

Belmont State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Belmont State School had another very successful year in 2014, where high quality education coupled with a culture focussed on learning provided opportunities for all our students to "strive to excel". As a school, we are very proud of the reputation our school has for excellence in academic, sporting and cultural pursuits. The behaviour of our students is outstanding, with high expectations and traditional good manners, discipline and tolerance evidenced by all students across our school.

Student achievement and improvement continued to be the focus of staff and school efforts. With the full implementation of the Australian Curriculum in English, Mathematics, Science, History and Geography in 2014, our teaching staff have shown commitment to planning and preparing thoroughly in order to actively engage students in all curriculum areas. Significant action was taken to develop staff skills and proficiency in a consistent pedagogical approach – *Explicit Instruction* and the *Gradual Release of Responsibility* model.

In 2014, Belmont State School continued to experience enrolment growth, with the school having an *Enrolment Management Plan* (EMP) in place. Belmont State School became one of twenty-six inaugural *Independent Public Schools* (IPS) in 2013, and in 2014 continued to take advantage of this initiative with increased flexibility, autonomy and local decision making. Being an Independent Public School has allowed our school to look to innovate, ensuring the best outcomes and opportunities for our students.

This School Annual Report provides information about Belmont State School's activities, performance and achievements during the 2014 school year and provides data across the following key areas:

- School progress towards its goals in 2014
- Future outlook
- **Our School at a Glance** (including: School Profile; Characteristics of the student body; Curriculum offerings; 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**

School progress towards its goals in 2014

In 2014 Belmont State School took steps towards every teacher using *Explicit Instruction* every day. All teachers were lead through a series of professional development sessions that promoted collegial discussion on the *Explicit Instruction* process. Throughout the year teachers implemented the process with great success. This, along with the authentic use of data to inform teaching and learning, has seen Belmont State School once again achieve fantastic academic results. Teachers and the Leadership Team have engaged in collaborative conversations that have students and their learning at the core.

The continued implementation of our School Wide Positive Behaviour Support (SWPBS) program has seen student leaders talk regularly with the students regarding school wide expectations and how students can achieve this. The School Wide Positive Behaviour Team has also embarked on creating a Health and Wellbeing framework to complement our behavior expectations. Belmont State School's environmental program has again seen students become active participants in the preservation of their surroundings through recycling and awareness programs. The successes of these programs are recognised weekly with all students and classes having an active role to play.

Future outlook

Belmont State School has a clear and well defined vision for the future; continuing the agenda from the School Strategic Plan 2012-2015 and purposefully adapting to the needs of our students, our staff and our community.

In 2015, our focus, as always, will be on continued improvement of student outcomes, both academic and personal, through high quality teaching, learning and assessment practices. Our key initiatives in this process include:

- Refining the staff coaching and feedback program to continue to build teacher capabilities in the key areas of literacy and numeracy through the implementation of a specific coaching framework.
- Harness the power of Professional Learning Communities to collaboratively collect, analyse and respond to data to build sustained improvement in the learning of ALL students.
- Further develop teacher knowledge and consistency in delivery of school priorities through the implementation of the Pedagogical and Reading Frameworks.
- Continue to implement and contextualise Australian Curriculum (English, Mathematics, Science, History, Geography), with a focus on student engagement and “adapt” rather than “adopt” for “Curriculum into the Classroom” materials.
- Implement a school wide “Wellbeing” strategy, including the continuation of School Wide Positive Behaviour Support, the investigation of the “KidsMatter” framework and enhance staff wellbeing.
- Refine, revise and implement the school’s Differentiation Framework including Gifted Education and higher order thinking skills to ensure a focus on EVERY student being able to succeed and achieve at or beyond their individual potential.

These key initiatives will be vital in developing Belmont State School students as high performing and engaged members of our school and the wider community.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year to Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	855	413	442	96%
2013	863	394	469	96%
2014	901	393	508	98%

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 circumstances, with many of our students coming from families who 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 who are academically very capable. Our non-English speaking students are supported by our English as an Additional Language or Dialect (EALD) program.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	24	23
Year 4 – Year 7 Primary	26	25	28

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	10	2	8
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Differentiated classroom programs to meet the needs of all learners
- Enrichment Program with links with local secondary schools
- Strong emphasis on the Arts with a range of visual art, music and performing arts programs provided
- Comprehensive incursion, excursion and camp programs offered

