

Bloomsbury State School

Queensland State School Reporting

2015 School Annual Report



Postal address	Community Mail Bag Bloomsbury 4799
Phone	(07) 4947 5736
Fax	(07) 4947 5787
Email	principal@bloomsbuss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mr Samuel Strang

Principal's foreword

Introduction

The Annual School Report that follows will detail some of the highlights of 2015, 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 2015

Bloomsbury State School has reached and extended many of its goals for 2015. This is most evident through:

- The school's improvement agenda for 2015 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.
- Staff continued to implement and refine their teaching practice around 'Seven Steps to Writing Success'.
- Students and staff continued term target and goal setting in reading and writing
- Ongoing refinement of data collection and analysis to inform teaching practices in numeracy – utilising the North Coast Region diagnostic assessment.
- 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 2016 the school will continue to ensure that the developments made in 2015 are maintained. Looking into 2016 and beyond we are focused on the following goals:

- Continuous improvement of the school's Pedagogical Framework.
- 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' and looking at the Sheena Cameron Writing resource.
- Refinement of the Australian Curriculum subject areas of English, Maths, Science and History.
- Continue to implement the Vivo Miles reward system and using it to compliment the social and emotional learning program across whole school – 'You Can Do It!'
- The school will promote best teaching practice in writing – focusing on demand writing opportunities and moderation of writing assessment tasks.
- 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.
- Introducing STEM as part of our Curriculum delivery: including coding and robotics.

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	83	41	42	15	86%
2014	88	43	45	10	88%
2015	86	40	46	9	96%

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:

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 had a stable student cohort. The school has an enrolment of around 80 students in Prep to Year 6. The school has a diverse clientele including students with disabilities (8%), indigenous students (10%) and students from low socio economic backgrounds.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	9	15	14
Year 4 – Year 7 Primary	12	22	
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	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.

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 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 Student With Disabilities Teacher, Advisory Visiting Teachers and a Guidance Officer, 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

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

How Information and Communication Technologies are used to improve 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 thirteen computers and 2 laptops available for use. The Prep/1 classroom has five computers available within the room plus and additional 5 laptops. This brings Bloomsbury's computer to student ratio to below 1:3. The school also has 4 ipads available for our SWD students. 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. 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.

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)	96%	75%	86%
this is a good school (S2035)	96%	63%	86%
their child likes being at this school (S2001)	100%	75%	86%
their child feels safe at this school (S2002)	100%	75%	86%
their child's learning needs are being met at this school (S2003)	93%	75%	86%
their child is making good progress at this school (S2004)	93%	75%	86%
teachers at this school expect their child to do his or her best (S2005)	100%	88%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	75%	86%
teachers at this school motivate their child to learn (S2007)	93%	75%	100%
teachers at this school treat students fairly (S2008)	89%	63%	86%
they can talk to their child's teachers about their concerns (S2009)	100%	75%	100%
this school works with them to support their child's learning (S2010)	93%	75%	86%
this school takes parents' opinions seriously (S2011)	96%	63%	86%
student behaviour is well managed at this school (S2012)	96%	63%	86%
this school looks for ways to improve (S2013)	100%	63%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	96%	100%	97%
they like being at their school (S2036)	96%	86%	100%
they feel safe at their school (S2037)	96%	95%	97%
their teachers motivate them to learn (S2038)	96%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers expect them to do their best (S2039)	100%	95%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	90%	94%
teachers treat students fairly at their school (S2041)	96%	85%	97%
they can talk to their teachers about their concerns (S2042)	71%	90%	94%
their school takes students' opinions seriously (S2043)	89%	86%	97%
student behaviour is well managed at their school (S2044)	93%	76%	86%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	93%	86%	97%
their school gives them opportunities to do interesting things (S2047)	96%	100%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	90%	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)	90%	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)	90%	100%	100%
students are treated fairly at their school (S2073)	90%	91%	100%
student behaviour is well managed at their school (S2074)	80%	91%	100%
staff are well supported at their school (S2075)	80%	91%	100%
their school takes staff opinions seriously (S2076)	90%	91%	100%
their school looks for ways to improve (S2077)	90%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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.

Parents 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.

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 2015 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 30 degrees Celsius or more. The school has implemented an automatic shutdown of computers to ensure they are not left on overnight.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	23,206	232
2013-2014	24,636	444
2014-2015	28,601	

*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.

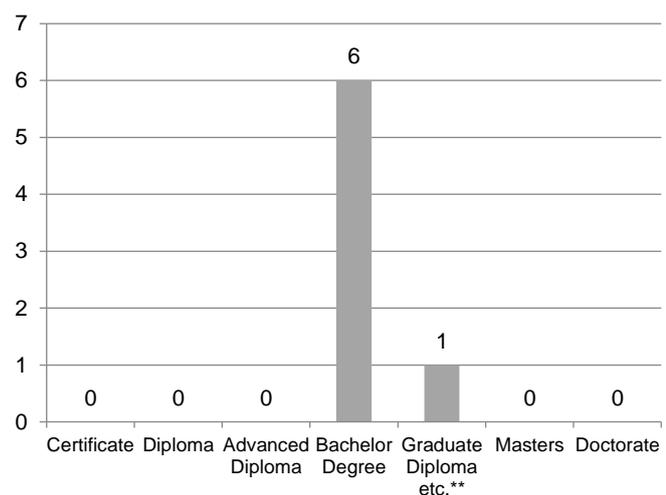
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	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 2015 were \$9205

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
- Understanding Children with Dyslexia – all staff.
- TEACCH Professional Development for teacher aides and classroom teachers.

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.	97%	96%	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 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

Sector:

Government

Non-government

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

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)

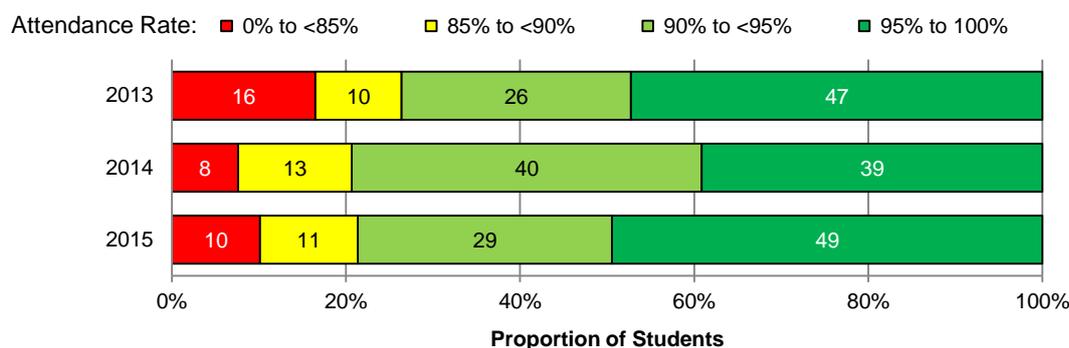
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	86%	90%	91%	94%	95%	93%	98%	93%					
2014	92%	88%	94%	94%	94%	96%	93%	94%					
2015	95%	94%	93%	92%	95%	93%	97%						

*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 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.

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 screenshot shows a search form with 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 button with the word "SEARCH" in white capital letters.

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.