

# Belgian Gardens State School Queensland State School Reporting 2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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## Principal's foreword

### Introduction

This report provides an outline of some of our achievements in 2015, our 128th year of education, at Belgian Gardens State School. It is available to community members via the school website and in paper version. A paper copy of this report is available from the school office.

The intent of this report is to provide a set of information that is common for all state and non state schools in Queensland.

### School progress towards its goals in 2015

The four key performance measure areas below were all successfully implemented in 2015 and are ongoing where required.

#### SUCCESSFUL LEARNERS – "LATCH ONTO EXCELLENCE"

- Explicit Instruction and planning embedded consistently to align Whole School Curriculum, Assessment and Reporting with QCARF and ACARA
- All teachers will be able to analyse planned units of work to determine the **decoding and comprehension strategies that students will need to apply** in order to be successful in planned assessment tasks.
- All students will know how to **work towards achieving reading goals** required being successful on planned curriculum assessment tasks.
- Student Improvement Focus Team to develop trial for Whole School Levelled Guided Reading Sem 1 for Yr. 2, 3 & 5
- Sem 2 all Teachers will work with Master teacher to develop 5 week reading cycles. 40 minutes release time allocated each Friday for data recording and action research
- Teachers will apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

#### TEACHER CAPACITY – "WALK BESIDE"

- Performance Plan for teachers based on - ATSIL Professional Standards, NQ Framework
- All teachers to develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities
- All teachers will work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.
- All teachers will contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
- All staff to undertake professional learning programs designed to address identified student learning needs

#### LEADERSHIP – "FOR STUDENT LEARNING"

- Leadership team to participate in timely and relevant professional development
- All leadership team (LT) members to complete Developing Performance Plan for 2015 aligned to research of Leithwood, Sharratt and Fullan and Ontario Leaders Framework
- Master Teacher to implement action research project focusing on levelled guided reading
- Engage lead teacher from staff as Support teacher :Literacy

**COMMUNITY ENGAGEMENT – “LATCH ON TO EXCELLENCE”**

- **Strategic team** to develop and lead QSR process in Semester 1 developing QSR Focus team
- Seek funding from P & C, available grants to sustain playgroup initiative.
- QSR aligned to the State Schools Strategy 2014-2018, NQ Regional Priorities, Aligned to the 5 Key Areas of Focus from Full School Review
- Staff provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.
- Staff establish and maintain respectful collaborative relationships with parents/ carers regarding their children’s learning and wellbeing

**Future outlook**

Key Strategies for 2016 include:

<b>Strategy:</b> Assessment Literate Learners
<b>Actions:</b> Build professional learning evidenced by high yield strategies
Curriculum Cohesion: Engage classroom teachers in weekly analysis of student work to inform improvement, guide teaching practices, and prompt early intervention
<b>Strategy:</b> Leaders of Learning
<b>Actions:</b> Review the roles and responsibilities of the school leaders
Leadership team support weekly Curriculum Cohesion mtgs through the monitoring, reporting & delivery to classes of explicit writing and spelling
<b>Strategy:</b> Quality Teaching and Learning
<b>Actions:</b> Develop Professional Knowledge & Engagement
Implement social learning process to build staff cohesion at weekly Curriculum Cohesion year level meetings developing expertise with the high yield practices
Use the Australian Professional Standards for Teachers and leaders to guide capability development
<b>Strategy:</b> Develop a deep understanding of the P-12 curriculum, assessment and reporting framework
<b>Actions:</b> Develop Professional Practice
Use clarity of ACARA to adopt and adapt the Curriculum into the Classroom (C2C) materials to suit the school context including exploring Age Appropriate Pedagogy
Further develop staff capacity through coaching and feedback to ensure the effective implementation of the explicit instruction model in reading, writing and spelling and number

