

Belmont State School

Queensland State School Reporting

2013 School Annual Report



Postal address	Old Cleveland Road Carindale 4152
Phone	(07) 3843 9333
Fax	(07) 3843 9300
Email	the.principal@belmontss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mr Noel Seawright Principal

Principal's foreword

Introduction

Belmont State School has had a very successful 2013, where a high quality education coupled with an environment and learning culture has provided opportunities for our students to excel. We are very proud of the reputation we have for excellence in academic, sporting and cultural pursuits. The behaviour of the children is outstanding with the expectation of traditional good manners, discipline and tolerance evidenced by all children within the school.

Belmont provides a high quality inclusive education that is designed to meet the needs of the individual and engages and maintains student interest.

With the full implementation of the Australian Curriculum our teaching staff have shown commitment to planning and preparing thoroughly in order to actively engage students in all curriculum areas. The consistency of teacher judgements has also been achieved through the moderation of all assessment.

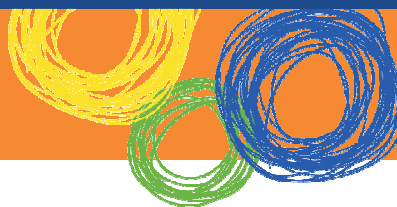
Our students are provided with many opportunities to develop their cultural awareness. This is achieved through an engagement in all facets of The Arts. Students have opportunities to showcase their talents through Belmont State School's Concert Band, Corelli Strings, Vivaldi Orchestra, Senior Band, Senior Choir, Junior Choir, Stars on Stage and the annual Art Exhibition.

Our 2013 School Annual Report provides information and data in the following key areas;

- School progress towards its goals
- Future outlook
- School Profile
- Characteristics of the student body
- Curriculum offerings
- Extra curricula activities
- How Information and Communication Technologies are used to assist learning
- Social climate
- Parent, student and staff satisfaction with the school
- Involving parents in their child's education
- Reducing the school's environmental footprint
- Our staff profile
- Performance of our students

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School progress towards its goals in 2013

In 2013 Belmont State School has implemented systems and procedures in order to achieve leadership density within the school. This leadership reflects the commitment to teaching and learning held by all staff. All staff hold a shared vision of what exemplary teaching and learning looks like within their classrooms. Student data is a central focus for informing curriculum direction. Our Improvement Agenda sets the necessary direction to reach our goals, specifically in Reading and Numeracy. The school has implemented a School Wide Positive Behaviour Support program which has established a Code of Behaviour that sets high expectations for all. We are continually striving to reduce our environmental footprint and instilling upon our students the need for sustainable practices. 2013 has seen further development of our recycling program, Waste Warriors across our school led by our student representatives.

Future outlook

In 2011 the school conducted a Quadrennial School Review and from that developed the School Strategic Plan 2011-2015. The process identified the key following directions:

- To strengthen the teaching and learning from Prep – Year 7 by focussing on enhanced pedagogy in English (specifically Reading) and Numeracy. Particular focus placed on explicit teaching, improved front ended and formative assessment, continued moderation of summative assessment and the sharing of best practice.
- Increase use of both visual literacies relevant to the 21st century and information and communication technologies in the classroom to prepare students to be life-long learners and functioning members of society.
- Continue to enhance our Gifted Education program, More Able Students which provides opportunities for gifted students to be challenged everyday within the curriculum structure.
- Strengthen leadership density across the teaching staff

2013 has seen a continued emphasis in the improvement of student outcomes particularly in the areas of English and Mathematics. To achieve this goal we have provided our staff with a range of professional development opportunities to support their growth and development.

In 2013 Belmont State School began its journey as an Independent Public School. This initiative has provided our school and community with greater autonomy to make decisions at a local level for the benefit of our students

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	811	392	419	97%
2012	855	413	442	96%
2013	863	394	469	96%

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

Characteristics of the student body:

Belmont State school is privileged to be a multicultural school with students coming from European, Asian, South African and New Zealand backgrounds. Our school caters for a range of socio-economic characteristics with many of our students coming from families which are making contributions to society through their qualifications and or business background.

