



Belmont State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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

## Contact Information

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## School Overview

Belmont State School provides quality education for boys and girls in the primary school years (from Prep to Year 6). Our school was first opened in 1876, and in 2013 was selected as one of the first schools in Queensland to become an Independent Public School. This has allowed our school to explore initiatives and innovations that will further improve outcomes for our students. Belmont State School has a proud history and tradition, but also has a "future" focus with students and their learning at the centre.

Belmont State School strives to ensure all students are provided with the opportunity to learn, succeed, achieve and improve. Academic success and achievement are coupled with a wide range of arts, cultural and sporting opportunities. Learning activities are purposeful, cumulative, challenging and fun. Enthusiastic students, a professional staff and a school community strongly supportive of student achievement embrace these experiences and programs.

At Belmont State School, balance, context and purpose are given to learning. The focus is on the "whole child", with opportunities provided for, nurtured and valued across "pillars" of education: Academic; Arts; Community; Cultural; Sporting and Wellbeing. Students are encouraged and challenged to take calculated risks in their learning, set personal goals and learn from mistakes. Excellence, success and achievement is acknowledged and celebrated at all levels.

Belmont State School ensures effective partnerships are built and maintained both within and beyond the school community. These partnerships encompass a range of leadership opportunities: for staff, for students and for parents. Students, staff and community actively participate in global learning and citizenship activities. Parents and carers are highly valued partners in the learning process and the school embraces a culture of reflection, conversation and feedback, where all opinions are valued and considered.

With high expectations, our aim at Belmont State School is clear and simple – to provide the best quality education and to ensure that every student is given every opportunity to be and do the best they can – during their time at Belmont State School and beyond. As a learning community, we all continue to "Strive to Excel".

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

Belmont State School commenced 2016 as the first year of the school's **2020 Vision** (four year strategic plan). Progress in 2016 can be aligned to our ongoing focus to ensure the development of the "whole child" and the provision of opportunities across the "pillars" of education: Academic; Arts; Community; Cultural; Sporting and Wellbeing.

Highlights and achievements for 2016 included:

- A continued focus on a whole school approach to Reading, including the phased introduction of "Fountas and Pinnell" across the school from Prep to Year 6 (including significant staff support and learning), the continued development of our Reading Framework and the commencement of a Prep to Year 3 "STaR Reading" (Students Thinking and Responding in Reading) intervention and support program.
- Installation and commissioning of a whole school wireless environment (with thanks to our P&C) and a significant investment in devices, both iPads and laptops, to promote and support "anywhere, anytime" learning (again with thanks to the fantastic support from our P&C).
- Commencement of Japanese lessons for all students from Prep to Year 6 (previously only for students in Years 5 and 6).
- Becoming a Queensland Academies Partnership School and the start of work to increase and enhance opportunities for high achieving learners.
- Continued strong *Positive Behaviour for Learning* (PBL) focus, to promote a safe and supportive learning environment, including the trial of positive reward wristbands and as additional reinforcement for positive behaviour.
- Increased interschool options and opportunities for students through active participation in Mount Gravatt District Sport competitions both semesters.
- Continued high levels of performance from our music groups through Prom Concerts each term and high levels of achievement, including gold awards at Fanfare for both our Senior Choir and Vivaldi Strings Ensemble.
- Inaugural ARTrageous exposition held to celebrate and promote all students efforts and learning in the Arts.
- High levels of achievement in NAPLAN, particularly from our Year 3 and Year 5 students in the area of Writing.

Throughout 2016, Belmont State School staff continued to work to build sustained improvement in the learning of all students. Our *Professional Learning Communities* model was revised to collaboratively collect, analyse and respond to data to maximise student improvement. Our school sought to further develop teacher knowledge and the consistency in delivery of school priorities through the continued refinement and implementation of both our *Pedagogical Framework* and our *Reading Framework*.

As mentioned in our highlights above, performance in NAPLAN was again strong. In our focus area of Reading we still achieved good results, but our rate of improvement was below what was anticipated and our targets, while quite high, were not achieved. This will be an area for continued focus in 2017.

| NAPLAN   | Actual 2014 | Actual 2015 | Target 2016 | Actual 2016 |
|--|-------------|-------------|-------------|-------------|
| Year 3 Reading<br>Upper 2 Bands (U2B) %              | 50.8        | 62.9        | 65          | 53.3        |
| Year 3 Reading<br>National Minimum Standards (NMS) % | 93.2        | 97.6        | 100         | 97.5        |
| Year 5 Reading<br>Upper 2 Bands (U2B) %              | 38.8        | 51.7        | 55          | 44.3        |
| Year 5 Reading<br>National Minimum Standards (NMS) % | 97.1        | 100         | 100         | 98.1        |

As an Independent Public School, our School Council continued to develop, providing governance and local decision making. Our P&C Association continued to provide for the building of “community” in and across our school, along with giving strong support for school programs and initiatives.

