

# Bloomfield River State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	PMB 1001 Bloomfield River, Cooktown 4895
Phone	(07) 4060 8134
Fax	(07) 4060 8180
Email	principal@bloorivess.eq.edu.au
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.
Contact person	Robyn Farrands

## Principal's foreword

### Introduction

The following School Annual Report gives an overview of the Bloomfield River State School for the 2015 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 2015

In 2015 the school remained focused on improving literacy and numeracy. Actions which contributed greatly towards this goal were the embedding of explicit teaching, daily consolidation in English and Mathematics in all classrooms, the collection and analyses of data and the resultant decision making fed back into learning programs. Teacher aides played a greater role in achieving these aims through their involvement in professional development and responsibility for the delivery of intensive support programs for students.

### Future outlook

#### The key areas for improvement as defined in the School Implementation Plan for 2016 are:

Improving teaching by implementing and embedding explicit teaching practices in all classrooms, embedding foundational learning programs in literacy and numeracy, continuing to practise differentiation strategies and maintain coaching sessions for all teaching staff.

**Refine and embed data based decision making** by all teachers

**Refine and embedding accountability systems.**

**Connect parents and caregivers with their children's learning** by embedding regular, informative and timely communication with parents and the community. In 2016, a greater emphasis will be placed on engaging parents by taking the school to the community more frequently. Our school will also be engaging the community in a FaFT program to enhance literacy and numeracy skills and knowledge for children aged 0-5 years and their parents.

**Foster the growth of student well-being,** student voice and student responsibility.

## Our school at a glance

### School Profile

**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	35	22	13	33	91%
2014	47	29	18	45	95%
2015	39	22	17	39	90%

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:

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	14	14
Year 4 – Year 7 Primary			
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	15	4	3
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.

## Curriculum delivery

### Our distinctive curriculum offerings

- Explicit teaching in all subjects
- Daily consolidation of English and Mathematics
- English taught explicitly as a second language
- Kuku Yalanji language phrases reinforced throughout the week.
- Weekly social skill reinforced throughout the week.
- Stephanie Alexander Garden Program

### Extra curricula activities

AFL Auskick

Cluster Cross Country Trials

Cluster Athletics

Cluster Team Sports

Reef Guardian Activities

School Excursions

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

## Social Climate

We offer a supportive school environment to ensure a positive climate to facilitate engagement and instruction on student conduct. Social skills are explicitly taught in classrooms and reinforced during daily parades. Positive reinforcement of student behaviour is encouraged and practised in every classroom and at daily afternoon parades before going home in the afternoon.. 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 2015 School Opinion Survey are recorded below.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	83%	100%	100%
this is a good school (S2035)	92%	100%	86%
their child likes being at this school (S2001)	91%	89%	86%
their child feels safe at this school (S2002)	83%	89%	86%
their child's learning needs are being met at this school (S2003)	83%	89%	100%
their child is making good progress at this school (S2004)	83%	89%	100%
teachers at this school expect their child to do his or her best (S2005)	92%	89%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	80%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	75%	88%	100%
they can talk to their child's teachers about their concerns (S2009)	91%	100%	100%
this school works with them to support their child's learning (S2010)	80%	100%	100%
this school takes parents' opinions seriously (S2011)	89%	89%	86%
student behaviour is well managed at this school (S2012)	78%	100%	100%
this school looks for ways to improve (S2013)	83%	100%	100%
this school is well maintained (S2014)	83%	100%	100%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	95%	89%
they feel safe at their school (S2037)	100%	100%	78%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	89%
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%	88%
they can talk to their teachers about their concerns (S2042)	100%	100%	100%
their school takes students' opinions seriously (S2043)	100%	95%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	100%	100%	63%
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%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	93%
they feel that their school is a safe place in which to work (S2070)	90%	100%	100%
they receive useful feedback about their work at their school (S2071)	90%	82%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	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%	100%
student behaviour is well managed at their school (S2074)	90%	100%	93%
staff are well supported at their school (S2075)	100%	73%	87%
their school takes staff opinions seriously (S2076)	89%	80%	93%
their school looks for ways to improve (S2077)	100%	91%	93%
their school is well maintained (S2078)	100%	73%	93%
their school gives them opportunities to do interesting things (S2079)	80%	82%	93%

# '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 are encouraged to visit the school and play an active part in their children's education. 2015 saw an all indigenous Parents and Citizens Association executive committee for most of the year. The school published a newsletter twice each term, to inform parents and community of school activities. Parents and carers were also encouraged to attend celebrations of learning and student performance. The End of Year Celebration was held at the Wujal Arts Centre for the second time, just as the Small Schools Sports was held at the Wujal Sports Oval for the first time. Carols by Candlelight in the Wujal Church, the annual Easter Fair and NAIDOC Day at the school, are events that are always well attended by parents, families and the community alike. The local My Pathways workers engaged in various garden projects at school in conjunction with visiting school groups. Big Breakfasts have become a regular social feature and for the first time, parents were invited to stay on to attend a Classroom Learning Walkthrough to engage with their child's classroom life at school. This was a very successful initiative and is set to become a regular feature of parent engagement.

The Principal and class teachers make regular visits to the community to talk with parents about their children and to share experiences of community events.

