

Bloomsbury State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The Annual School Report that follows will detail some of the highlights of 2014, key academic achievements, the curriculum offered by Bloomsbury State School and other information of interest to the school community. Bloomsbury State School prides itself on reflecting the image of a warm, friendly rural school. This report will be shared with the community via the school's website and also through the school's P&C association.

Being a small school Bloomsbury State School has adopted a multi-age philosophy in the structure of our classrooms. There are many advantages of running a multi-age classroom. Multi-age promotes and supports the understanding that different age groups can be achieving at the same or similar level, while maintaining healthy social and emotional wellbeing and development. Students are also able to be involved in a range of activities at different levels working at their own capacity in a caring and supportive environment.

The School's Annual Report will be shared with the community at a P&C meeting. It will also be on our website for access. For those parents without internet access they will be able to request a hard copy from the school office

School progress towards its goals in 2014

- Bloomsbury State School has reached and extended many of its goals for 2014. This is most evident through:
- The school's improvement agenda for 2014 was writing, numeracy, 'Explicit Instruction' and the implementation of the Australian Curriculum in Mathematics, English, Science and History.
- Staff accessing pedagogical coaching and mentoring for continued development and refinement of 'Explicit Instruction' teaching practices.
- Writing training was provided to all staff members in 'Seven Steps to Writing Success'.
- Students and staff continued term target and goal setting in reading and writing
- Students were set weekly goals for spelling.
- Ongoing refinement of data collection and analysis to inform teaching practices in numeracy.

- Full implementation of the Australian Curriculum across all year levels – utilising the C2C multi-age units in English, Maths and History.
- Implementation of the Australian Curriculum across all year levels – utilising the Small Schools' Science program.
- Continued refinement of the 'Whole School Curriculum Plan' which incorporates the 'Regional Framework' and development of a 'Pedagogical Framework'.
- Continued development and implementation of individualised programs that cater for differentiation of all students in all areas on English and Mathematics.
- Reducing the school's environmental footprint through sustainable use of water, electricity and waste management.
- Implementing an information, communication and technology asset replacement program to a student to computer ratio to below 1:3
- Continued access to government and non-government agencies to support students with special and unique needs.

Future Outlook

In 2015 the school will continue to ensure that the developments made in 2014 are maintained. Looking into 2015 and beyond we are focused on the following goals:

- Continuous improvement of the school's Pedagogical Framework: incorporating 'Explicit Instruction'.
- Ensuring student writing standards are developed through a standardised marking matrix. This will also assist with making uniform judgements around student assessment. The school will also provide opportunities to moderate set writing tasks with like schools in our school cluster area.
- Continue to develop their expertise in 'Seven Steps to Writing Success'.
- Refinement of the Australian Curriculum subject areas of English, Maths, Science and History.
- Continue to implement a social and emotional learning program across whole school – 'You Can Do It!' Embedding the program into our daily practice.
- The school will promote best teaching practice in writing – focusing on demand writing opportunities.
- The school will also promote best teaching practice in numeracy – focusing on core facts and mathematical literacy.
- Continued classroom observation and peer mentoring process to ensure the consistency of teaching across the school. This process will be led by the Principal as the school's instructional leader.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	67	30	37	91%
2013	83	41	42	86%
2014	88	43	45	88%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	9	9	15
Year 4 – Year 7 Primary	5	12	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

Curriculum offerings

Our curriculum has a central focus of English, Mathematics, Science and History being delivered through the C2C units. The remaining syllabuses are delivered according to the Essential Learnings. 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 eight key learning areas.

- Bloomsbury State School offers LOTE 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 Advisory Visiting Teachers, so the full range of support services is available for students with special needs.
- Early childhood teaching is guided by the Queensland literacy and numeracy indicators.

Extra curricula activities

Active School Sport Program

Leadership Group (Year 7 Club)

School Discos

NAIDOC

Under 8's Day

Arts and Science Excellence Day

Small schools sports carnival

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 3,4 class) have a computer lab attached to their classroom with twelve computers available for use. The year 5,6,7 classroom also has an attached computer lab with ten computers and 2 laptops available for use. The Prep/1 and Year 1/2 classroom has five computers available within the room. This brings Bloomsbury's computer to student ratio to below 1:3