## Future Outlook

Belmont State School’s **2020 Vision** has a clear and intended focus on learners and their futures. Our vision is simple, but compelling: **Inspired. Innovative. Informed.**

Our three priorities for school improvement over the next four years also utilise the “I” theme, seen to be both student centred and futures focused:

- I Am Critical and Creative
- I Am Me
- I Am Connected



Belmont State School will continue to build on successes and learn from challenges with a sharpened, simple and compelling plan, agenda and focus for 2017:

- **One motto:** Strive to Excel
- **Two areas for focus:** Pedagogy and Wellbeing
- **Three drivers / enablers / values:** Consistency, Ownership, Feedback
- **Our Improvement Agenda:** Reading

# Our School at a Glance

## School Profile

|  |                    |
|--|--------------------|
| <b>Coeducational or single sex:</b>        | Coeducational      |
| <b>Independent Public School:</b>          | Yes                |
| <b>Year levels offered in 2016:</b>        | Prep Year - Year 6 |
| <b>Student enrolments for this school:</b> |                    |

|              | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| <b>2014</b>  | 901   | 393   | 508  | 9          | 98%                              |
| <b>2015*</b> | 896   | 401   | 495  | 11         | 97%                              |
| <b>2016</b>  | 890   | 394   | 496  | 13         | 97%                              |

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Belmont State School is privileged to be a multicultural school with students coming from a range of backgrounds, including European, Asian, South African and New Zealand. 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

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

| AVERAGE CLASS SIZES |      |       |      |
|---------------------|------|-------|------|
| Phase               | 2014 | 2015* | 2016 |
| Prep – Year 3       | 23   | 24    | 24   |
| Year 4 – Year 7     | 28   | 27    | 26   |
| Year 8 – Year 10    |      |       |      |
| Year 11 – Year 12   |      |       |      |

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Strategic curriculum planning, incorporating and combining the Australian Curriculum (AC) and the Queensland Curriculum, Assessment and Reporting Framework (QCARF), across year levels and year level junctures to ensure continuity of learning for improved student outcomes.



- Inclusive practices for all students catering for the needs of all learners.
- Increased focus on wellbeing and the development of the “whole” child.
- Strong emphasis on the Arts with a range of visual art, music and performing arts programs provided.
- Enrichment program with links with local secondary schools.
- Comprehensive incursion, excursion and camp programs offered.

## Co-curricular Activities

- Playground Rangers
- 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 1 Choir, Junior 4 Choir, Senior Choir, Belmont Boys Vocals and Belmont Harmonies); Friday Music Technology Club
- Stars on Stage
- Instrumental Music camps
- Inter and intra school sports programs and carnivals
- Supporting student sporting pathways – 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

Belmont State School recognises the importance of ICTs (Information Communication and Technologies) within a modern school curriculum. With thanks to the support of our P&C, the establishment of a school wide wireless network – a significant school priority – became a reality in 2016. Interactive whiteboards have been installed in every classroom to assist, support and promote teaching and learning. A refurbished computer lab comprises of 30 workstations and is able to further assist in the delivery of ICTs for whole class situations. Further, all classrooms are provided with a small bank of desktop and/or laptop computers, with a renewal program to ensure all computers are no more than five years old and have a warranty continued to be actioned. An increased focus on mobile devices has been undertaken, with a fleet of iPads rolled out across the school in 2016 to further promote and support the use of “anywhere, anytime” learning.

## Social Climate

### Overview

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 Positive Behaviour for Learning (PBL) program – formerly known as School Wide Positive Behaviour Support (or SWPBS).

