

Bellenden Ker State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This report is designed to provide a summary of the progress made at Bellenden Ker State School during 2015. Bellenden Ker State School caters for every aspect of our children's education. We aim to provide a rich educational program so that our students have a solid foundation and can go on to be successful in a wide variety of career pathways at high school.

We aim to be a primary school of first choice in our area because of a focus not just on the best possible outcomes in literacy, numeracy and information technology but also the best possible outcomes for each student in the areas of creativity, citizenship, and sustainability. These goals are central to our culture and reflective of our broader school community. Bellenden Ker State School is a high expectations school and we believe that our students are capable of great things. With a supportive environment our students are capable of achieving amazing things.

School progress towards its goals in 2015

Key goals in 2015 were:

1. Refining and developing Explicit Instruction Pedagogical Framework including the restructure and reorganisation of the school into a one class, P-6 setting. Explicit teaching strategies are fully embedded in classroom practice by teachers and teacher aides. Direct instruction programs are followed effectively and the students are accustomed with these practices.
2. Continuing the development of Individual Learning Goals. Several methods of structuring and managing learning goals has been trailed and some flexibility will be maintained in line with the variation in the class groupings.

Future outlook

In 2016 we will continue to embed the goals reflected in the 2015 annual report, but with a strong focus on synchronising teaching, learning and assessment to a one teacher school setting. Although enrolments have dropped, this has provided us with an opportunity to focus on a comprehensive Intervention Program to provide all students below benchmark with additional targeted support, whilst extending the knowledge and skill of Gifted and Talented students. All staff and students are engaged in thinking about performance and review their progress and goals on a regular basis.

For 2016, Priority 1 is to design and Implement a school reading program focussing on the explicit teaching of phonemic awareness, phonics, fluency, vocabulary, oral language and comprehension. Priority 2 is to refine and improve Bellenden Ker's supportive school environment by engaging parents and wider community with events based at school and in the community through P and c events and school leaders initiatives. Priority 3 is to increase attendance through active encouragement and rewards systems

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	25	11	14	7	92%
2014	22	10	12	7	100%
2015	17	9	8	7	88%

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 2015, there were no students enrolled in a Pre-Prep program.*

Characteristics of the student body:

The students at our school enjoy a cooperative, safe environment. Our school operates under a multi-age philosophy. This enables us to cater to all students' learning needs at an individual level. The students are predominantly from the local area and some families are 'second generation'. We currently have students ranging across all year levels from lower to upper primary school. Most students live within ten minutes' drive from the school and enjoy their outdoor lifestyles. Our students engage in a number of outdoor activities in and around the local area and many are members of local sporting clubs and community initiatives.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	13	23	15
Year 4 – Year 7 Primary	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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	0
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.

Curriculum delivery

Our approach to curriculum delivery

- Curriculum delivery through an Explicit Instruction Framework
- Australian Curriculum delivered across key learning areas on a two year rolling program
- LOTE – Japanese (years 3-6)
- Instrumental Music (Years 3-6)
- Health and Physical Education and Music
- Direct Instruction programs (EMMs and JEMMs)

Extra curricula activities

- Small Schools Sports Carnival
- Combined Schools' Sports Carnival
- Combined Schools' Cross Country (Years 4-6)
- Combined Schools' Sports Challenges (Years 4-6)
- Combined School's Under 8's Day
- School Leaders – Leadership Camp
- NAIDOC week celebrations
- Books Come To Life – Kindy to Prep transition day
- Biannual School Camp

How Information and Communication Technologies are used to improve learning

Bellenden Ker State School embeds Information and Communication Technologies (ICT) into everyday classroom practice. ICT is a crucial part of students' learning today as it continues to become more prominently integrated into everyday life and work in our contemporary technology driven society.

Our interactive whiteboards are used to deliver lessons and facilitate student learning and engagement in all areas of the curriculum. The classrooms are equipped with computers (Ratio 1 computer to 2 students), individual iPads and access to coding and computer programming soft and hardware. This technology is kept current with up to date software and curriculum related resources are regularly updated to ensure ultimate student engagement leading to enhanced student outcomes. All classroom computers and iPads have been replaced in 2016 and the wireless network has been upgraded.

Social Climate

Our students enjoy a cooperative, safe and collaborative environment. We operate under a multi-age philosophy. This enables us to cater to all students' learning needs at an individual level. Students enjoy working in small groups with support from the classroom teachers and support officers.

We utilise positive reinforcement as our primary management tool, which supports student's emotional wellbeing whilst driving students to perform to their potential in all facets of school life.

