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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal’s foreword

Introduction

This report outlines activities that were a focus at the Bymount East State School for the 2012 school year. The focus within the school community and wider, it was an integrated and collaborative approach to enhancing the academic, social and emotional wellbeing of the students. Bymount East State School is a safe and supportive environment that provided quality education programs for 14 students for most of the year. Bymount East had students had all levels except Year 2

School progress towards its goals in 2012

FOCUS AREAS	PROGRESS
<ul style="list-style-type: none"> Implementation of the National Curriculum: Maths, English and Science 	All curriculum areas are reflective of best practice and are aligned with C2C and Australian Curriculum
<ul style="list-style-type: none"> Implementation of the “Jolly Phonics” program 	P-2 students have actively participated in this program and demonstrated an increased understanding with sounds , letter construction and handwriting
<ul style="list-style-type: none"> Focus on Reading through the continuation of the “ Support-A –Reader” program 	High percentage of community members actively engaged with students as part of this program on a weekly basis
<ul style="list-style-type: none"> Integration of ICT into main curriculum focus areas 	Students engage with maths and literacy programs such as Mathletics and Reading Eggs , on a regular basis as part of their weekly school schedule.



Future outlook

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 aids students developmental needs
- New amenities block that is sufficient, safe and hygienic for school and community use
- Scope of works that focuses on the provision of clean, safe and hygienic areas for students to eat and play
- Utilisation of an new water bore to ensure grounds are safe, shady and conducive to students play requirements

Professional Development:

- 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

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	12	4	8	100%
2011	14	6	8	100%
2012	17	10	7	100%

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

Characteristics of the student body:

- Bymount East State School is a BAND 5 rural and remote school in the Maranoa Regional Shire. The school is located 64 kilometres north of Roma. It is situated adjacent to the Carnarvon Highway and serves a strong rural community. It provides quality education for students from the surrounding cattle properties, these properties are located approximately 30 kilometres to the east, west and south and 13 kilometres to the north, all travel to school by car. There were 14 students enrolled in the coeducational school at the commencement of 2012. The multi-age class consisted of all year levels with the exception of Year 2. Generally Year 7 students exit the school to commence at one of the Toowoomba Boarding Schools
- Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	12	14	1
Year 4 – Year 10			3
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
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

Curriculum offerings

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.

- Students participate daily in reading, spelling and numeracy programs
- Additional support was provided for students with learning difficulties
- Provision of curriculum areas of Music, Art, Technologies
- Provision of social skills, life skills and the Values as set out for National Schools and the School's Responsible Behaviour Plan
- Health and Physical Education, including participation in organized sport and the Active After School Communities Program are considered valuable for students' health, wellbeing and leisure

Extra curricula activities

- The Arts: Arts Council Performances
- Health and Physical – Swim Camp ; Swimming Carnival; Cross Country Event, Athletics CRNIVALS, Inter School Rugby 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: education Week Open Day, Display at Roma Show
- Excursion: whole school trip to the Ekka in Brisbane, Surat Cultural Camp

How Information and Communication Technologies are used to assist learning

- Students participate in online learning lessons using the School curriculum
- Students access to ICT for learning purposes is on a daily basis and encourage the development of word processing skills, internet research, digital presentations
- Daily use of an interactive Whiteboard to support numeracy and literacy lessons
-

Social climate

The school families are well supported within the caring community. Staff encourage students to be supportive of each other. This is reflected in the results of the school opinion survey specifically in relation to Bymount East being a school and that the students feel safe to go this program.

Parent, student and staff satisfaction with the school

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. Dedicate4d staff members participate in professional development that will improve work performance and student outcomes. All members of Staff work together as a team.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	91.7%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	91.7%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	91.7%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	91.7%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	100.0%

their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012#
that they have good access to quality professional development	50.0%
with the individual staff morale items	100.0%

* 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

The school families, Staff and Parents and Citizens Association and the wider community were involved and interested in the school with participation in school planning, budgeting, fund raising, working bees, classroom assistance, sports training and assistance with transportation.

