



Bloomsbury State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Bloomsbury State School is located in a rural setting on the Bruce Highway, North of Mackay. Students come from rural properties as well as the beach community of Midge Point. The school staff is led by a teaching principal who is supported by a classroom teacher and a team of support staff, including teacher aides and administrative staff. Classes are multi-aged and consist of three cohorts of students in any given class. The curriculum offers students a comprehensive teaching and learning program aligned to the Australian Curriculum, with a focus on Literacy and Numeracy. Bloomsbury State School enhances the educational opportunities for their students by being part of the Northern Highway cluster of schools. Principals and staff of these schools work together regularly to develop quality educational programs as well as provide for academic, cultural and sporting opportunities for students.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Achieved
Working towards
Not achieved

Strategy: Improving pedagogical practice based on research and best practice to improve attainment levels of students.		
Continue embedding 'Seven Steps to Writing Success' program through explicit instruction lesson delivery including rapid recalls.	Weekly	All staff
Teacher peer mentoring process where all staff conduct Explicit Instruction writing lesson observations providing constructive feedback and the opportunity to observe best practice.	Every Term	All staff
Whole school and cluster moderation of writing assessment.	Every Term	All staff
Access to HOC to assist in planning of English units to ensure whole school consistency of practice, including the use of 'Roads to Success'	Every Term	All staff
Strategy: Analysis of school based and systemic data to inform differentiated teaching strategies.		

Use the CQ3s application for NAPLAN resits to inform teaching focus – Years 1 - 6. Develop student intervention program.	Term 1 (Ongoing)	StLan and teaching staff
Internal Monitoring tools (NAPLAN Writing Tracker, PATR - Spelling) to be used to track progress, analyse student data and plan for future student learning.	Term 1 and Term 3	StLan and Principal
Strategy: Developing student confidence, stamina and skills to write on demand.		
Mandated demand writing tasks – 3 times a week.	Weekly	All staff
Strategy: Improving pedagogical practice based on research and best practice to improve attainment levels of students.		
Continued professional development and coaching/mentoring of whole school Explicit Instruction teaching strategies linked to our whole school Pedagogical Framework.	Each Term	All staff
Utilising NCR Diagnostic Assessment to inform best teaching practice and to identify student misconceptions.	Twice a Term	All staff
Strategy: Analysis of school based and systemic data to inform differentiated teaching strategies.		
Data analysis of NAPLAN and whole school summary - looking at student responses and patterns. Incorporating NAPLAN resit data. Utilising CQ3S program for data analysis and differentiation	Term 1 and Term 4	All staff
Accessing and identifying trends using PAT-Numeracy data.	Term 1 and Term 3	StLan and Support staff.
Strategy: Increasing the rate of student attendance.		
Weekly reward of Vivo points to reward students with 100% attendance for the week.	Weekly	AO2
Every 5 weeks during parade, recognising students with 95% or better attendance.	Every 5 weeks	Principal
Strategy: Developing parent awareness of the importance of regular attendance.		
Attendance goals and targets to be published in the school newsletter.	Fortnightly	Principal
Letters requesting explanations for absenteeism sent to parents to confirm attendance issues on a term by term basis.	Every term	Principal
Every Day Counts information to be communicated through the newsletter at the start of every year.	Once a year	Principal/AO2
Parents providing medical certificates for extended absences of a medical nature.	When required	Principal/AO2

Future Outlook

Strategy: Building a deeper understanding of Australian Curriculum English for all staff.		
Create and display the non-negotiable components of Learning Displays in each classroom: GTMJ's, exemplars, metalanguage, student work samples and know/do charts, throughout each English unit.	Ongoing	Principal, Year Coordinator
Modify (adapt/adopt) GTMJ's for multi-age contexts and building teacher capacity around unit metalanguage. (Supported by I4S Funding)	Ongoing	Principal, Year Coordinator

