Belmont State School (0226)
Queensland State School Reporting
2012 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

At Belmont State School 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 relevant to 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.

To ensure the school is committed to the implementation of the Gifted Education Framework, the school identified and trained two teachers to be GEMs (Gifted Education Mentors). All teachers differentiate their classroom practice to meet the needs of individual learners.

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.

The Parents and Citizen's Association in partnership with the school embarked on the construction of a fully air-conditioned Multi-Purpose Centre. This centre is shared jointly between our school and our Before and After School Care facility. In a broader context the MPC provides an attractive venue for community use.

Our 2012 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 teacher 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 2012

In 2012 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. Belmont State School has two elected Gifted Education Mentors who have begun implementing the school's gifted education framework. Our response to the Teaching and Learning Audit has allowed us to review our improvement agenda and set the necessary directions to reach our goals, specifically in Reading and Numeracy. The school is implementing 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. 2012 has seen the introduction of a recycling program across our school led by our student representatives.

Future outlook

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

- To strengthen the teaching and learning from Prep-7 by focussing on enhanced pedagogy in English (specifically Reading) and Numeracy. Particular focus on the 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 which provides opportunities for gifted students to be challenged everyday within the curriculum structure.

- Strengthen leadership density across the teaching staff

2012 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 semester 2 2012 Belmont State School was successful in their application to become an Independent Public State School. This initiative will provide greater autonomy and flexibility for our school and community to refine and initiate our curriculum and extra-curricular offerings to meet the needs of our student body.

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School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	824	413	411	97%
2011	811	392	419	97%
2012	855	413	442	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 a Second Language program.

Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	23	23	23
Year 4 – Year 10	25	27	26

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days	5	11	10
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Curriculum offerings

Our distinctive curriculum offerings

- Gifted Education Program
- 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

- Lunchtime Year 7 Challenge covering a variety of sports throughout the year.
- 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
- Computer Club & Robotics
- Chess Club
- Games Club
- Science Club

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 and also for lunchtime computer club and robotics classes.

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

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#
their child is getting a good education at school	97.0%
this is a good school	96.9%
their child likes being at this school*	93.9%
their child feels safe at this school*	90.9%
their child's learning needs are being met at this school*	81.8%
their child is making good progress at this school*	90.6%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	84.4%
teachers at this school motivate their child to learn*	87.5%
teachers at this school treat students fairly*	90.6%
they can talk to their child's teachers about their concerns*	93.8%
this school works with them to support their child's learning*	84.8%
this school takes parents' opinions seriously*	83.3%
student behaviour is well managed at this school*	93.8%
this school looks for ways to improve*	93.5%
this school is well maintained*	90.9%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	94.7%
they like being at their school*	91.2%
they feel safe at their school*	93.9%
their teachers motivate them to learn*	98.3%
their teachers expect them to do their best*	98.3%
their teachers provide them with useful feedback about their school work*	93.0%
teachers treat students fairly at their school*	72.2%
they can talk to their teachers about their concerns*	85.1%

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Performance measure *(Nationally agreed items shown*)*	
their school takes students' opinions seriously*	69.3%
student behaviour is well managed at their school*	74.1%
their school looks for ways to improve*	94.8%
their school is well maintained*	87.7%
their school gives them opportunities to do interesting things*	84.5%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012#
that they have good access to quality professional development	86.3%
with the individual staff morale items	94.7%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Belmont State School welcomes parental involvement in various aspects of their child's schooling.