The school also offers explicit behaviour management and wellbeing lessons aimed at providing essential knowledge and skills around self-respect, personal health and fitness and appropriate social behaviours.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	88%	100%	100%
this is a good school (S2035)	88%	100%	80%
their child likes being at this school (S2001)	88%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	75%	100%	100%
their child is making good progress at this school (S2004)	75%	75%	80%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	88%	100%	80%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	75%	100%	80%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	89%
they like being at their school (S2036)	100%	100%	89%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	89%
teachers treat students fairly at their school (S2041)	100%	89%	100%
they can talk to their teachers about their concerns (S2042)	100%	100%	100%
their school takes students' opinions seriously (S2043)	100%	100%	100%
student behaviour is well managed at their school (S2044)	88%	89%	67%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

[#] '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

Our parents and carers are involved in their students' schooling in a number of ways at Bellenden Ker State School.

Parents are welcome to visit the classroom and take a look at the work that the students have produced. This may be displayed around the classroom for parents to inspect, or shown in the form of interactive displays and presentations by the students. This is enjoyed by both parents and students. As is the nature of a small school, parents are in regular contact with the principal and staff. This provides a real connection with their child's education and progress.

Each Semester an Open Day is held to celebrate student success and parents are able to do participate in Learning Walks to observe the classroom in operation.

Books Come To Life is another key community engagement activity which supports Kindy to Prep Transitions. It allows new parents to explore Prep life at Bellenden Ker State School. Parents of current students are invited to attend to meet parents, help on the day and/or provide a morning tea for the new parents.

Reducing the school's environmental footprint

Our students are working to reduce our environmental footprint. They are encouraged to engage in water and power saving activities as a part of everyday school routine. Our student leaders are working to educate all our students on ways to save power, water and reduce unnecessary waste. The need for reduction of energy consumption is seen as highly important and new behaviours have been adopted by staff and students to make this a successful initiative. Bellenden Ker State School has 30 PV solar panels to boost our production of clean energy.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	14,669	335
2013-2014	9,845	308

2014-2015

7,607

781

*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.

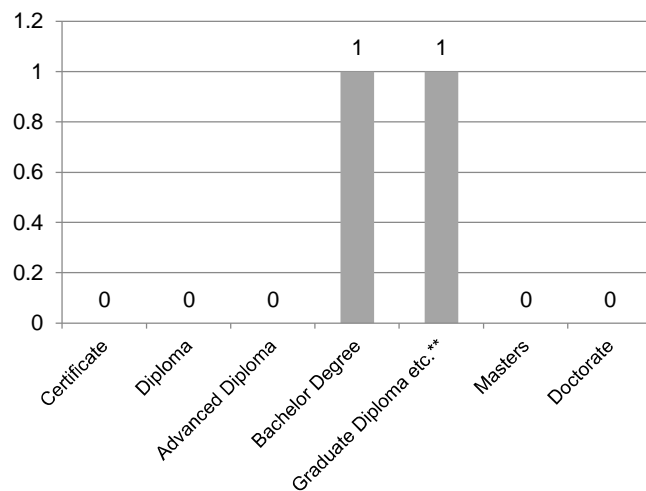
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	<5
Full-time equivalents	1	2	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	2



*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 2015 were \$ _____

The major professional development initiatives are as follows:

- **First Aide and epipen training**

The proportion of the teaching staff involved in professional development activities during 2015 was **100%**

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	89%	95%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	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
2013	96%	78%	97%	95%	94%	97%	95%	96%					
2014	DW	96%	85%	DW	91%	90%	86%	DW					

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

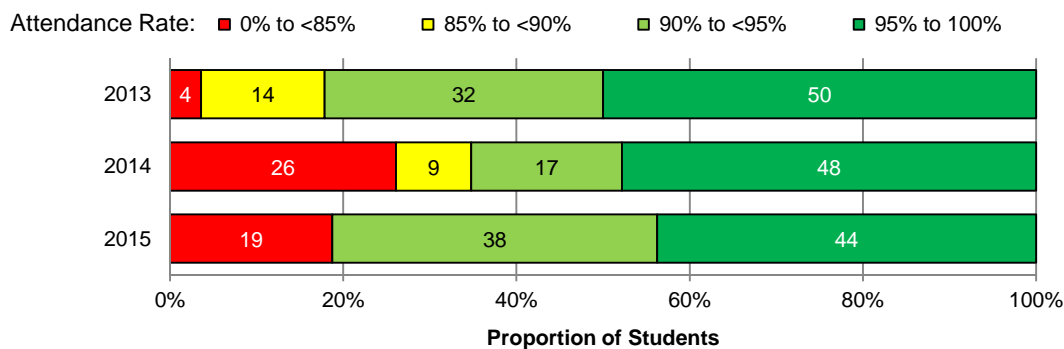
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015		95%	89%	DW	97%	83%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

- The roll is marked twice daily on One school at 9am and 1:10pm.
- Parents of students not present at 9am are notified by SMS and a reason is requested.
- Attendance data is referred to in all weekly newsletters.

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.

Find a school

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Government

Non-government

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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.