



Bloomfield River State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Bloomfield River State School is a co-educational school catering for students from Prep through to Year 6 which is located 80 km south of Cooktown on the east coast of Australia. Bloomfield River State School services the Bloomfield Valley including the community of Wujal Wujal. Our Shared Vision is 'Expect Excellence - Celebrate Achievement and Understanding in Diversity'. The school is comprised of three multi-age classes and we seek to create an environment that enables success for all of our students. Our curriculum is centred on delivery of the Australian Curriculum with a focus on the general capabilities of literacy and numeracy. We are a Positive Behaviour for Learning (PBL) school and are creating a culture of high expectations for student learning and behaviour, professional accountabilities for the teaching and learning process, and by creating intentionally inviting classrooms. Our school is active in the community, participating in ANZAC Day, and sporting events within the cluster of schools in our area. We aim to engage with parents and carers to empower them to better contribute to their children's education. We are also conscious of our place in the environment and are an active member of Reef Guardians and the Stephanie Alexander Kitchen Garden Program.

Principal's Forward

Introduction

The following School Annual Report gives an overview of the Bloomfield River State School for the 2016 school year. It contains the following information:

- School Progress and Future Outlook
- School Profile
- Curriculum Offerings
- Social Climate
- Parent, Student and Teacher satisfaction with the school
- Environmental Footprint
- Staff Profile

School Progress towards its goals in 2016

An Action Plan has been developed, following a Priority School Review in 2016.

Key priorities for 2016 were:

- Reading (fluency, comprehension, retell)
- Writing (paragraphs, sentence structure and punctuation)
- Building Staff Capacity (ICTs, data, differentiation)
- Australian Curriculum implementation
- Productive partnerships with school community stakeholders

During 2016 Bloomfield River State School has continued to progress towards its goals with Literacy remaining a key area of improvement. We believe strong working partnerships and open conversations about students and the learning is central to improving the quality of teaching and learning across the whole school.

All staff hold a shared vision of what exemplary teaching and learning looks like, within the classrooms. Student data is a central focus for informing curriculum directions.

Future Outlook

In 2016 Bloomfield River began implementation of a school wide, consistent approach to planning and teaching. This will continue across all curriculum areas and include coaching of all teachers and continuing professional development.

Throughout 2017 Bloomfield River State School will continue in its pursuit of excellence achieving the best possible outcomes for every student through:

- Continued focus on development and implementation of consistent school wide programs and expectations
- Using C2C units to ensure curriculum coverage and assessment tasks around the achievement standards.
- Embed moderation processes within the school and across the cluster
- Support classroom teaching and improved school wide positive behaviour through profiling
- Professional development and implementation of teaching of mathematics as well as reading practices to improve reading and comprehension skills of all students.
- Continued focus on delivery of effective and consistent “learning to read” and “reading to learn programs” across the whole school.
- Embedding school wide planning and assessment procedures.
- Continue to strengthen school and community partnerships.
- Consistent classroom pedagogical practices.

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	47	29	18	45	95%
2015*	39	22	17	39	90%
2016	47	26	21	46	95%

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

Bloomfield River State School is comprised almost entirely of Indigenous students from the community of Wujal Wujal which is located 5 km from the school. Students come from a varied language background where the languages spoken at home are Kuku Yalanji and Aboriginal English. Whilst at school, students are required to speak Standard Australian English in the classroom. As there is no secondary school in the local area, students must move away to attend boarding school when they enter Year 7.

The students at Bloomfield River State School are caring, considerate and happy with very strong cultural and language connections.

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 3	14	14	13
Year 4 – Year 7			
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Explicit teaching of expected behaviours
- Support and specialist programs for hearing impaired students
- Kuku Yalanji language phrases reinforced throughout the week.

Co-curricular Activities

- Big Breakfast every term open to family and community members,
- NAIDOC Day school based event
- Leadership Camps
- Interschool sports

How Information and Communication Technologies are used to Assist Learning

- Teachers and students are continuing to use our extensive bank of networked computers to assist with learning initiatives via curriculum specific software.
- Interactive televisions are used in all classrooms to enhance eLearning in the classrooms.
- Computers and other information technologies are used by teachers and teacher aides to effectively plan, prepare and deliver learning activities.
- Coding activities support learning of logical thinking, position and location.

Social Climate

Overview

We offer a supportive school environment to ensure a positive climate to facilitate engagement and instruction on student conduct. Social skills are introduced each week on parade and explicitly taught in classrooms. Positive reinforcement of student behaviour is encouraged and practised in every classroom and rewarded on parade and in the "PB Shop". The cluster chaplain spends one day a week at the school to assist in the delivery of social programs. Parent responses to questions on School Climate in the 2016 School Opinion Survey are recorded below.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	86%	88%
their child likes being at this school* (S2001)	89%	86%	100%
their child feels safe at this school* (S2002)	89%	86%	86%
their child's learning needs are being met at this school* (S2003)	89%	100%	88%
their child is making good progress at this school* (S2004)	89%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	89%	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%	88%
teachers at this school treat students fairly* (S2008)	88%	100%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	88%