## Our school at a glance

### School Profile

Belgian Gardens State School is situated at the foothills of Castle Hill, Townsville. Belgian Gardens State School is one of Townsville's oldest schools having opened in 1887. Over the years the school has developed a very positive reputation within the community based on high academic standards and a caring, nurturing environment. Because of our strong reputation we attract many, very skilled teachers who stay longer than the average tenure thus ensuring more of a family atmosphere. An enrolment management plan is in place that is capped at 657. The school is comprised of a combination of single classrooms, double-teaching areas, and modular classrooms. The school is supported by a community where parents and students are actively engaged in a wide range of literacy practices, sustainable practices and involvement in the arts. Parents are highly involved with their children's education, both at school and at home. The majority of parents are professionals or associate professionals. ICSEA: 1065 Percentile: 77

**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	560	296	264	35	91%
2014	573	297	276	33	93%
2015	554	277	277	31	92%

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.\*

\*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:

Prep students at Belgian Gardens State School arrive with sound levels of oral language skills which are evidenced through our Pre condition data. In 2014 the school had a student population of 573 students. Of those, 33 identified as indigenous, 4 as ESL including many students from various cultural backgrounds. The parent community value education and see the benefits to their children. The school offers non-denominational Christian religious education classes, which is in keeping with the values and beliefs of the majority of children who attend the school. There are high standards of student behaviour expected and in most

### instances the children are able to meet these standards.Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	21	22

Phase	Average Class Size		
	2013	2014	2015
Year 4 – Year 7 Primary	21	20	22
Year 7 Secondary – 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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	25	54	38
Long Suspensions - 6 to 20 days	0	1	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

At Belgian Gardens State School we have student centred approach to curriculum delivery (Dimensions of Teaching and Learning). We focus on students and their successful achievement, starting with where the student is at. It is based on the assumption that effective teachers place the student at the centre of their practice. We focus on ensuring our students are Assessment Literate Learners who know what they are learning, why they are learning it and how they are going in their learning. This is based on the research and methodology of Lyn Sharrett et al. Learning Walls are a common feature in every classroom and provide students with a go-to place to see where they are currently in their learning journey and what they need to do to improve and achieve success – Assessment Literate Learners.

### Our distinctive curriculum offerings

- Real life environmental education through our Reef Rangers Reef BG live aquarium classroom.
- LearningCamps for Yrs. 5, 6 at which students develop environmental knowledge and leadership skills.
- Arts Extravaganza – a showcase for our Performing Arts programs
- Learning Connections – a gross motor program for Prep -Yr. 2
- The explicit teaching of decoding and reading comprehension skills across all year levels
- The school has moved away from textbooks with educational research supporting this move
- The school has moved to “practice” based on learning goals, rather than prescribed homework. This is supported by the BGSS
- Edstudio that allows families to engage in learning 24:7
- The school has clear reading and writing benchmarks which ensure outstanding levels of academic achievement are evident throughout the school.
- The school has a Head of Curriculum who supervises and coaches staff in the curriculum and pedagogical implementation of all learning in the school.

## Extra curricula activities

### MUSIC

Junior Choir, Senior Choir, Glee Club, School Bands (Senior and Junior), School Orchestras (Senior and Junior), String Ensemble, Woodwind Ensemble, Percussion Ensemble, Brass Ensemble, Instrumental Music Workshops, Fanfare, Eisteddfod, Choral Workshops and Concerts, Community performances and the Gala Music and Awards evening held at PimPac Theatre

### DANCE

Moving Arts Years 1, 3, 5 and 7 that culminated in an Arts Extravaganza Performance in November 2014 at the Civic Theatre. Years 2,

4 and 6 participated in a variety of dance lessons that culminated in year level performances organised by teachers.

### ENVIRONMENTAL SUSTAINABILITY

Clean-Up Australia Day, Seagrass Watch, Wetland Monitoring, Clean and Healthy Schools, Waterwise School, Learnscape Units,

Aquaculture Garden, Fish breeding program including maintenance of 15 salt water coral tanks, Gardening program (lunchtime)

### SCIENCE

Science Club – Yrs. 1-7

### SPORT

Interschool competition

Football Competition (ARL Development Cup)

After School Programs (Auskick)

Tennis Coaching

### STUDENTS' LEADERSHIP PROGRAM

Student council – Yr. 6 & 7

Young Leaders' program for Yr. 6 & 7

### LOTE (Languages Other Than English)

Japanese Teacher Program, Japanese Speaking Competition, Origami Group, Sister School Visit, Japanese Cultural Studies

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

Our school currently has a purpose built computer lab, which can accommodate a whole class of students with each child able to access their own computer. Electronic whiteboards have been installed in several classrooms. Each classroom has 3 student computers and overhead data projectors. Every teacher has a laptop and docking stations to make it easier to interface the laptops and the whiteboards.

