



Bellbird Park State Secondary College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Bellbird Park State Secondary College is one of Queensland's newest secondary schools. The school opened in January 2017 for year 7 students and will continue to grow a year level at a time until 2022 when our first year 12 students will graduate. The College has been founded on strong community relationships. The school's logo, uniform, policies and school vision, mission and values reflect a strong community that seeks high expectations and student outcomes. It is important to us that all members of our College community understand and support the high expectations of being a Bellbird Park SSC student.

Our students study the Australian Curriculum which began implementation in Queensland schools in 2012. The Australian Curriculum focusses on a greater depth of knowledge as students' progress through high school. Our students will gain the distinct benefit of having access to both brand new, state of the art facilities; as well as being taught by highly skilled secondary teachers. Student wellbeing is interwoven into the very fabric of our College and parents are encouraged and supported to become equal partners in their child's learning. This creates a community where students have a strong sense of belonging and connectedness, feel safe, valued and are happy.

We look forward to providing each student with a pathway for personal success and achievement that continues in their life beyond school.

School progress towards its goals in 2018

In 2018 BPSSC catered for approximately 520 students across years 7 and 8 only – our second year of operation. Our core values of Responsibility, Integrity, Support and Effort, are at the heart of BPSSC and the wider community; and underpin the current and future direction of the college.

The 2018 Annual Implementation Plan detailed our school's strategic vision for the year. Our focus was to ensure that our students received a year's worth of progress for a year's input. Our Explicit Improvement Priorities for 2018 were:

OUR EXPLICIT IMPROVEMENT AGENDA

READING

Implement an explicit approach to reading improvement via Instructional Reading Framework, Classroom Libraries, Literacy Booster, and targeted unit planning using the literacy continuum.

WRITING

Implement an explicit approach to writing improvement via Common school writing structures (eg TEEL), Big Write and VCOP, and targeted unit planning using the literacy continuum.

NUMERACY

Implement an explicit approach to mathematical problem solving using Polya's Framework, # numeracy moments across whole school curriculum and numeracy booster.

WELLBEING

Promote a culture and learning environment that improves student wellbeing, attendance, behaviour and engagement.

Bellbird Park State Secondary College made significant gains in each of the areas above; we are exceptionally proud of what we have achieved at BPSSC in such a short period of time.

Future outlook

Our Explicit Improvement Agenda in 2019 remains unchanged from 2018. However, in 2019 we will achieve our vision and our explicit improvement agenda – through superior staff development and performance with a particular focus on: the how of behaviour; and the how of pedagogical practices.

Bellbird Park SSC welcomes its third cohort of year 7's in 2019 (yrs 7 to 9 only in 2019), with an expected enrolment number of just under 900 students. The college is on track to exceed 1800 students by 2022.

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school Yes

Year levels offered in 2018 Year 7 - Year 8

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total		221	520
Girls		117	266
Boys		104	254
Indigenous		30	65
Enrolment continuity (Feb. – Nov.)		96%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The student body of Bellbird Park State Secondary College is a reflection of the diverse and multi-cultural suburbs that surround the school. The school is set in a semi-rural area on a large site and our students come from many surrounding semi-urban suburbs. The students come from many feeder primary schools including: Redbank Plains SS, Kruger SS, Goodna SS, Collingwood Park SS, Redbank SS, Woodlinks SS, Camira SS, and Augusta SS. The major sub-group in the student population are students from the Pacific Islands (New Zealand, Samoa, Tonga, Cook Islands), indigenous Australians, and a growing African population. This diverse population means that we have a high percentage of students from an EALD background and they are supported across the curriculum.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10		22	24
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Bellbird Park State Secondary College engages with parents/carers and the local community through a number of platforms, including college events, college Website, information sharing through emails, newsletters and social media and through encouraging meaningful contact between teachers and parents. Parents and the wider community participate in school events throughout the year. Teachers continue to build strong connections with parents/carers for academic support and are considered partners in the education of students.

Established processes and an inclusive culture at Bellbird Park State Secondary College ensure equitable access to education for students with diverse needs. Individual programs and ICPs are developed in consultation with parents. A co-teaching and support teaching model is currently being implemented as a best-practice model for inclusive education. Students with diverse needs are supported by specialist teachers in mainstream classes to enable access to appropriate curriculum.