## Reducing the school's environmental footprint

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

Bloomfield River State School is part of the National Solar Scheme and as such has solar panels installed, which feed electricity back into the grid.

Students and staff are encouraged to recycle where possible. Air conditioners are used only when necessary and are switched off every afternoon. Bloomfield River State School is also a Reef Guardian school

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	36,549	0
2013-2014	34,461	0
2014-2015	35,932	

\*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.

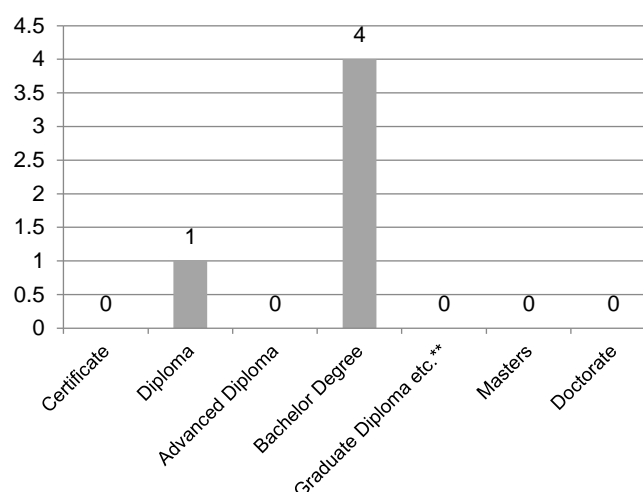
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	6	11	<5
Full-time equivalents	5	6	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>5</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 \$10 000

The major professional development initiatives are as follows:

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Literacy and Numeracy

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.	100%	98%	98%

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

From the end of the previous school year, 94% 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

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).	88%	88%	72%



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

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)

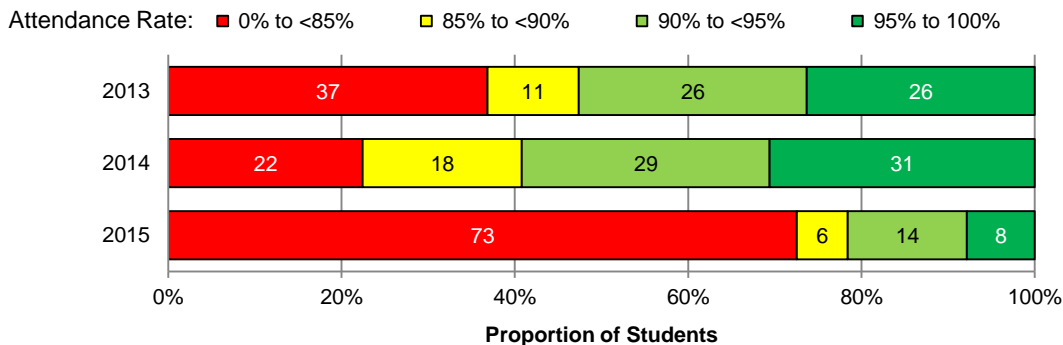
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	92%	94%	92%	83%	73%	91%	DW					
2014	85%	81%	91%	93%	90%	86%	85%	95%					
2015	57%	78%	76%	94%	76%	77%	75%						

\*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.

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. Rolls are marked twice a day: once at the commencement of the day and again at the end of the day. Codes are used to indicate the reason for a student’s absence. Many parents inform the school by phone, if their child will be absent on that day.

Absences that are not accounted for by phone calls or notes from parents are followed up with a “Please Explain” proforma which is sent home. The teachers and Principal regularly make home visits to discuss absenteeism with parents. The school continues to reinforce to parents that school is compulsory and that it is not an option to give their child a choice of whether they *want* to go to school or not.

The school is proactive in encouraging and reinforcing high attendance. A target of 90% attendance was set for 2015 but unfortunately, the school fell significantly short of this target in 2015. A major contributing factor was the very sad loss of one of our students at the start of the year. Weekly data is recorded by the Principal and displayed on a photographic data wall in the public area. Normally, photos are sectioned according to whether students are

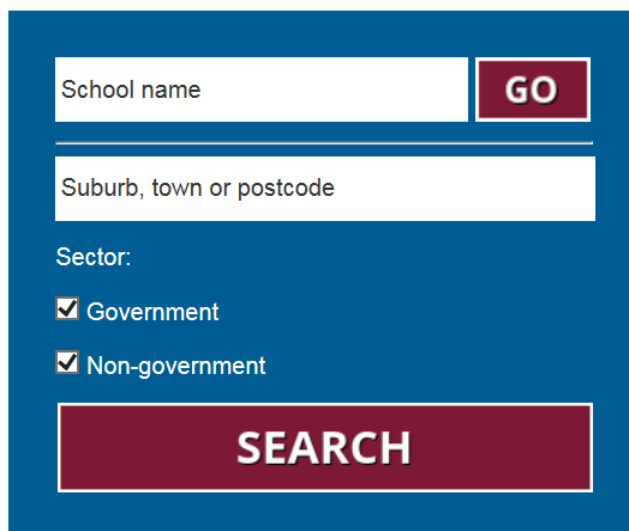
meeting the target or not but in 2015 the parameters changed to the number of days attended per week. This data is often discussed during daily parades where target achievers are celebrated. Photographs of students whose attendance is on target are included in newsletters sent home twice a term.

### 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.

#### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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 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.