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of parents/caregivers who agree <sup>#</sup> that:             | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016)                 | 91%  | 95%  | 98%  |
| this is a good school (S2035)   | 95%  | 95%  | 98%  |
| their child likes being at this school* (S2001)                           | 98%  | 100% | 98%  |
| their child feels safe at this school* (S2002)                            | 99%  | 99%  | 99%  |
| their child's learning needs are being met at this school* (S2003)        | 89%  | 91%  | 97%  |
| their child is making good progress at this school* (S2004)               | 90%  | 91%  | 96%  |
| teachers at this school expect their child to do his or her best* (S2005) | 97%  | 95%  | 99%  |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parents/caregivers who agree <sup>#</sup> that:  | 2014 | 2015 | 2016 |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 89%  | 90%  | 95%  |
| teachers at this school motivate their child to learn* (S2007)   | 90%  | 92%  | 98%  |
| teachers at this school treat students fairly* (S2008)   | 90%  | 95%  | 96%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 92%  | 96%  | 97%  |
| this school works with them to support their child's learning* (S2010)                                 | 87%  | 91%  | 97%  |
| this school takes parents' opinions seriously* (S2011)   | 82%  | 87%  | 96%  |
| student behaviour is well managed at this school* (S2012)  | 94%  | 96%  | 97%  |
| this school looks for ways to improve* (S2013)   | 94%  | 94%  | 97%  |
| this school is well maintained* (S2014)  | 95%  | 96%  | 96%  |

### Student opinion survey

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree <sup>#</sup> that:                               | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048)                               | 94%  | 99%  | 99%  |
| they like being at their school* (S2036)  | 91%  | 95%  | 98%  |
| they feel safe at their school* (S2037)   | 92%  | 99%  | 97%  |
| their teachers motivate them to learn* (S2038)                                    | 96%  | 95%  | 98%  |
| their teachers expect them to do their best* (S2039)                              | 99%  | 98%  | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 94%  | 94%  | 99%  |
| teachers treat students fairly at their school* (S2041)                           | 80%  | 88%  | 86%  |
| they can talk to their teachers about their concerns* (S2042)                     | 85%  | 87%  | 95%  |
| their school takes students' opinions seriously* (S2043)                          | 84%  | 90%  | 95%  |
| student behaviour is well managed at their school* (S2044)                        | 86%  | 91%  | 88%  |
| their school looks for ways to improve* (S2045)                                   | 93%  | 96%  | 100% |
| their school is well maintained* (S2046)  | 94%  | 96%  | 98%  |
| their school gives them opportunities to do interesting things* (S2047)           | 88%  | 91%  | 97%  |

### Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:  | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069)   | 96%  | 98%  | 96%  |
| they feel that their school is a safe place in which to work (S2070)   | 96%  | 98%  | 97%  |
| they receive useful feedback about their work at their school (S2071)  | 89%  | 98%  | 91%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 85%  | 94%  | 82%  |
| students are encouraged to do their best at their school (S2072)   | 100% | 98%  | 97%  |
| students are treated fairly at their school (S2073)  | 98%  | 98%  | 99%  |
| student behaviour is well managed at their school (S2074)  | 95%  | 96%  | 99%  |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:                | 2014 | 2015 | 2016 |
| staff are well supported at their school (S2075)                       | 87%  | 98%  | 94%  |
| their school takes staff opinions seriously (S2076)                    | 87%  | 98%  | 97%  |
| their school looks for ways to improve (S2077)                         | 97%  | 98%  | 99%  |
| their school is well maintained (S2078)                                | 94%  | 98%  | 94%  |
| their school gives them opportunities to do interesting things (S2079) | 88%  | 98%  | 94%  |

\* 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

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.

Parents are invited to celebrate student learning by attending class celebrations of learning, Prom Concerts, the annual ARTregeous exposition evening and Student of the Week award presentations at weekly assemblies.

In 2016, a number of parent and community engagement initiatives were introduced and/or continued. 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 Education Queensland International'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 conferences 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 – this was undertaken electronically for the first time in 2016.

Parents and carers are integral participants in the consultation process regarding adjustments being made to assist students with diverse needs to access, succeed and achieve at school.

## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These include our Positive Behaviour for Learning (PBL) program and focus, which underpins our values and is reflected in our school's Responsible Behavior Plan for Students. A Playground Rangers program also operates to assist and support students to develop their knowledge and skills to be able to resolve conflict without violence – and also to recognise, react and report when they, or others, are unsafe. In conjunction with a weekly whole school focus and accompanying lessons, we strive to promote personal safety and awareness, as well as ensure timely and effective identification of and response to abuse and violence.

## School Disciplinary Absences

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

| SCHOOL DISCIPLINARY ABSENCES    |       |        |      |
|---------------------------------|-------|--------|------|
| Type                            | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 8     | 16     | 11   |
| Long Suspensions – 6 to 20 days | 0     | 0      | 0    |
| Exclusions                      | 0     | 0      | 0    |
| Cancellations of Enrolment      | 0     | 0      | 0    |

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.



## Environmental Footprint

### Reducing the school's environmental footprint

Data in this area is important and the school seeks to be environmentally responsible and proactive. Staff and students 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. Solar panels across the school feed back into the electricity grid. Irrigation of the school oval is conducted on an 'as needs' basis and additional oval maintenance such as aeration is routinely carried out.