Co-curricular activities

Some of the many co-curricular programs on offer include:

- School sporting carnivals; Yagera Interscholar Sport; District Sport
- Lunch time house competitions
- Literacy and Numeracy masterclasses for U2B students
- Academic Competitions
- Instrumental Music
- After school clubs – such as media, robotics, art
- Mentor programs and visits to universities
- Debating
- Multi-cultural days
- Student Council representation
- STEM and STEAM competitions and experience days
- Representation in the community, eg ANZAC day

How information and communication technologies are used to assist learning

The college has a strong focus on utilising information technologies as part of the learning.

All classrooms are fitted with interactive data projectors and students can access computers and laptops to enhance learning within the classrooms or at lunchtimes. ICT's are embedded into the curriculum across the school. All students have access to ICT learning from Year 7.

- The college has implemented a specific BYOx program with the STEAM excellence classes; however ALL students are invited to participate in the BYOx program at BPSSC.
- Student at the college also have access to drone technology and robotics.
- The college utilises the online learning management software DayMap. This enables students to access homework and class resources online 24/7. Students can also submit assessment tasks and receive feedback through DayMap. There is also a parent portal so parents can access information about their child's learning, attendance and assessment.

Social climate

Overview

Bellbird Park State Secondary College has an inclusive, caring and supportive social climate. The college has been founded on the clear values of Responsibility, Integrity, Support and Effort, which is continually reinforced throughout the curriculum and wider college structures.

Through our pathways program, students explore and learn lifelong skills as they complete the college's Wellbeing & Resilience Program.

Positive Behaviour is promoted through a whole college reward system. Student successes are publically celebrated. Positive Behaviour for Learning continues to be the foundation for improving student behaviour; additional support programs are delivered in partnership with local service providers and include the Rock & Water Program and RAGE.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)		100%	98%
• this is a good school (S2035)		100%	93%
• their child likes being at this school* (S2001)		95%	95%
• their child feels safe at this school* (S2002)		100%	93%
• their child's learning needs are being met at this school* (S2003)		100%	100%
• their child is making good progress at this school* (S2004)		100%	98%
• teachers at this school expect their child to do his or her best* (S2005)		100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)		100%	89%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)		100%	95%
• teachers at this school treat students fairly* (S2008)		100%	90%
• they can talk to their child's teachers about their concerns* (S2009)		100%	93%
• this school works with them to support their child's learning* (S2010)		100%	96%
• this school takes parents' opinions seriously* (S2011)		100%	87%
• student behaviour is well managed at this school* (S2012)		100%	84%
• this school looks for ways to improve* (S2013)		100%	95%
• this school is well maintained* (S2014)		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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)		95%	88%
• they like being at their school* (S2036)		98%	82%
• they feel safe at their school* (S2037)		94%	86%
• their teachers motivate them to learn* (S2038)		92%	85%
• their teachers expect them to do their best* (S2039)		100%	95%
• their teachers provide them with useful feedback about their school work* (S2040)		94%	84%
• teachers treat students fairly at their school* (S2041)		89%	60%
• they can talk to their teachers about their concerns* (S2042)		71%	49%
• their school takes students' opinions seriously* (S2043)		94%	77%
• student behaviour is well managed at their school* (S2044)		86%	64%
• their school looks for ways to improve* (S2045)		97%	87%
• their school is well maintained* (S2046)		97%	76%
• their school gives them opportunities to do interesting things* (S2047)		89%	82%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)		96%	93%
• they feel that their school is a safe place in which to work (S2070)		100%	95%
• they receive useful feedback about their work at their school (S2071)		92%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)		89%	94%
• students are encouraged to do their best at their school (S2072)		100%	100%
• students are treated fairly at their school (S2073)		100%	98%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)		96%	73%
• staff are well supported at their school (S2075)		96%	86%
• their school takes staff opinions seriously (S2076)		96%	93%
• their school looks for ways to improve (S2077)		100%	98%
• their school is well maintained (S2078)		100%	100%
• their school gives them opportunities to do interesting things (S2079)		96%	95%

* 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

There is a strong belief that the partnership between the college, the family and the child is fundamental in determining successful educational outcomes for our students. To this end our teachers communicate regularly with families on the progress of students. Families are kept well informed of curriculum and assessment tasks throughout the year.