Share Learning Displays at planning days and receive peer feedback and moderation of displays. (Supported by I4S Funding)	Ongoing	Principal, Year Coordinator
Formalise the cluster moderation and feedback process.	Ongoing	Principal, HOC, Year Coordinator
Collaborative planning - a consistent whole school/cluster approach to planning.	Ongoing	Principal, HOC, Year Coordinator
Strategy: Building teacher capacity around goal setting and feedback to students in a variety of ways (individual, group, whole class) in relation to Australian Curriculum English.		
Create a community of practice to gathering appropriate research around effective goal setting/feedback (ie. Hattie, Marzano, and Archer).	Ongoing	Principal, HOC, Year Coordinator
Provide appropriate professional development opportunities for teachers around goal setting and feedback as identified by Community of Practice.	Ongoing	Principal, HOC, Year Coordinator
Provide teachers with observation/feedback/protocols around giving effective feedback to students.	Ongoing	Principal, Year Coordinator
Strategy: Creating a whole school approach to lifting all students above National Minimum Standards in reading.		
Create a Community of Practice to gather data and implement individual programs for targeted students based on researched best practice.	Ongoing	Principal, HOC, Year Coordinator
Intensive reading program for identified students including goal setting and reviews.	Ongoing	Principal, HOC, Year Coordinator
Interrogate data gained from diagnostic testing including school based and CQ3S to inform the teaching and learning process.	Ongoing	Principal, HOC, Year Coordinator
To utilises Early Start and Literacy Continuum to track and monitor student progress.	Ongoing	Principal, HOC, Year Coordinator
Continue to develop staff capacity and capability in effective pedagogies for reading.	Ongoing	Principal, HOC, Year Coordinator
Strategy: Creating a whole school and community culture of supporting the students in attendance, engagement, behaviour, goal and target setting.		
Weekly reward of Vivo points to reward students with 100% attendance for the week.	Ongoing	Principal, Year Coordinator
Every 10 weeks during parade, recognising students with 95% or better attendance.	Ongoing	Principal, Year Coordinator
Projects on school grounds for students attending less than 85% to boost engagement.	Ongoing	Principal, Year Coordinator

Publicise and advertise school events in multimodal manner to attract increased participation.	Ongoing	Principal, Year Coordinator
Provide online opportunities to complete SOS and other internet based projects.	Ongoing	Principal, Year Coordinator
Engage parents in the formation of ICPs, learning goals and targets.	Ongoing	Principal, Year Coordinator

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	88	43	45	10	88%
2015*	86	40	46	9	96%
2016	80	34	46	9	89%

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://data.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Bloomsbury State School draws its enrolments from the Bloomsbury surrounds, which is mainly farming and also from the Midge Point area where many families are employed in the mining industry. The school has in recent years changed its context due to external factors including mining downturn and extreme weather. The school has an enrolment of around 80 students in Prep to Year 6. The school has a diverse clientele including students with disabilities, indigenous students and students from low socio economic backgrounds.

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	15	20	18
Year 4 – Year 7	22		24

*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

Our curriculum has a central focus of English, Mathematics, Science and History being delivered through the C2C units. The remaining curriculum subjects are working towards being delivered according to the Australian Curriculum. Within these units Bloomsbury State School offers small group and individualised tuition across all key learning areas, using where possible an integrated approach so that connections can be made across the learning areas.

Bloomsbury State School offers Language classes in Japanese, a language also offered at the local high school.

Bloomsbury State School students work with a specialist arts teacher once a week and a Health and Physical Education teacher once per week also.

Bloomsbury State School is well supported by a Student with Disabilities Teacher, Advisory Visiting Teachers and a Guidance Officer, so the full range of support services is available for students.

Early childhood teaching is guided by the Queensland literacy and numeracy indicators.