Our school is supported by our P&C in the area of looking after our school 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.

| ENVIRONMENTAL FOOTPRINT INDICATORS |                 |          |
|------------------------------------|-----------------|----------|
| Years                              | Electricity kWh | Water kL |
| 2013-2014                          | 281,896         | 6,315    |
| 2014-2015                          | 291,326         | 9,424    |
| 2015-2016                          | 302,180         | 8,925    |

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

## School Funding

### School income broken down by funding source

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

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

### Find a school

Sector:

Government

Non-government

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

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

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

| 2016 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts                 | 63             | 31                 | <5               |
| Full-time Equivalent       | 56             | 19                 | <5               |

### Qualification of all teachers

| TEACHER* QUALIFICATIONS        |   |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate                      | 0   |
| Masters                        | 1   |
| Graduate Diploma etc.**        | 10  |
| Bachelor degree                | 44  |
| Diploma                        | 8   |
| Certificate                    | 0   |

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$50,502.

The major professional development initiatives are as follows:

- Focus on knowledge and skills to realise our Explicit Improvement Agenda (Reading) including the continued development and implementation of the Belmont State School "Reading Framework" and the phased introduction of "Fountas and Pinnell"
- Understanding, implementing and contextualising the Australian Curriculum with a focus on student engagement and "adapt" rather than "adopt" for "Curriculum into the Classroom" materials
- Coaching Program and feedback
- Data Analysis and use
- Professional Learning Communities and student improvement
- A strong focus on Wellbeing, including further exploration of the KidsMatter Framework and the continuation of the Positive Behaviour for Learning (PBL) program – formerly School Wide Positive Behaviour Support (SWPBS)
- First Aid/CPR Training
- Anaphylaxis and Asthma Training, Asbestos Awareness, Code of Conduct and Student Protection Training

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

## Staff Attendance and Retention

### Staff attendance

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

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

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

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

| STUDENT ATTENDANCE 2016   |      |      |      |
|---|------|------|------|
| Description   | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 95%  | 95%  | 95%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 94%  | 93%  | 94%  |

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

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

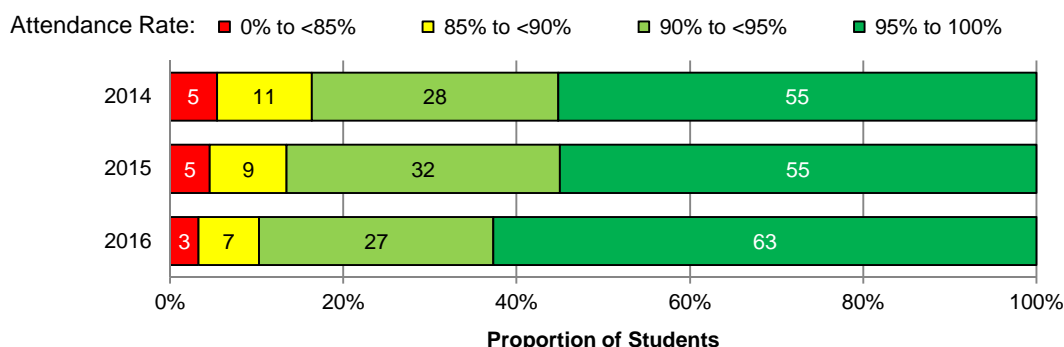
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL |      |        |        |        |        |        |        |        |        |        |         |         |         |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level   | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014   | 95%  | 95%    | 94%    | 95%    | 95%    | 94%    | 95%    | 95%    |        |        |         |         |         |
| 2015   | 95%  | 95%    | 95%    | 95%    | 94%    | 94%    | 94%    |        |        |        |         |         |         |
| 2016   | 95%  | 95%    | 95%    | 96%    | 95%    | 94%    | 95%    |        |        |        |         |         |         |

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

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



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

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Belmont State School class rolls are marked twice daily, by 9:00am and immediately after second break at 2:00pm. If a student is absent from school without explanation or notification, the school will make contact the parents/carers that same day to ascertain the student's whereabouts and safety.

Parents and carers are requested to inform the school of any absence by phoning the student absentee line or registering the absence by email (with a link is available on our school website). Our school maintains a goal to ensure there are no unexplained absences.

## NAPLAN

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

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

### Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

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

## Conclusion

Belmont State School continued to make significant progress towards its goals in 2016, maximising the opportunities provided through being an Independent Public School with a focus on *Innovation, Performance* and, most importantly, *Students*. The school has continued to experience enrolment growth and confirm its position as a "school of choice".