge of topics and thus be co-constructive in their own learning journey;
- Subscriptions via the student resource scheme (Mathletics, Reading Eggs) further extends students' opportunity to work digitally;
- Extension programs offer students extra opportunities to engage with ICT through robotics club.

All staff at Bellmere State School have a strong commitment to working digitally through their use of virtual portals including

- SharePoint BSS teamsite
- OneNote for information and collaboration
- Computers for Teachers
- School Website

In 2018, all students across Prep to Year 6 were invited to bring their own iPad to support them with their learning. We strive for improved outcomes in learning engagement, learning productivity, home school partnership, academic results and students' skillset. The iPads have proved to be a very useful tool in the educational setting to support student learning and are the only BYO device allowed at Bellmere State School. The school does provide an 'equity fleet' for those students who do not own their own personal device.

Our children are growing up in a technology rich environment and need to be equipped with the tools to use it responsibly for their development. Children are encouraged to see their devices as a tool for learning rather than just entertainment. Cyberbullying and digital citizenship are key goals of our iPad program.

Social climate

Overview

At Bellmere State School, our motto is "Hand in Hand We Learn". It is environmentally focused. The hand in hand signifies working together and learning from each other to build a supportive community. The coloured leaves of the logo acknowledges the diversity within our community. It is about life and growth – providing opportunities for every child to learn and grow in a nurturing environment. It also reflects the participation and cooperation we utilise working together to assist each child achieve their learning potential.

Our school values were born from the values our community believed were important and underpins all decisions at Bellmere State School – they are the foundation for our way of working. The acronym HANDS stands for a community that values:

Honesty & Respect

Achievement

Nurturing

Determination

Safety

The expectations are communicated to students using a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities

Bellmere State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Positive Behaviour Leadership / PBL team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in Bellmere State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Parent workshops
- Programs such as 'You Can Do It' were incorporated into weekly behaviour focus lessons to build resilience and social skills of students.
- Social/emotional small group work such as Drumbeat for focus group with explicit teaching of SEL depending on needs of students, with Behaviour Coach.
- Check and Connect system with mentor teachers for individual students as required.
- Conducted focus groups at the end of 2018, with students and parents, to gather feedback about behaviour processes.
- Classroom Engagement Action Plan for teachers requiring support with general classroom management.
- BST referral/support system for teachers
 - SST for complex cases and students with multiple support needs
 - Individual parent support planning sessions for individual students
 - Explicit teaching of social skills during break times
 - Student engagement action plan for high level individual students

What does Bellmere State School do to prevent bullying?

- Bellmere State School makes reference to aspects of bullying within the curriculum and the PBL program.
- There is ongoing explanation and discussion of our bullying policy with students and parents
- Monitoring of the teaching and learning environment by teachers and administration both inside and outside the classroom
- Collection and analysis of relevant student behavioural data
- Explicit teaching of High Five strategy
- Guest speakers from local police to discuss bullying and cyberbullying, and using social media
- Proactive self-defence lessons for our Year 6 students

Data from 2018 School Opinion Surveys indicated from parents, staff and students that behaviour was not managed well. As a result of this, a whole school review of behaviour management and social and emotional learning was planned for implementation in 2019. Berry St Educational Model has been introduced in the school in 2019 and PBL focus, strategies and practices have been reviewed and adapted according to good practice. The school has also engaged a Youth Motivational Speaker to work with our senior students around the Code of Honour – a values approach.

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)	96%	100%	95%
• this is a good school (S2035)	96%	94%	93%
• their child likes being at this school* (S2001)	96%	90%	86%
• their child feels safe at this school* (S2002)	96%	92%	88%
• their child's learning needs are being met at this school* (S2003)	96%	98%	90%
• their child is making good progress at this school* (S2004)	88%	98%	93%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	96%	82%
• teachers at this school motivate their child to learn* (S2007)	93%	98%	88%
• teachers at this school treat students fairly* (S2008)	93%	93%	79%
• they can talk to their child's teachers about their concerns* (S2009)	93%	96%	90%
• this school works with them to support their child's learning* (S2010)	96%	94%	81%
• this school takes parents' opinions seriously* (S2011)	93%	83%	78%
• student behaviour is well managed at this school* (S2012)	89%	81%	78%
• this school looks for ways to improve* (S2013)	96%	94%	93%
• this school is well maintained* (S2014)	96%	100%	95%

