

# Bymount East State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

The 2014 School Annual Report for Bymount East State School follows the progress, opinions and goals of students, parents and staff at the school during the year. Bymount East State School provides a wonderful environment for its students, who are supported by dedicated staff and a supportive community. The school has one full time teaching principal, one teacher aide and a part time teacher. All students continue to be taught in multi-age settings with curriculum delivery based on year levels and also ability levels. Each year students in Years 3,5 participate in NAPLAN Testing. In 2014 only 3 students participated in this National Test.

The school encourages parents and community members to assist with students learning and to become involved in the school's programs. In 2014 the school regularly received support from parents and community members.

**This report contains information on the school; what makes it unique, special features and achievements. There is information on the teaching staff, parent expectations and parent, student and community satisfaction. School progress towards its goals in 2014**

2014 saw significant improvement in student reading and spelling levels which matched the School Priorities for the year.

In 2014 there are 4 key priorities as outlined in the AIP (Annual Implementation Plan).

#### Key priorities for 2014

- Reading
- Spelling
- Implementing whole school coaching and feedback practice
- Community engagement

#### Programming:

- Alignment of an additional curriculum program "History", "The Arts" and "ICT Technology and Design" with the Australian Curriculum and the C2C outlines.
- Provision of additional and various educational opportunities for students to learn and participate, which ensures students are provided with a broader focus for learning.
- Improved explicit instruction, to improve learning opportunities within a multi-age setting with a strong focus on differentiation in teaching to ensure inclusivity of all students.

#### Facilities:

- Improved classroom facilities that support student engagement
- Improved connectivity for online services
- More computers for greater access to online curriculum opportunities.
- Continued removal of asbestos from school site
- Scope of works that focuses on the provision of clean, safe and hygienic areas for students to eat and play
- Utilisation of a new water bore to ensure grounds are safe, shady and conducive to students play requirements

**Professional Development:**

- All staff to be part of a coaching program
- All staff to receive first aide training
- All staff to be trained in THRASS
- Staff are provided the opportunity to access training opportunities to improve their current level of knowledge and skills in the areas of Human Resource Management, Facilities Management, Latest Regional Priorities as well as Teaching and Learning Programs aligned with the requirements of the Australian Curriculum.

**Future outlook**

Bymount East SS looks to build upon the great success in 2014, by ensuring that we have a highly skilled teaching team, ensuring great attendance, and by ensuring every child learns every day. We will continue a strong focus on improving reading, by developing plans for every student, and by up skilling staff.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	17	10	7	100%
2013	10	8	2	69%
2014	9	8	1	82%

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

### Characteristics of the student body:

Bymount East State School is a rural and remote school in the Maranoa Regional Shire. All students at the school are from local farming families. Most parents either own local cattle properties or work on properties in the area. The parents and the community utilise Roma, 65km to the South, or Injune 26km to the North, as their major service centres.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	1	11	10
Year 4 – Year 7 Primary	3		
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> 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

Being such a small school, both extension and support programs are able to be tailored to individual student needs. One on one support for these activities possible through the teacher aide or classroom teacher.

The curriculum focus is explicit instruction of literacy, numeracy and science, with information communication technologies (ICTs) integrated into daily learning. The interactive whiteboard, internet, digital cameras and a range of software ensure students and staff are equipped for the digital world. All eight Key Learning Areas are addressed and new curricula are being incorporated in student programs, staff development, and resource provisions as appropriate. Our other language is French.

### Extra curricula activities

- The Arts: Arts Council Performances
- Health and Physical – Swim Camp ; Swimming Carnival; Cross Country Event, Athletics CRNIVALS, Inter School Rugby League and Netball Games
- Under 8's day of activities for students from Prep-Year 3 at a neighbouring school
- Participation in ANZAC Day march, service and wreath laying ceremony
- Showcasing the School: Eisteddfod, Display at Roma Show

### How Information and Communication Technologies are used to assist learning

How Information and Communication Technologies are used to assist learning – Students have frequent access to a range of technologies to support their learning including;

- I pads
- Laptops
- Assistive Technologies
- Interactive Whiteboards
- Range of digital cameras

## Social Climate

Bymount East State School offers all students, parents and community members an environment that is inviting, safe and supportive. All parents and community members are encouraged to participate in events and celebrations promoted through our school. All students from Prep-Year 7 work both individually and collaboratively whether they are engaged in classroom learning or break time play. Bymount East State School students are encouraged to seek support when necessary, regardless of the situation.

