Bymount East State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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Bymount East State School is located in the Roma District of the Darling Downs South West Region. It is a small rural and remote Band 5 School situated beside the Carnarvon Highway, 64 kilometres north of Roma. Established on this site in 1945 the School serves a stable grazing and farming community which actively supports the school with involvement in annual planning, class activities and fund-raising. The School provides a safe, supportive environment while offering high-quality education programs that align with the Australian Curriculum to meet the needs of all students. The focus is on improving literacy and numeracy skills while integrating other key learning areas.

The multi-age class is comprised of Prep to Year 7 Primary Students. The School Community believes: school should be a happy, safe and secure place where students' needs are met and all have the opportunity to succeed; the values of care, respect, cooperation, responsibility, tolerance and diversity are promoted; teaching and learning opportunities should be challenging, with proactive social skilling and behaviour management; and strong positive working relationships between school and home allow for maximum potential and growth.

Principal's Forward

Introduction

The 2016 School Annual Report for Bymount East State School follows the progress, opinions and goals of students, parents and staff at the school throughout 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 and 5 participate in NAPLAN Testing.

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.

School Progress towards its goals in 2016

2016 saw continued development and consolidation in student reading, numeracy and spelling levels which matched the School Priorities for the year.

Priority	Strategy	Action	Responsibility	Embedded	Consolidating	Beginning	Updated By
Writing	Develop and implement a whole-school writing plan	Embed a whole-school writing plan based around the 7-Steps in Writing.	• Orford, Benjamin (ORFOBE)	○	○	◉	Micah PAYNE
Writing	Develop and implement a whole-school writing plan	Focus on 'Spelling in Writing and Vocabulary in writing' as outlined in the BESS School action Plan.	• Orford, Benjamin (ORFOBE)	○	◉	○	Micah PAYNE
Reading	Continue to explicitly teach Reading and Comprehension strategies using a comprehensive program, that addresses all the major strategies required to achieve reading success.	Continue to implement strategies as defined in the I4S document	• Principal	◉	○	○	Micah PAYNE
Reading	Continue to explicitly teach Reading and Comprehension strategies using a comprehensive program, that addresses all the major strategies required to achieve reading success.	Continue the use of the Bymount East SS Reading Improvement Plan and review as needed.	• Orford, Benjamin (ORFOBE)	○	◉	○	Micah PAYNE
Reading	Continue to support and enhance student learning with engaging and relevant on-line learning programs that are linked to the curriculum and individual student needs.	Continue to implement the use of online programs such as Reading Eggs as well as using Regional initiatives such as the Impact Program.	• Orford, Benjamin (ORFOBE)	○	◉	○	Micah PAYNE
Numeracy	Support and enhance student learning with engaging and relevant on-line learning programs that are linked to the curriculum and individual student needs.	Continue to implement the use of online programs such as Mathletics as well as using Regional initiatives such as the Impact Program.	• Orford, Benjamin (ORFOBE)	◉	○	○	Micah PAYNE
Numeracy	Continue the use of the Bymount East SS Maths Plan and review as needed.	Continue to implement strategies as defined in the I4S document.	• Orford, Benjamin (ORFOBE)	◉	○	○	Micah PAYNE
Numeracy	Continue to explicitly teach Maths problem solving strategies using a comprehensive program, that addresses all the major strategies required to improve student understanding.	Use CAMS and STAMS program to teach students problems solving strategies that target each individual students' needs.	• Orford, Benjamin (ORFOBE)	◉	○	○	Micah PAYNE
Numeracy	Continue to explicitly teach Maths problem solving strategies using a comprehensive program, that addresses all the major strategies required to improve student understanding.	Provide targeted support for each student as identified by their data trends.	• Orford, Benjamin (ORFOBE)	○	○	◉	Micah PAYNE
Spelling	Implementing the MASS Small School Approach to Spelling	Provide daily explicit instruction and hands-on opportunities through word study to meet the developmental needs of students through Words Their Way.	• Orford, Benjamin (ORFOBE)	○	○	○	

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Future Outlook

In order to build on the successes of 2017, our whole school data has been analysed and a new set of school sharp and narrow priorities have been developed and outlined in the Schools Annual Implementation Plan for 2017. These are:
1. Writing
2. Numeracy (problem solving focus – cluster based)

To ensure we have explicitly targeted these priorities, we have developed strategies that are contextual to our schools (and cluster) current data trends. It should also be noted that the great progress in reading last year will be continued.

Improvement Priority 1. Writing

Targets
Improvement in NAPLAN and collect data in PAT writing Write and implement a whole school reading plan by 2018

Strategy:	Develop and implement a whole-school writing plan		
Actions		**Timeline**	**Responsible Officer(s)**
Improve pedagogy: Attend "Creating Successful Writers" Module 7 writing PD through CPL team		Term 1	Micah Payne
Moderate writing across Band 5 cluster		Term 4	Micah Payne
Assess using NAPLAN, PAT and C2C. Plot student writing progress on Literacy Continuum and data wall		Ongoing	Micah Payne
Develop a data cycle as part of the writing plan ti imrpove reading through curriculum, pedagogy, assessment and moderation		Ongoing	Micah Payne

Improvement Priority 4. Numeracy

Targets
Whole school number program (problem solving) All students at or above minimum national improvement standards (NAPLAN and PAT)

Strategy:	Develop the curriculum, pedagogy, assessment and moderation processes through the data cycle in relation to the EIA		
Actions		**Timeline**	**Responsible Officer(s)**
Scan and assess current practices in number ie. focus on problem solving		Term 1	Micah Payne
Prioritize resources to support the development of number frameworks		Term 1	Micah Payne
Develop and implement plans		Term 2	Micah Payne
Review plans and frameworks to evaluate success		Term 3	Micah Payne
Use DDSW theory of action to develop and improve the teaching of number (problem solving)		Ongoing	Micah Payne
Develop Band 5 Cluster Ed-Studio - Immediate link for Problem Solving		Term 1	Micah Payne

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	9	8	1		82%
2015*	9	7	2		100%
2016	7	5	2		100%

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

AVERAGE CLASS SIZES			
Phase	**2014**	**2015***	**2016**
Prep – Year 6	10	9	7
Year 7 – 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.