* 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)	96%	95%	95%
• they like being at their school* (S2036)	97%	91%	85%
• they feel safe at their school* (S2037)	91%	85%	86%
• their teachers motivate them to learn* (S2038)	95%	95%	94%
• their teachers expect them to do their best* (S2039)	97%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	94%	98%
• teachers treat students fairly at their school* (S2041)	93%	86%	90%
• they can talk to their teachers about their concerns* (S2042)	80%	73%	85%
• their school takes students' opinions seriously* (S2043)	89%	85%	82%
• student behaviour is well managed at their school* (S2044)	77%	73%	71%
• their school looks for ways to improve* (S2045)	98%	96%	92%
• their school is well maintained* (S2046)	94%	85%	82%
• their school gives them opportunities to do interesting things* (S2047)	97%	91%	97%

Percentage of students who agree# that:	2016	2017	2018
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* 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%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	96%
• they receive useful feedback about their work at their school (S2071)	94%	100%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	88%	72%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	98%
• student behaviour is well managed at their school (S2074)	100%	95%	69%
• staff are well supported at their school (S2075)	100%	100%	89%
• their school takes staff opinions seriously (S2076)	100%	100%	95%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	96%
• their school gives them opportunities to do interesting things (S2079)	97%	100%	91%

* 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

'Every face has a place; every voice is valued; and everyone has something to contribute'

At Bellmere State School, all parents are encouraged to be part of our community of learners. Parents and community members are encouraged to participate in the P&C, to have a voice and assist with decision making. Parent representation is also encouraged on school steering committees, as well as participating in social school events.

Workshops are offered to parents to understand how they can support their child in their learning. These have included workshops on SSP, oral language, iPads and volunteer inductions.

A fortnightly newsletter, class term newsletters, website, fortnightly assemblies, Facebook and semester showcase afternoons provide opportunities for parents and community to engage with the school and events.

Our weekly community playgroup provides early learning opportunities for our pre-Prep students and a welcoming warm environment for our parents. Our Chaplain engages with our community as well as our children, providing pastoral support when needed. Our Cultural Liaison Officer assist those families from diverse backgrounds to become part of our school community. Close consultation with parents of students with diverse needs assists in providing a program for all students to be successful at Bellmere State School. Regular scheduled meetings with class teacher and support teacher to discuss progress and collaboratively set goals provides a shared responsibility for the wellbeing and success of students.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

At Bellmere State School all students are taught to use their High 5 to solve any problems arising at school. The High 5 processes are:

- Talk friendly – state the behaviour that needs to change in a pleasant manner
- Talk firmly – state the behaviour that needs to change
- Ignore – don't respond to the inappropriate behaviour (if you feel this is a safe strategy)
- Walk away towards an adult – move yourself into a safe location with adult support
- Report – inform the nearest adult (duty staff, classroom teacher, Office, Administrator), immediately report to a staff member at any time when your safety is threatened

The Daniel Morcombe Curriculum is also implemented each year to promote personal safety for students to recognise, react and report when they, or others, are unsafe. The 'Ditto' program from Bravehearts focuses on teaching our early years students about protective behaviours.

Students are also made aware of online safety through the school's iTEL program – encouraging digital citizenship and personal safety.

Our senior students engaged in self-defence lessons to build their repertoire of protective strategies.

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	28	53	75
Long suspensions – 11 to 20 days	1	1	1
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

Bellmere State School is committed to reducing its carbon footprint. The school has been built with an environmental focus – water tanks on all amenities, large amount of trees planted, cross-ventilation design of classrooms. The school has made contact with the Moreton Bay Regional Council's waste minimisation program and this program has been running in 2018 whereby all staff and students are encouraged to recycle paper and cardboard which is collected by a paper recycling company on a regular basis.

Curriculum units have an environmental focus on topics such as clean water, climate change and diminishing natural resources. Staff and students are encouraged to print only when necessary and to report dripping taps, leaking toilets, etc.

Specific detailed information for costs/usage of water is not available due to the school falling under the contractual agreements of PPP.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			212,597
Water (kL)			

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.