Our school is also able to support a range of learners to achieve their educational outcomes. This range includes students with a disability, students needing additional learning support and those students that are academically very capable. Our non – speaking English students are catered for through the support of an English as an additional language or dialect program.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	23	24
Year 4 – Year 7 Primary	27	26	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	11	10	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Differentiated classroom programs to meet the needs of all learners
- Enrichment Program which links with local secondary schools
- Strong emphasis on the Arts with a range of visual art, musical and performing arts programs offered

Extra curricula activities

- Playground rangers (buddy support for prep students)
- Performing Arts Program
- Instrumental Music lessons as well as three levels of String Ensembles, Full String Orchestra and a large Concert Band.
- Choral program (Year 3 and Year 4 Choir, Senior Choir, Belmont Boys Vocals and Belmont Harmonies)
- Stars on Stage
- Intra school sport program
- Waste Warriors
- Games Club
- Science Club
- Various sporting pursuits
- Maths challenge
- ICAS competitions

How Information and Communication Technologies are used to assist learning

At Belmont State School we recognise the importance of ICTs (Information Communication and Technologies) within a modern school curriculum both in the provision of a stimulating learning environment and the development of visual literacies. To this end ICTs are embedded in all curriculum areas at all year levels with explicit ICT skills' lessons being offered to all students from Prep-Year 7.

Every student has access to computers within the classroom and also our mobile lab located in the school library. The computer lab comprises of 30 workstations and is used for delivery of ICT lessons.

Interactive whiteboards have been installed in every classroom to embed ICTs into curriculum teaching and learning. These whiteboards are for both teachers and students to utilise in developing relevant ICT skills.

Social climate

The behaviour of the students at Belmont State School is excellent and is an aspect the school community prides itself on. The whole school Responsible Behaviour Plan for students recognises and celebrates positive behaviour whilst also providing consistent and fair discipline strategies.

Systemic surveys of Parents and Students show that both parents and students:

- Are very happy to attend this school
- Are very happy with the behaviour and discipline within the school
- Feel very safe coming to this school

Our school at a glance

Parent, student and staff satisfaction with the school

A large percentage of students and parents are happy with the education that is provided by staff at Belmont State School. Staff strive to provide each student with the highest quality education.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	100%
this is a good school (S2035)	97%	100%
their child likes being at this school* (S2001)	94%	100%
their child feels safe at this school* (S2002)	91%	100%
their child's learning needs are being met at this school* (S2003)	82%	100%
their child is making good progress at this school* (S2004)	91%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	100%
teachers at this school motivate their child to learn* (S2007)	88%	93%
teachers at this school treat students fairly* (S2008)	91%	90%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%
this school works with them to support their child's learning* (S2010)	85%	97%
this school takes parents' opinions seriously* (S2011)	83%	96%
student behaviour is well managed at this school* (S2012)	94%	96%
this school looks for ways to improve* (S2013)	94%	100%
this school is well maintained* (S2014)	91%	97%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	98%
they like being at their school* (S2036)	91%	96%
they feel safe at their school* (S2037)	94%	96%
their teachers motivate them to learn* (S2038)	98%	97%
their teachers expect them to do their best* (S2039)	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	95%
teachers treat students fairly at their school* (S2041)	72%	93%
they can talk to their teachers about their concerns* (S2042)	85%	92%
their school takes students' opinions seriously* (S2043)	69%	87%
student behaviour is well managed at their school* (S2044)	74%	86%
their school looks for ways to improve* (S2045)	95%	96%

Our school at a glance

their school is well maintained* (S2046)	88%	93%
their school gives them opportunities to do interesting things* (S2047)	84%	94%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	96%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	93%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	89%
their school takes staff opinions seriously (S2076)	88%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	91%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Belmont State School welcomes parental involvement in various aspects of their child's schooling. We hold this partnership in very high regard.

Before enrolment, all students and their parents have an interview with the Principal.

Parents are invited to parent information sessions, student of the week assemblies, volunteer classroom support and special events.

Parents also show a keen interest in their child's education and opportunities are provided for them to learn more about the nature of the school program offerings, events and initiatives at our Parent Education Evenings which are held each term.