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

Social Climate

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. 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. If ongoing issues were to occur further assistance is available through the services of the Guidance Officer.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	96%	75%
this is a good school (S2035)	100%	96%	63%
their child likes being at this school* (S2001)	100%	100%	75%
their child feels safe at this school* (S2002)	100%	100%	75%
their child's learning needs are being met at this school* (S2003)	100%	93%	75%
their child is making good progress at this school* (S2004)	100%	93%	75%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%	75%
teachers at this school motivate their child to learn* (S2007)	100%	93%	75%
teachers at this school treat students fairly* (S2008)	100%	89%	63%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	75%
this school works with them to support their child's learning* (S2010)	100%	93%	75%
this school takes parents' opinions seriously* (S2011)	100%	96%	63%
student behaviour is well managed at this school* (S2012)	100%	96%	63%
this school looks for ways to improve* (S2013)	100%	100%	63%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	100%	96%	100%
they like being at their school* (S2036)	82%	96%	86%
they feel safe at their school* (S2037)	100%	96%	95%
their teachers motivate them to learn* (S2038)	100%	96%	100%
their teachers expect them to do their best* (S2039)	100%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	90%
teachers treat students fairly at their school* (S2041)	82%	96%	85%
they can talk to their teachers about their concerns* (S2042)	94%	71%	90%
their school takes students' opinions seriously* (S2043)	88%	89%	86%
student behaviour is well managed at their school* (S2044)	94%	93%	76%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	93%	86%
their school gives them opportunities to do interesting things* (S2047)	94%	96%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		90%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		90%	100%
students are encouraged to do their best at their school (S2072)		90%	100%
students are treated fairly at their school (S2073)		90%	91%
student behaviour is well managed at their school (S2074)		80%	91%
staff are well supported at their school (S2075)		80%	91%
their school takes staff opinions seriously (S2076)		90%	91%
their school looks for ways to improve (S2077)		90%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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 and working bees.

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.

Reducing the school's environmental footprint

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

Throughout 2014 Bloomsbury has continued to manage its consumption of water and electricity. Staff and children in classrooms were encouraged to switch off lights when not needed and air conditioners were only run on days that reached 32 degrees Celsius or more. The school has implemented an automatic shutdown of computers to ensure they are not left on overnight. Due to wet weather in 2014, the grounds staff needed to increase amount of water to maintain the school's gardens and grass cover.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	21,535	572
2012-2013	23,206	232
2013-2014	24,636	444

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.

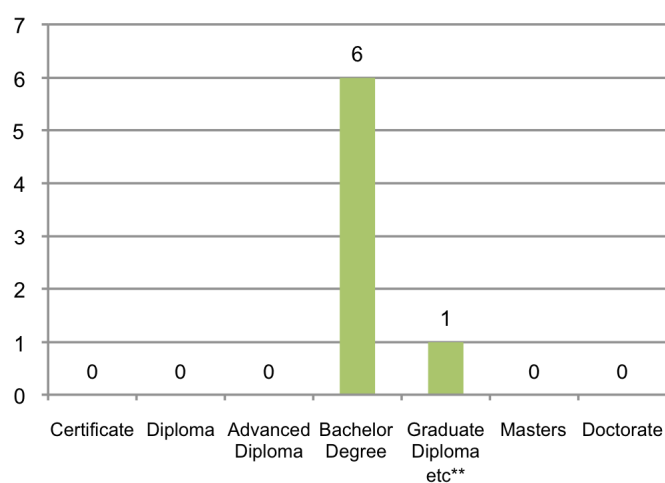
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	6	0
Full-time equivalents	5	4	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc**	1
Masters	0
Doctorate	0
Total	7



*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 2014 were **\$11 807**.

The major professional development initiatives are as follows:

- Teach aide – literacy and numeracy skills development
- Principal Leadership training
- Writing – raising student achievement
- Asbestos training
- Peer mentoring internally and between schools
- Code of Conduct training
- Student Protection
- Reading – Sheena Cameron training

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

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 2014 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	92%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

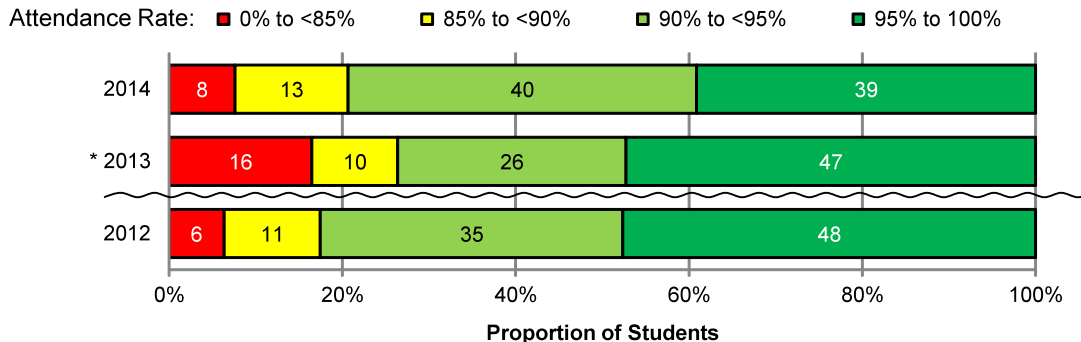
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	94%	93%	93%	96%	96%	95%					
2013	90%	91%	94%	95%	93%	DW	93%					
2014	88%	94%	94%	94%	96%	93%	DW					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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.

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/>.

From 2011 to 2014, 92% of Year 7 students have been at or above National Minimum Standard. A key focus of the Bloomsbury State School will be to lift the number of students into the Upper Two Bands. 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Bloomsbury State School has a small number of Aboriginal and Torres Strait Islander students. In 2014, the retention of student indigenous population was 100%. The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools.

Over the past four years, Bloomsbury State School has had no or very few Indigenous students in Year 3. Therefore, comments cannot be made on NAPLAN performance. However, Indigenous perspectives are taught in all year levels, across all learning areas