Extra Curricula Activities

Leadership Group (Year 6 Club)
School Discos
NAIDOC
Under 8's Day
Arts and Science Excellence Day
Northern Highway Cluster sports carnival
Sports Events – soccer competitions
Fun run
Pink Stumps Day
Whitsunday Voices
GRIP Leadership Day
CQU education tour
Life Education
Spelling Bee

Co-curricular Activities

Bloomsbury State School fosters a positive school climate. Children are encouraged to be independent workers and work collaboratively within groups. As a small school the students are very good at adjusting their social interactions with each other according to others individual abilities and needs. The school fosters inclusive practices and caters and supports diverse learners. All of the students are very supportive of each other and willing to assist others without being directed. This climate is driven by the 'Bloomsbury Responsible Behaviour Plan' and the utilisation of the 'You Can Do It program' which details how the school manages student behaviour – including bullying. The 'You Can Do It program' is a social emotional program that fosters success based on the 5 Keys – Confidence, Organisation, Getting Along, Persistence and Resilience. Any bullying issues are dealt with through these 5 Keys to Success. The school has also invested in the Vivo Miles rewards system. This rewards children for positive behaviour, learning and attendance. Children are awarded points and they can use these points to purchase prizes. The areas in this system directly support the "You Can Do It! Program". If ongoing issues were to occur further assistance is available through the services of the Guidance Officer.

How Information and Communication Technologies are used to Assist Learning

Students use computers in curriculum areas, on a daily basis, to learn, research, record learning and complete assessment tasks. Students at Bloomsbury State School are becoming confident and competent users of computer technology in a range of educational applications.

Students have opportunities to use a range of information, communication and technology devices for learning including personal computers, digital cameras, digital microphones and video cameras. The school has wireless internet to every teaching space and cable network connection to an adjoining library. The middle class (Year 1,2 class) have a computer lab attached to their classroom with twelve computers available for use. The year middle class (Year 3, 4) and the 5,6, classroom also has an attached computer lab with fifteen computers available for use. The Prep/1 classroom has ten computers available within the room. This brings Bloomsbury's computer to student ratio to below 1:3. The school also has ipads available for our SWD students.

Bloomsbury has an interactive whiteboard set up in every classroom which has enhanced the delivery of the curriculum in a fun and engaging manner. We have separate data projectors in every teaching space which are used frequently as a teaching tool.

Social Climate

Overview

Bloomsbury State School fosters a positive school climate. Children are encouraged to be independent workers and work collaboratively within groups. As a small school the students are very good at adjusting their social interactions with each other according to others individual abilities and needs. The school fosters inclusive practices and caters and supports diverse learners. All of the students are very supportive of each other and willing to assist others without being directed. This climate is driven by the 'Bloomsbury Responsible Behaviour Plan and the utilisation of the 'You Can Do It program' which details how the school manages student behaviour – including bullying. The You Can Do It program is a social emotional program that fosters success based on the 5 Keys – Confidence, Organisation, Getting Along, Persistence and Resilience. Any bullying issues including cyber bullying are dealt with through these 5 Keys to Success. Our school also utilises the "adopt a cop program". The school has also invested in the Vivo Miles rewards system. This rewards children for positive behaviour, learning and



attendance. Children are awarded points and they can use these points to purchase prizes. The areas in this system directly support the "You Can Do It! Program". If ongoing issues were to occur further assistance is available through the services of the Guidance Officer.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	75%	86%	80%
this is a good school (S2035)	63%	86%	100%
their child likes being at this school* (S2001)	75%	86%	100%
their child feels safe at this school* (S2002)	75%	86%	100%
their child's learning needs are being met at this school* (S2003)	75%	86%	100%
their child is making good progress at this school* (S2004)	75%	86%	100%
teachers at this school expect their child to do his or her best* (S2005)	88%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	86%	100%
teachers at this school motivate their child to learn* (S2007)	75%	100%	100%
teachers at this school treat students fairly* (S2008)	63%	86%	100%
they can talk to their child's teachers about their concerns* (S2009)	75%	100%	100%
this school works with them to support their child's learning* (S2010)	75%	86%	100%
this school takes parents' opinions seriously* (S2011)	63%	86%	100%
student behaviour is well managed at this school* (S2012)	63%	86%	100%
this school looks for ways to improve* (S2013)	63%	100%	100%
this school is well maintained* (S2014)	100%	100%	80%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	97%	100%
they like being at their school* (S2036)	86%	100%	95%
they feel safe at their school* (S2037)	95%	97%	95%
their teachers motivate them to learn* (S2038)	100%	100%	90%
their teachers expect them to do their best* (S2039)	95%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	90%	94%	95%
teachers treat students fairly at their school* (S2041)	85%	97%	90%
they can talk to their teachers about their concerns* (S2042)	90%	94%	81%
their school takes students' opinions seriously* (S2043)	86%	97%	100%
student behaviour is well managed at their school* (S2044)	76%	86%	86%
their school looks for ways to improve* (S2045)	100%	100%	95%
their school is well maintained* (S2046)	86%	97%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	97%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
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)	91%	100%	100%
student behaviour is well managed at their school (S2074)	91%	100%	100%
staff are well supported at their school (S2075)	91%	100%	100%
their school takes staff opinions seriously (S2076)	91%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	78%
their school gives them opportunities to do interesting things (S2079)	100%	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.