Class sets of laptop computers are also utilised in the upper year levels.

### Social Climate

Belgian Gardens State School has a supportive and caring school environment in which students are supported by class teachers who identify their individual needs and plan to provide opportunities where students are challenged.

Our 'Responsible Behaviour Plan for Students' outlines clearly our expectations for conduct at school and provides support and assistance to all children to make positive choices.

The four Rules of BGSS are:

Be Respectful

Give your Best

Show Responsibility

Stay Safe

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that: their child is getting a good education at school (S2016)	100%	96%	89%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this is a good school (S2035)	100%	98%	91%
their child likes being at this school (S2001)	100%	96%	100%
their child feels safe at this school (S2002)	96%	96%	94%
their child's learning needs are being met at this school (S2003)	81%	90%	86%
their child is making good progress at this school (S2004)	85%	84%	89%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	88%	83%
teachers at this school motivate their child to learn (S2007)	92%	92%	89%
teachers at this school treat students fairly (S2008)	92%	96%	94%
they can talk to their child's teachers about their concerns (S2009)	96%	96%	91%
this school works with them to support their child's learning (S2010)	85%	84%	80%
this school takes parents' opinions seriously (S2011)	80%	73%	77%
student behaviour is well managed at this school (S2012)	92%	84%	86%
this school looks for ways to improve (S2013)	96%	96%	89%
this school is well maintained (S2014)	88%	98%	89%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	94%	98%
they like being at their school (S2036)	91%	92%	93%
they feel safe at their school (S2037)	92%	92%	94%
their teachers motivate them to learn (S2038)	92%	98%	98%
their teachers expect them to do their best (S2039)	97%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	88%	92%	97%
teachers treat students fairly at their school (S2041)	87%	84%	88%
they can talk to their teachers about their concerns (S2042)	86%	87%	92%
their school takes students' opinions seriously (S2043)	83%	84%	89%
student behaviour is well managed at their school (S2044)	89%	86%	81%
their school looks for ways to improve (S2045)	95%	98%	98%
their school is well maintained (S2046)	90%	92%	96%
their school gives them opportunities to do interesting things (S2047)	85%	94%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	97%	95%
they feel that their school is a safe place in which to work (S2070)	95%	94%	98%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they receive useful feedback about their work at their school (S2071)	87%	83%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	81%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	91%	100%
student behaviour is well managed at their school (S2074)	93%	85%	100%
staff are well supported at their school (S2075)	70%	76%	90%
their school takes staff opinions seriously (S2076)	62%	68%	80%
their school looks for ways to improve (S2077)	95%	91%	98%
their school is well maintained (S2078)	70%	83%	83%
their school gives them opportunities to do interesting things (S2079)	77%	85%	86%

<sup>#</sup> '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

Parents can become involved in their child's education in many ways through our P&C.

Parents can volunteer any amount of time that they can manage and we appreciate and value whatever they can give. We believe that when you support the P&C, not only will you be supporting the school community, but you will be supported by the school community.

- A volunteers Induction morning was held on the **3<sup>rd</sup> Monday of term 1 and the second Monday of Terms 2, 3 & 4** for parents who wish to volunteer in any capacity at our school. The induction includes mandatory Student Protection training.
- 2015 Also saw the introduction of our Parent Café an opportunity each term for parents to get together to talk about educational issues, initiatives and research.

## Reducing the school's environmental footprint

There have been significant processes placed in the school to reduce costs.

'Water wise' is embedded into the curriculum with students actively working together to reduce our carbon footprint.