Performance measure			
Percentage of parents/caregivers w ho agree# that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	89%	86%	88%
student behaviour is w ell managed at this school* (S2012)	100%	100%	100%
this school looks for w ays to improve* (S2013)	100%	100%	100%
this school is w ell maintained* (S2014)	100%	100%	100%

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)	95%	89%	91%
they feel safe at their school* (S2037)	100%	78%	91%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	89%	100%
their teachers provide them w ith useful feedback about their school w ork* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	88%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	91%
their school takes students' opinions seriously* (S2043)	95%	100%	100%
student behaviour is w ell managed at their school* (S2044)	100%	63%	82%
their school looks for w ays to improve* (S2045)	100%	100%	100%
their school is w ell maintained* (S2046)	100%	100%	91%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff w ho agree# that:	2014	2015	2016
they enjoy w orking at their school (S2069)	100%	93%	94%
they feel that their school is a safe place in w hich to w ork (S2070)	100%	100%	100%
they receive useful feedback about their w ork at their school (S2071)	82%	87%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	94%
student behaviour is w ell managed at their school (S2074)	100%	93%	88%
staff are well supported at their school (S2075)	73%	87%	88%
their school takes staff opinions seriously (S2076)	80%	93%	80%
their school looks for w ays to improve (S2077)	91%	93%	94%
their school is w ell maintained (S2078)	73%	93%	88%
their school gives them opportunities to do interesting things (S2079)	82%	93%	94%

* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016

'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

Towards the end of 2015 we identified good connections with the local community but needed greater engagement with parents. In 2016 we began conducting a number of school activities outside of the school gates.

At the start of 2016, a meet and greet between parents and staff was held in Wujal Wujal, the local community where most families live. From there teachers commenced home visits and the principal would contact the parents of students with unexplained absences.

At the end of Term 1, the school relocated to Wujal Wujal for a day where we held a barbeque, treasure hunt, hat parade and classroom work displays. In Term 2, weekly art classes commenced in Wujal Wujal for students in Years 1 to 3 and Kuku Yalanji language lessons by a local Elder were introduced to senior classes.

The 2016 NAIDOC day was based around the songlines of the children's ancestors. Parents and community members arranged dancing costumes, ochre face painting and traditional stories, while two Elders made damper for more than 150 people. The bush tucker-related activities were planned and organised by parents, community members and school staff over the entire year.

This reinvigorated approach has resulted in increased engagement and improved communication with parents, which has led to higher rates of student attendance, retention and achievement.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	4	3	22
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.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	34,461	0
2014-2015	35,932	
2015-2016	42,015	

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.

Find a school

Sector:

Government

Non-government

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	6	11	<5
Full-time Equivalent	5	5	<5

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.**	3
Bachelor degree	2
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 \$2080.62

The major professional development initiatives are as follows:

- Jolly Phonics
- Coaching- Planning with Australian Curriculum and C2C Units
- Coaching- Explicit Instruction
- OneSchool- ICPs and Behaviour Records
- Positive Behaviour for Learning (PBL) – Guidance Officer
- Essential Skills for Classroom Management- Mark Davidson

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.	98%	98%	97%

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.

Performance of Our Students

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).	88%	72%	75%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	72%	75%

*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%.

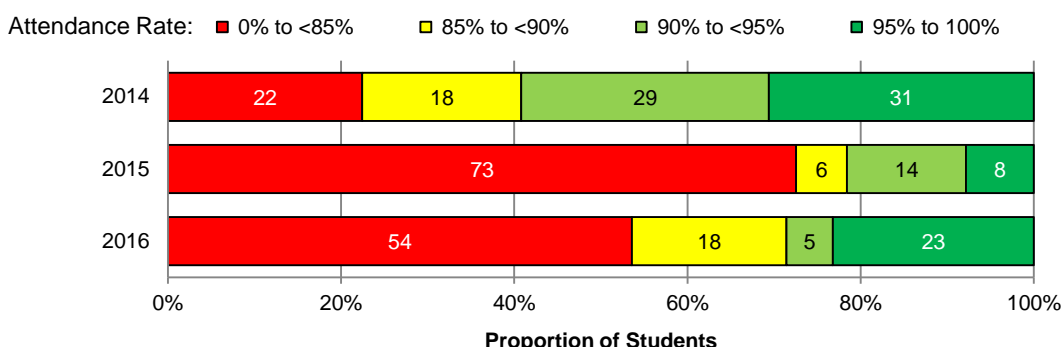
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	85%	81%	91%	93%	90%	86%	85%	95%					
2015	57%	78%	76%	94%	76%	77%	75%						
2016	77%	65%	79%	80%	94%	73%	71%	100%					

*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:



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.

Rolls are marked twice per day by classroom teachers, using OneSchool. All late arrivals go to the office first before presenting at the classroom. Parents sign students out for any early departures. Each day the nominated attendance Officer makes contact with each family regarding unexplained absences for the day. On Monday morning, following parade, home visits are conducted by the principal and Police Liaison Office for any unexplained absences for the day, or to families with longer-term attendance concerns.

Students are given Attendance Certificates on parade each week for 100% Attendance and each week the Attendance Mascot goes the classroom with the highest attendance for the week. Attendance Awards are given at the end of year Awards Night.

NAPLAN

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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.

Conclusion

Bloomfield Rivers State School has a very positive outlook into the future.