Parent and community engagement

Parents and community are invited to all functions hosted by the school throughout the year such as Leaders Induction, End of Term Presentations, ANZAC Day ceremonies, Sports Carnivals, School Concert, School Fete and working bees.

The school also runs a pre-prep program for 5 mornings in Term 3 and Term 4 for children eligible for Prep the following year.

The school also runs a Ready Reader program twice a year.

Parent's engagement is further encouraged through the school Facebook page, website and our fortnightly newsletter.

Parents of the Early Years students are invited to participate in their child's learning through volunteering to spend time in the classroom supporting the student's Literacy, Arts and Science.

The school's P&C is very active and all parents are welcome to meetings that are held once per month.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is also covered through the Australian Curriculum via Health and Physical Education.

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	0	0	0
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	24,636	444
2014-2015	28,601	
2015-2016	10,109	

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	7	6	0
Full-time Equivalents	5	3	0

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.**	1
Bachelor degree	6
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 \$6997.16.

The major professional development initiatives are as follows:

- Vivo training
- STEM training
- Robotics collaboration
- STEAM workshop
- Peer Reviewer training
- Problem of Practice workshop
- Naplan training
- Cluster collaboration and moderation
- Principal's conference
- Teacher's language conference
- Lifeguard and bronze medallion training
- TRS

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.	96%	97%	98%

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).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	92%	90%

*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%.

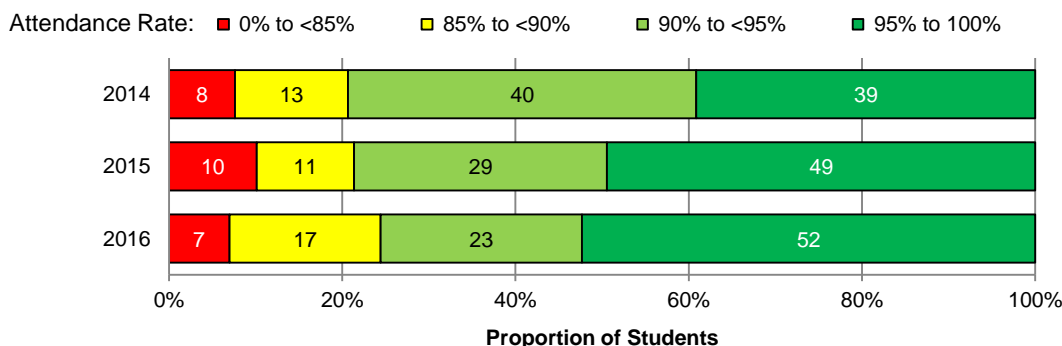
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	88%	94%	94%	94%	96%	93%	94%					
2015	95%	94%	93%	92%	95%	93%	97%						
2016	89%	90%	96%	93%	94%	94%	95%						

*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.

Non-attendance is managed in state schools in line with the DETE 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.

At Bloomsbury State School attendance is required 5 days per week. If a student is absent from school for any reason parents need to supply the teacher or principal with a signed written note or call the school to give a reason for the absence. Students who are absent for longer than three days have a note sent home asking for the parents to explain the absence. Every class has a roll of students that is marked at the beginning of the school day at 8:30 am and again at 1:30 pm the end of the school day. The school communicates through letters home to parents and the newsletter the value of student attendance. Student attendance is rewarded through our Vivo Miles reward system.

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.