Extra curricula activities

- Playground Rangers (buddy support for Prep students)
- Performing Arts Program including: 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); Friday Music Tech Club
- Stars on Stage
- Instrumental music camps
- Intra school sports program and carnivals
- Various sporting pursuits – at district, regional and state levels
- WOW storytelling (lunchtimes)
- Waste Warriors
- Games Club (lunchtimes)
- Science Club
- Mathematics Team 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. 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. The computer lab comprises of 30 workstations and is used for delivery of ICT lessons. Student access to mobile devices is a priority with plans for further development in this area. Students engage in a variety of multimedia opportunities creating presentations through a range of software applications and programs. Students are equipped with the digital literacy skills required to be a 21st Century learner.

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. This is guided by the use of School Wide Positive Behaviour Support (SWPBS).

Systemic surveys completed by both parents and students show:

- That student behaviour is well managed at this school
- That students are getting a good education at this school
- That they would recommend this school to others

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	97%	100%	91%
this is a good school (S2035)	97%	100%	95%
their child likes being at this school* (S2001)	94%	100%	98%
their child feels safe at this school* (S2002)	91%	100%	99%
their child's learning needs are being met at this school* (S2003)	82%	100%	89%
their child is making good progress at this school* (S2004)	91%	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	100%	89%
teachers at this school motivate their child to learn* (S2007)	88%	93%	90%
teachers at this school treat students fairly* (S2008)	91%	90%	90%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	92%
this school works with them to support their child's learning* (S2010)	85%	97%	87%
this school takes parents' opinions seriously* (S2011)	83%	96%	82%
student behaviour is well managed at this school* (S2012)	94%	96%	94%
this school looks for ways to improve* (S2013)	94%	100%	94%
this school is well maintained* (S2014)	91%	97%	95%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	98%	94%
they like being at their school* (S2036)	91%	96%	91%
they feel safe at their school* (S2037)	94%	96%	92%
their teachers motivate them to learn* (S2038)	98%	97%	96%
their teachers expect them to do their best* (S2039)	98%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	95%	94%
teachers treat students fairly at their school* (S2041)	72%	93%	80%
they can talk to their teachers about their concerns* (S2042)	85%	92%	85%
their school takes students' opinions seriously* (S2043)	69%	87%	84%
student behaviour is well managed at their school* (S2044)	74%	86%	86%
their school looks for ways to improve* (S2045)	95%	96%	93%
their school is well maintained* (S2046)	88%	93%	94%
their school gives them opportunities to do interesting things* (S2047)	84%	94%	88%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	96%
they feel that their school is a safe place in which to work (S2070)		100%	96%
they receive useful feedback about their work at their school (S2071)		93%	89%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	98%
student behaviour is well managed at their school (S2074)		100%	95%
staff are well supported at their school (S2075)		89%	87%
their school takes staff opinions seriously (S2076)		88%	87%
their school looks for ways to improve (S2077)		96%	97%
their school is well maintained (S2078)		100%	94%
their school gives them opportunities to do interesting things (S2079)		91%	88%

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

'Agree' represents the 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.

Involving parents in their child's education

Belmont State School holds the partnerships between school, home and the community in very high regard. Parents and carers have numerous opportunities to be involved in various aspects of their child's education and the school community. Our school values community members and provides opportunities for their participation in our school.

Before enrolment, all students and their parents have an interview with the Principal. School information sessions are held for prospective enrolments and an annual Parent Information evening is held at the commencement of the school year.

Parents are invited to celebrate student learning by attending class Celebrations of Learning, Prom Concerts, the annual Art Exhibition Evening and Student of the Week award presentations at weekly assemblies.

In 2014, a number of parent and community engagement initiatives were introduced. These included a series of early phase learning parent workshops providing literacy and numeracy information and strategies to improve student learning outcomes, a Grandparents' Day which saw grandparents sharing stories and learning alongside students in classrooms, Prep and Year 1 Pyjama Nights highlighting the importance of parents reading to children, and the "Walking School Bus" morning promoting the message of 'healthy kids are active kids' as part of Walk Safely to School Day. Families continue to provide homestays to Japanese students from EQJ's study tour.

Many of our parents help out in classrooms on a regular basis, including participation in the school's music program and assisting in the library. The Ready Readers, a program where parents and volunteers provide individual reading practice for students, has been extended to a whole-of-school Student Support Volunteer Program, with community volunteers providing regular literacy and numeracy support in classrooms.