The P&C supports the school and values the learning that takes place within its fence line and out of the school grounds on excursions and camps.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	83%	100%
their child feels safe at this school* (S2002)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child's learning needs are being met at this school* (S2003)	92%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	92%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
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:	2012	2013	2014
they are getting a good education at school (S2048)	100%	78%	100%
they like being at their school* (S2036)	100%	100%	100%
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%	100%
teachers treat students fairly at their school* (S2041)	100%	89%	100%
they can talk to their teachers about their concerns* (S2042)	100%	89%	100%
their school takes students' opinions seriously* (S2043)	100%	89%	100%
student behaviour is well managed at their school* (S2044)	100%	67%	100%
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%	78%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

\* 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

All Parents and Students are satisfied that students receive a good education at Bymount East State School. Parents/Caregivers are satisfied with School. Parents support projects, attend meetings and are involved in school activities. Dedicated staff members participate in professional development that will improve work performance and student outcomes. All members of Staff work together as a team. The students that attend Bymount East SS are well supported within the caring community. This is reflected in the results of the school opinion survey - specifically in relation to Bymount East being a school that the students feel safe to go.

The parents can also have a large input and inclusion in the education of their children through

- P and C Association
- Reading in classes
- Attending camps
- Participating in tuckshop events
- Participating in the plethora of school/community partnership activities.

### Reducing the school's environmental footprint

The school installed a new water bore and also had solar panels installed. The school aims to use as little electricity as possible, with students being taught to turn off unnecessary electrical items. Bymount East is on Bore water only. This helps ensure that we are all 'water wise'.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	12,409	0
2012-2013	14,219	0

2013-2014

14,043

0

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.

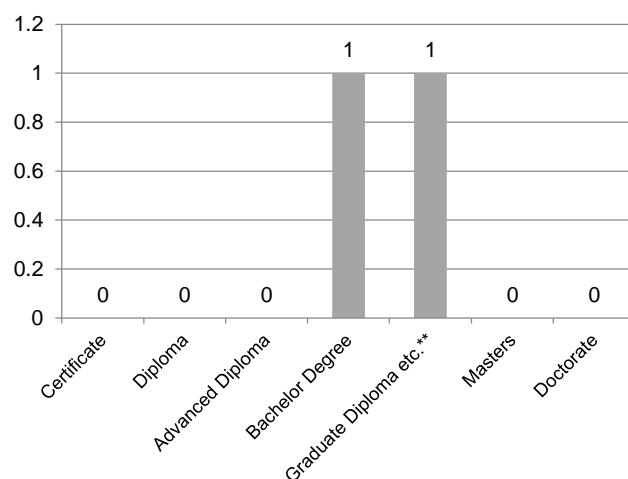
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	1	3	0
Full-time equivalents	1	1	0

### 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
<b>Total</b>	<b>2</b>



\*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 major professional development initiatives are as follows:

- National Curriculum training
- Core Modules
- Explicit teaching learning
- THRASS TRaining

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.	98%	100%	100%

### 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 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).	87%	92%	92%

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

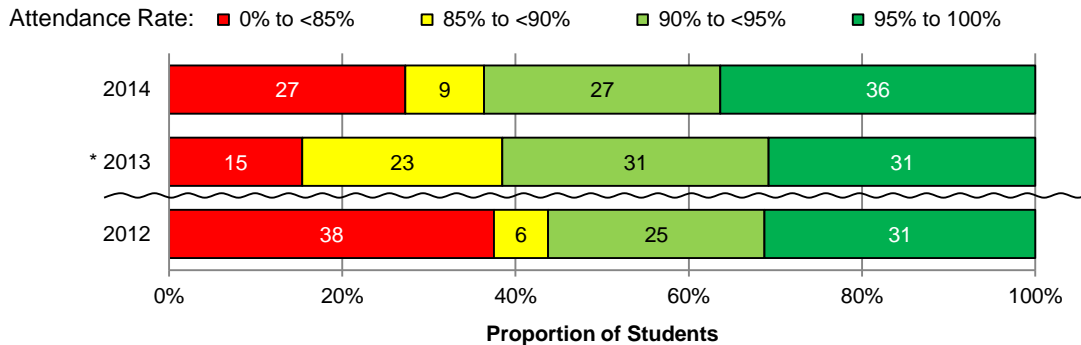
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	DW	DW	83%	94%	97%	85%					
2013	91%	93%	DW	DW	90%	DW	DW					
2014	DW	93%	96%	DW	DW	96%						

DW = Data withheld to ensure confidentiality.



## Student attendance distribution

The proportions of students by attendance range.



\*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.

## 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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## Achievement – Closing the Gap