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

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

Parents also show a keen interest in their child's education and opportunities were provided for them to learn more about the nature of the school program offerings, events and initiatives at our Parent Education Evenings which were 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 has been supported by our P&C in the area of greening our grounds. Significant work has gone into the development of and the placement of additional gardens into the grounds.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	233,521	4,313
2010-2011	211,995	2,706
2011-2012	235,510	3,170

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Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	57	28	<5
Full-time equivalents	50.6	16.6	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	46
Diploma	10
Certificate	0
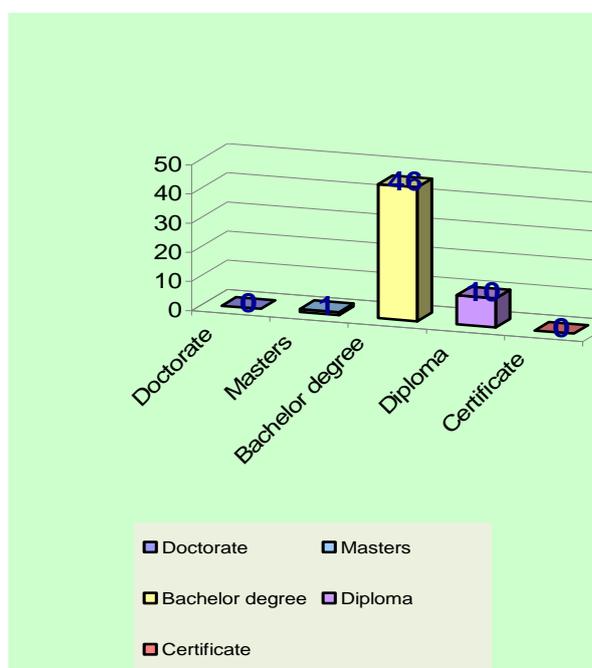
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $18,431.

The major professional development initiatives are as follows:

- Moderation – All year levels, including Years 4 and 6 work on QCATs.
- Watching teachers teach program.
- Explicit Teaching – John Fleming
- QAR – Comprehension Strategy
- Marzano – "Withitness"
- Data Analysis
- Essential Skills for Classroom Management

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- First Aid/CPR
- C2C
- Back to Front Maths
- School Wide Positive Behaviour Support
- Differentiation
- The Arts
- Interactive Whiteboards
- Developing Performance Framework
- Running Records – PM Benchmarks, Individual Prose Inventory
- Professional Sharing of Pedagogy
- Spreadsheets/Excel
- Classroom visit Feedback
- Higher Order Thinking
- Anaphylaxis Training
- Code of Conduct

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.2%	96.8%	95.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.3% of staff was retained by the school for the entire 2012 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

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Sector ☐ Government
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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.

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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.
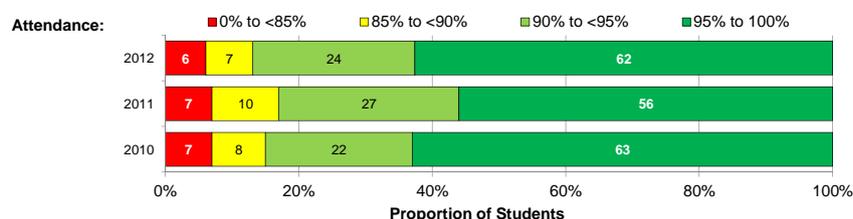
Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	94%	96%	96%	95%	95%	93%	94%
2011	94%	95%	96%	96%	95%	94%	93%
2012	94%	96%	95%	95%	96%	94%	95%

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 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.

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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 up to five days we request that parents notify the school by ringing the absentee line or the school office. If they are to be away for greater than five days we request that the absence be put in writing.

If students are away for more than three consecutive days our school office will contact parents to reassure students' whereabouts and their 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, and 7 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.**

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Find a school

Search by school name

[   ] GO

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Sector ☐ Government
        ☐ Non-government

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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

In 2012 Belmont State School had ten indigenous students enrolled. Their attendance rate was 95.0%, with 100% of students' progression from one year level to the next. Our indigenous students in year three were below both National and State means in Reading and writing and equal to the state mean in Numeracy. In year 5 our students were below the state and national means in Reading and Writing and above both means in Numeracy. In year 7 our students were below the National and State means in Reading, Writing and Mathematics.

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