Our school is well supported by the Parents and Citizens Association (P&C) which makes significant contributions to the school through decision making and fundraising, and they actively promote parental involvement in our school.

Parent/teacher interviews are made available twice per year, in terms one and three, when student progress and learning is shared and discussed. Written reports are issued at the end of terms two and four.

Reducing the school's environmental footprint

Data in this area is collated and maintained on OneSchool. Solar panels across the school feed back into the electricity grid. Staff are 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 and additional oval maintenance such as aeration is routinely carried out.

Our school is supported by our P&C in the area of greening our school grounds. Significant work has gone into the development and placement of additional gardens into the grounds. The Waste Warriors program has seen an increase in knowledge and the amount of recycling in the school. Students play an integral role in this program.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	235,510	3,170
2012-2013	267,930	3,567
2013-2014	281,896	6,315

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

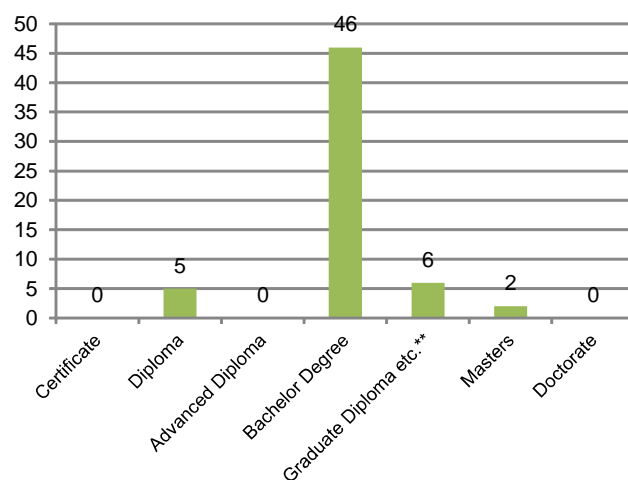
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	59	33	<5
Full-time equivalents	53	20	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	46
Graduate Diploma etc.**	6
Masters	2
Doctorate	0
Total	59



*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 2014 were \$18163.80

The major professional development initiatives are as follows:

- Focus on pedagogy: Explicit Instruction; Gradual Release of Responsibility Model
- Coaching Program
- Moderation – all year levels
- “Watching Teachers Teach” program
- Data Analysis
- First Aid/CPR
- C2C
- School Wide Positive Behaviour Support
- Developing Performance Framework
- Classroom visit feedback
- Supporting students and improving outcomes: workshops for Teacher Assistants
- Anaphylaxis Training
- Code of Conduct
- Student Protection

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	95%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

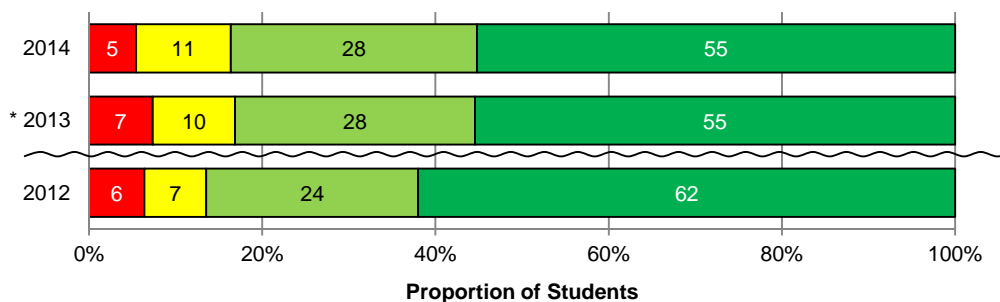
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	96%	95%	95%	96%	94%	95%					
2013	93%	93%	95%	94%	95%	95%	95%					
2014	95%	94%	95%	95%	94%	95%	95%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, 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 at 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 without notification, 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/>.

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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

At Belmont State School in 2014, the attendance rate of Indigenous students was slightly lower than the attendance rate of Non-Indigenous students. There was a gap between Indigenous and Non-Indigenous student performance in Year 3 Literacy and Numeracy (as measured through NAPLAN), with performance in Writing an area identified for specific focus of improvement. There were no Indigenous students in Year 5 or Year 7 for a measure of Literacy or Numeracy achievement.