Parent Teacher Interviews are held in terms one and three and written reports are issued at the end of terms two and four.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our school has installed additional solar panels which feed back into the electricity grid. Staff is conscious of the need to turn off lights, computers air conditioners and other electrical items when not required or when they leave the classroom for an extended period of time. Irrigation of the school oval has been reduced to a minimum; this has been supported by a higher rainfall than in previous years.

Our school is been supported by the P&C in the area of greening our grounds. Significant work has gone into the development and placement of additional gardens into the grounds.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	211,995	2,706
2011-2012	235,510	3,170
2012-2013	267,930	3,567

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

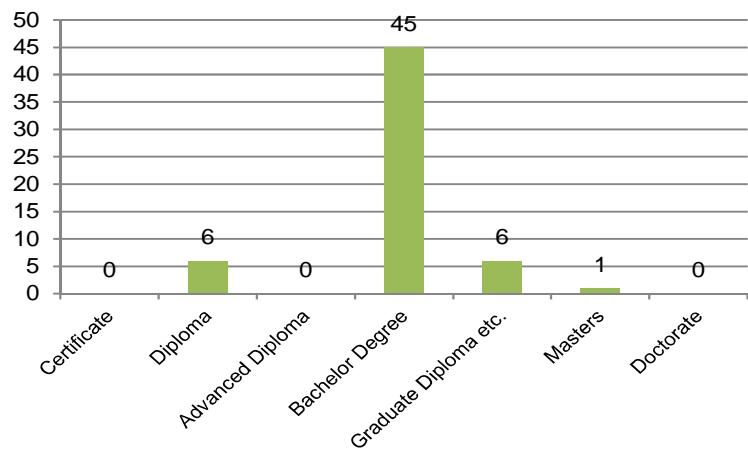
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	58	28	<5
Full-time equivalents	50	17	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	45
Graduate Diploma etc.	6
Masters	1
Doctorate	0
Total	58



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 was \$16,630.

The major professional development initiatives are as follows:

- Moderation – All year levels
- Watching Teachers Teach program
- Data Analysis
- First Aid/CPR
- C2C
- School Wide Positive Behaviour Support
- Differentiation
- Developing Performance Framework
- Professional Sharing of Pedagogy
- Classroom visit feedback
- Anaphylaxis Training
- Code of Conduct
- Student Protection

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government

Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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

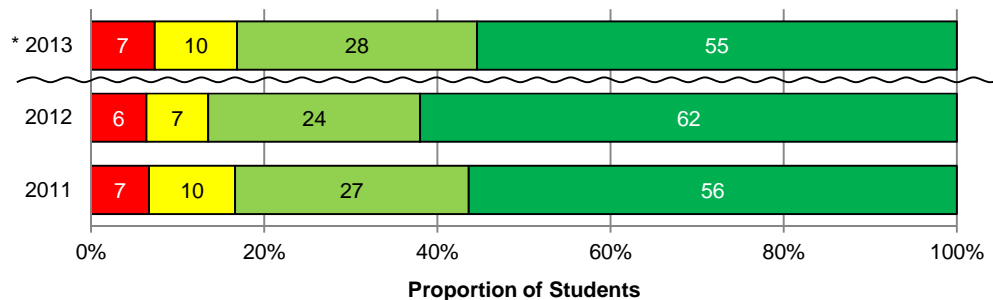
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	95%	96%	96%	95%	94%	93%					
2012	94%	96%	95%	95%	96%	94%	95%					
2013	93%	93%	95%	94%	95%	95%	95%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

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



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, which outline processes for managing and recording student attendance and absenteeism.

At Belmont State School class rolls are marked twice daily, by 9.00am and immediately after second break i.e. 2:00pm. When students are going to be absent from school for more than three days we request that parents notify the school in writing. For daily absences parents are requested to phone the student absentee line to explain their child's absence.

If students are away for more than three consecutive days our school office will contact parents to ascertain students' whereabouts and safety.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

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

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

In 2013 Belmont State School had three indigenous students complete the NAPLAN test. In year 3 students achieved similar to the National Cohort with the exception of Writing and Numeracy where their mean score was ABOVE the National Cohort. In Year 7 the student achieved at the National Cohort for Numeracy.