Parents and Citizen Association also were involved in:

- Sports Days/Carnivals
- End of year Presentation
- Camp drafting event
- Parent Community were also involved in:
- Support a Reader Program
- Sports Training- Football, Netball
- Attended camps

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Installed a new water bore and also had solar panels installed.

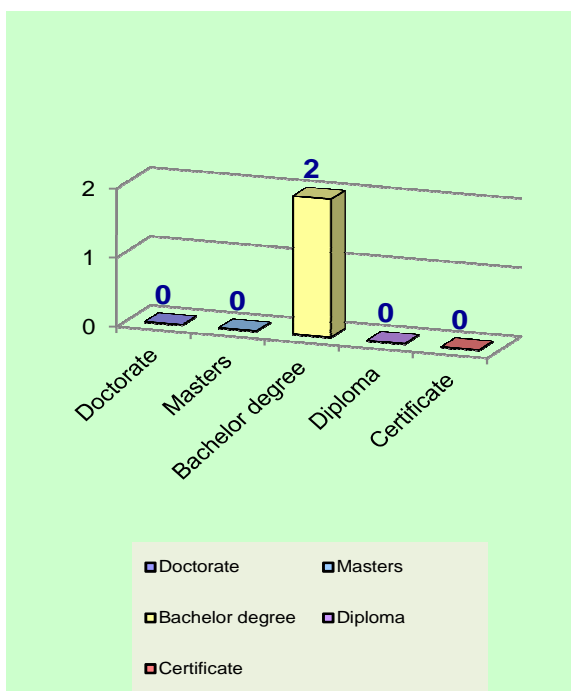
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	10,675	0
2010-2011	8,086	0
2011-2012	12,409	0

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	1.2	1.4	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Bachelor degree	2
Diploma	
Certificate	



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$2338.

The major professional development initiatives are as follows:

- Roma District Principal's Conference
- Principals Literacy Leadership training
- BAND 5 Principals meeting, Roma-Cluster-to develop Curriculum for BAND 5 context
- Student Protection/Code of Conduct Training
- Individual training for Finance, Inclusive education, Grounds Care , Frist Aide, Moderation of student work
- Asbestos Training
- The involvement of the teaching staff in professional development activities during 2011 was 100%
- 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.	96.9%	97.7%	98.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 13.8% 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 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

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 web page.

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

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	89%	95%	87%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

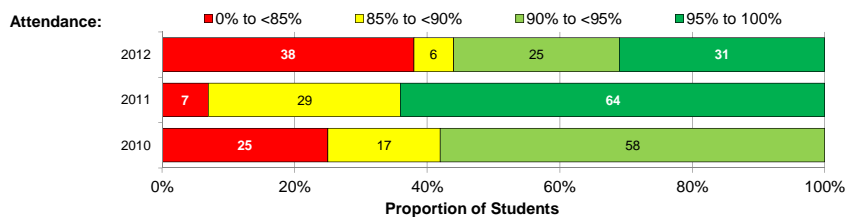
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010		85%	94%	92%	86%	87%	DW					
2011	DW		93%	99%	99%	95%	93%					
2012	91%	DW	DW	83%	94%	97%	85%					

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 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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Attendance Roll Marking occurs twice a day, a 9.00am and 2.30pm in the Class Roll Book, then transferred to SMS. Absences are recorded as explained with a satisfactory reason, or unexplained with no reason or an unsatisfactory reason.

Confirmation or absence is required from Parents/Caregiver within three days of the students' absence. The roll may be modified when an explanation is received. When a student is absent from school for more than 10 days without a satisfactory reason the Principal may implement procedures for "Enrolment of Compulsory Schooling and Compulsory Participation".

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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SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 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

There are currently no students identifying as Indigenous at this school. The school is aware of the need to address the gap and will implement effective strategies to ensure all students attain optimal learning outcomes.