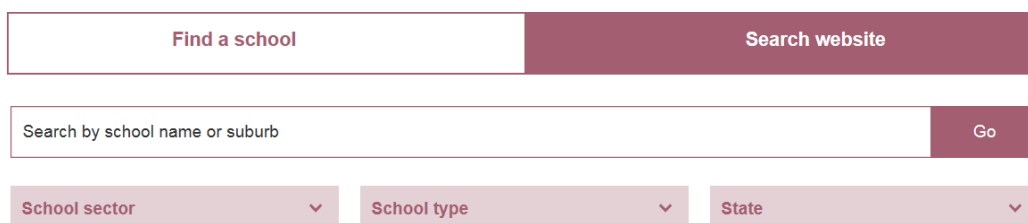
School funding

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](http://www.myschool.edu.au) website at.

How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.



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



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



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	39	23	1
Full-time equivalents	35	15	1

*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	0
Masters	3
Graduate Diploma etc.*	7
Bachelor degree	29
Diploma	0
Certificate	0

*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 \$24,500

The major professional development initiatives are as follows:

- Beginning Teacher Professional Development
- New Pedagogies for Deep Learning
- STEM
- Age Appropriate Pedagogies
- SSP
- Curriculum Roadshow
- Berry St Educational Model
- Big Write and VCOP
- MAPA Training

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%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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 Primary schools was 92%.

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	92%	92%	91%
Attendance rate for Indigenous** students at this school	89%	89%	91%

* 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	94%	93%	93%
Year 1	89%	91%	92%
Year 2	92%	91%	93%
Year 3	92%	93%	91%
Year 4	90%	92%	92%
Year 5	92%	90%	91%
Year 6	93%	91%	86%

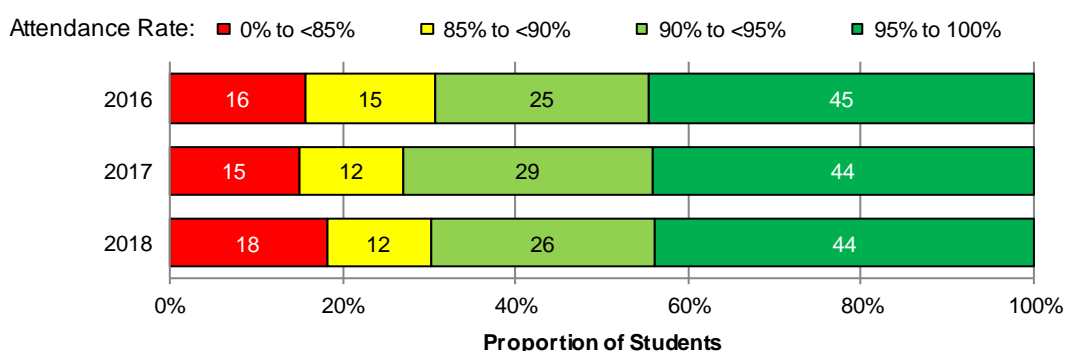
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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



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.

Attendance data is uploaded to OneSchool each day. Teachers are responsible for taking the roll twice daily – morning: 8.50am; afternoon: 1.30pm. Relief teachers are given a paper roll on signing in for duty and this paper roll is returned to the front office for inputting onto OneSchool by office staff.

At 9.15am each morning, the attendance officer downloads absences for which there is no explanation, and uses the online SMS system, attached to OneSchool, to notify parents that an explanation is required. This is followed up through emails, phone calls, and if necessary, meetings with parents.

Each fortnight, a report is presented to the Principal to engage with parents on substantial absences. This is through phone contact or face to face conversations. A support program is initiated for any student whose attendance is of a concern.

Attendance data for each class is shared fortnightly on Assembly (class competition) and in the newsletter. The school offers Breakfast Club two mornings per week and timetables fun school events on Fridays where possible. Regular information regarding the importance of attending school every day is communicated through the school newsletter.

Our end of semester Spirit of Bellmere award program also links attendance percentage with levels of rewards.

Medallions are awarded to those students at the end of the year who have 99-100% attendance. Letters of Commendation are also sent to parents and students who have achieved the attendance goal or above at the end of each semester.

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](http://www.myschool.edu.au/) 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.

View School 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.