The school's fortnightly newsletter is emailed to subscribers who register and this has led to a reduction of paper copies distributed home by 50%.

Teachers ensure that all electrical equipment (especially computers) is turned off at the wall at the end of each day to reduce electrical costs.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	261,460	18,749
2013-2014	266,831	18,988
2014-2015	282,558	13,816

\*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.

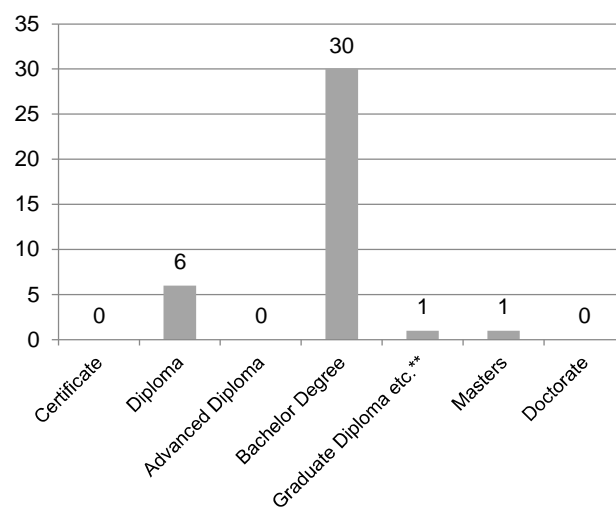
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	38	21	<5
Full-time equivalents	34	13	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	30
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
<b>Total</b>	<b>38</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 total funds expended on teacher professional development in 2015 were \$21,000

The major professional development initiatives are as follows:

- Lyn Sharrat – Putting Faces on the Data
- Assessment Literate Learners.
- Quality Teaching and Learning

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.	97%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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

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Sector:

Government

Non-government

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).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	93%	94%

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%.

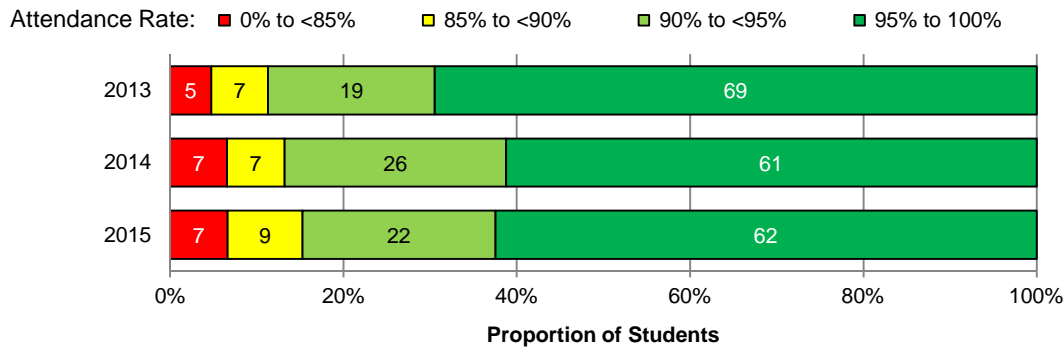
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	96%	95%	96%	95%	95%	95%	95%					
2014	95%	94%	95%	96%	95%	96%	94%	95%					
2015	95%	95%	94%	95%	95%	94%	96%						

\*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.

At Belgian Gardens State School, rolls are marked twice a day and the office ensures that the parents of students who have been away for more than three days are contacted. Belgian Gardens State School follows the enforcement of compulsory schooling and compulsory participation provisions. Parents are informed in the School Prospectus and at their Enrolment Interview that students are expected to attend school every school day and the school must be formally notified of a student's absence by note or telephone by the day after the absence. After an absence of three consecutive days, the absence is recorded as 'unexplained' and the parents are contacted and asked for an explanation for the absence. If a reasonable explanation is not presented, the Principal has the right to report the absence to the relevant authorities.

Every Moment Counts Strategy

- We encourage all parents to plan to have their children at school, ready to engage in learning by 8.45am as school commences at 8.50am
- We promote this through website, newsletters and parade messages that every day counts.

### 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.

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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.