Adjustments made to support to students with diverse needs are developed in consultation with teachers, support staff and the family. Where applicable external organisations are accessed to provide further support to students and/or families.

The P&C plays a key role in providing support and direction in relation to many of the college's policy and procedures. Fundraising and supporting the college in developing the college's improvement plan enables parents/carers and community members to provide direct input into the college's strategic direction.

Respectful relationships education programs

The college has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. All students study units of work in Health and Physical Education where the focus is on personal safety and awareness. This includes identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

The college has a strong program based on the Positive Behaviour for Learning framework. The team guiding this program developed a curriculum that explicitly teaches appropriate behaviours and expectations for all members of the school community when interacting with peers, teachers and members of the community. This extends to communication online.

All students in the college participate in a pastoral care and wellbeing program delivered through pathways classes. The program covers a range of topics suitable to the developmental stage of that year level.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days		59	259
Long suspensions – 11 to 20 days		2	25
Exclusions		6	14
Cancellations of enrolment		0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Bellbird Park State Secondary College is managed as a Public Private Partnership (PPP). Private contractors who manage the facilities, endeavour to recycle waste, use cleaning products that are all environmentally friendly and signage that reinforces the turning off of lights, minimizing water usage and on a monthly basis facility management audits are conducted.

As a PPP School the facilities are equipped with a Building Management System.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			294,405
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	45	16	<5
Full-time equivalents	44	12	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	7
Graduate Diploma etc.*	11
Bachelor degree	25
Diploma	2
Certificate	0

*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 2018 were \$58,209.

The major professional development initiatives are as follows:

- Literacy
- Numeracy
- Australian Curriculum Junior Secondary
- Mentoring and supporting beginning teachers
- Aspiring leaders program
- First Aid Training
- Conferences
- Essential Skills for Classroom Management
- QCAA - SATE
- One School Training
- PBL – Positive Behaviour for Learning
- ASOT – Art and Science of Teaching
- Leadership team cluster meetings

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.		97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school		93%	89%
Attendance rate for Indigenous** students at this school		86%	80%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

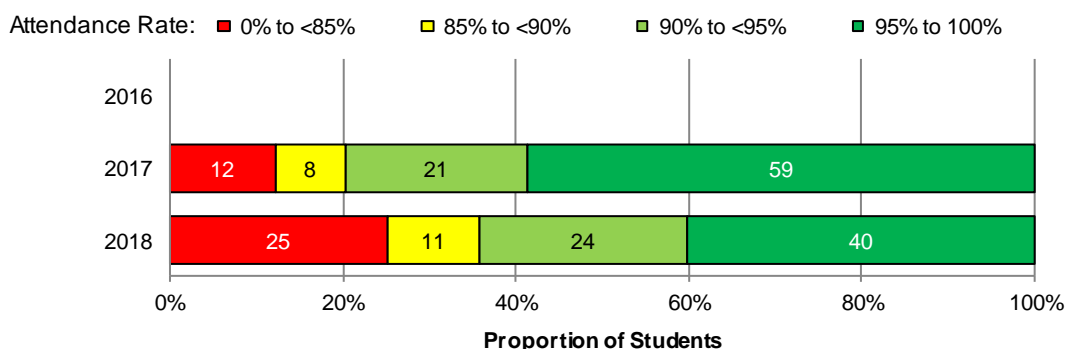
Year level	2016	2017	2018
Year 7		93%	89%
Year 8			89%
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Class rolls are marked electronically each lesson. Families of absent students are notified mid-morning with a request to contact the college to notify us of the reason for the absence. Where there have been three or more consecutive absences the college will contact the parent/guardian by phone to discuss the absence and provide an offer to support the student with schoolwork where applicable if the absence is likely to continue.

Students who have less than 90% attendance are case managed by the year level Deputy Principal. Where families have not provided a reasonable excuse for the student's absence the college commences the attendance enforcement process.

The school has invested in a wellbeing team to oversee student engagement and wellbeing. This team supports students accessing various support strategies and those with home circumstances that prohibit regular attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.