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Curriculum Delivery

Our Approach to Curriculum Delivery
Being such a small school, both extension and support programs are tailored to individual student needs. One on one support for these activities is 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 use of students laptops, iPads, the internet, digital cameras, Lego robotics, remote lessons and a range of software ensure that students and staff are being equipped for the digital world. All eight Key Learning Areas are addressed timely as per the Australian Curriculum in student programs, staff development, and resource provisions as appropriate. Our other language is Japanese.

Co-curricular Activities
- The Arts: Arts Council Performances
- Health and Physical – Swim Camp ; Swimming Carnival; Cross Country Event, Athletics Carnivals, 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

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;
- iPads
- Laptops
- Lego Robots and Bee Bots
- Assistive Technologies
- Interactive Whiteboards
- Range of digital cameras

Social Climate

Overview
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 6 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

Parent opinion survey

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

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	100%	DW
student behaviour is well managed at this school* (S2012)	100%	100%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	100%	DW

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	100%	100%	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%	100%	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)	100%	100%	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%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
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%	DW
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	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%

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Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
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%

* 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

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

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Respectful relationships programs are implemented in *Health* lessons, where students learn about personal safety and awareness including identifying, responding to and developing knowledge and skills to resolve conflict without violence. They are also embedded throughout the school curriculum through the implementation of our school rules of "Be Safe, Be Respectful and Be a Learner". This implementation has also assisted in allowing students to resolve conflict, as well as react, recognise and report issues appropriately, when they, or others, are unsafe.

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	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.

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Environmental Footprint

Reducing the school's environmental footprint

The on-going drought in South-Western Queensland meant that everyone is water conscious. Students are encouraged to conserve water where ever possible through the use of our school bore. There are several rain water tanks on the school ground to assist in rain water conservation. Bymount East SS has solar panels on the school roof which means a saving in electricity usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	14,043	0
2014-2015	17,296	
2015-2016	14,437	

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.**

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	1	3	0
Full-time Equivalents	1	1	0

Qualification of all teachers

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

*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 $3847.16. The major professional development initiatives are as follows:

- MAP principal meetings
- Online learning
- Accessing Recorded Podcasts
- THRASS training
- Finance Training
- First Aid
- Principals induction
- Take The Lead Conference

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.	100%	100%	99%

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 2016.

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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).	92%	91%	97%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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%.
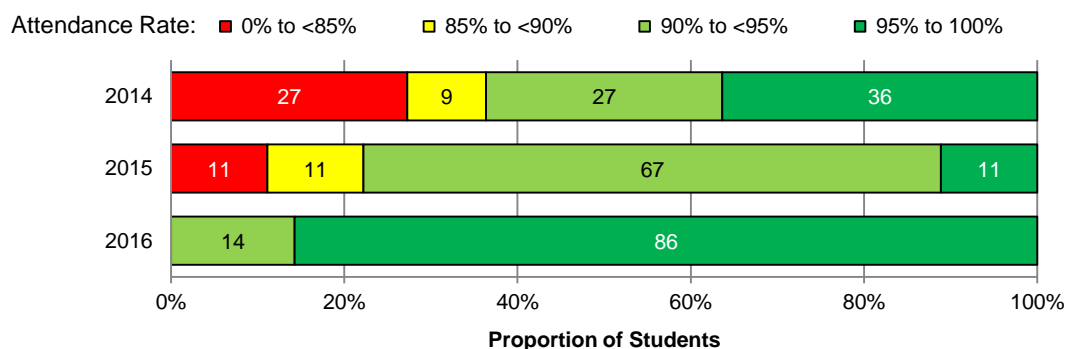
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	DW	DW	93%	96%	DW	DW	96%						
2015	93%	DW	DW	92%	90%		DW						
2016		95%	DW	DW	99%	DW							

*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:

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	27	9	27	36
2015	11	11	67	11
2016			14	86

Proportion of Students

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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.

School attendance is managed using the five step approach to discourage chronic absenteeism:
1. Develop a positive school culture
2. Communicate high expectations of attendance
3. Record and follow-up student absences
4. Monitor student non-attendance
5. Provide intervention and support

At Bymount East State School every day counts and we endeavour to encourage and support parents/ caregivers to fulfil their legal obligation to ensure their child is enrolled and attends school on every school day for the educational program in which their child is enrolled, unless the a reasonable excuse is given. It is for this reason that student absences require a letter of explanation or phone call to the school as soon as possible. If there are no details provided, an "unexplained absence" is recorded on One School. The school requests a medical certificate if the child is ill for more than three days. The absence data is monitored each semester for any concerns. If concerns arise, then a meeting with the parents / guardians is called to address the concern. An attendance management plan may be put in place if the meeting does not result in regular student attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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.**

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.

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Conclusion

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In conclusion, Bymount East State School continued to take big strides forward in 2016. We are very proud of our students and the positive learning culture that has been developed at our school. A big vote of thanks goes out to all students, parents, community members and staff who have contributed to the successes of our school. We value your commitment and input into the running of our school to ensure that every student succeeds every day.

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