



Bloomsbury State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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.

School Vision

Be a Learner, Bloom at Bloomsbury

- All students can access the curriculum to ensure ongoing individual success
- Actions promote positive inclusion
- Teaching reflects best practice drawn from dynamic research
- Expectations encourage vigorous and successful learning

Be Brave, Believe and Persevere
Linking Literacy for Life-Long Learning
Optimistic Opportunity for All
Owning Our Learning and Well being
Mindfulness Matters

School progress towards its goals in 2018

Achieved
Working towards
Not achieved

Improvement Priority 1. Culture for Learning

Strategy: Creating a whole school and community culture of supporting the students in attendance, engagement and behaviour.

Review and document attendance for students on School Pride to inform of patterns of behaviour.

Introduce and update the Attendance Rocket every 2 weeks. Display on parade. Include updates in school newsletter

Utilise Vivo rewards system to boost attendance and home reading

Establish a process to send letters home quarterly to students attending less than 85%

Develop a rich literacy environment including school newsletter and website items on teaching reading, attractive and comfortable reading areas around the school, Book Week, Reading Challenge

Seek and implement effective strategies to engage and welcome parents to school including parent interviews, phone calls, pre-prep days, **Ready Reader program**

Improvement Priority 2. Teacher Quality

Strategy: Implement strategies identified through Reading Inquiry
Review and update Whole School Approach to Teaching Reading including data collection, benchmarks and targets
Complete How to Teach Reading online modules
Utilise Snapshot of Resources P-10 literacy continuum
Utilise Early Start and Literacy Continuum to track and monitor student progress including target setting
Review process for intensive reading program for identified students including reviewing data and having collaborative conversations

Strategy: Implement strategies identified through Visible Learning Research Inquiry
Teacher Clarity: Embed the use of Goals and Success Criteria in reading
Display and explicitly teach students "What am I learning today? Why am I learning this? How will I know that I learned it?"
All staff to participate in the Visible Learning Plus professional development series – Foundation Day and Inside Series workshop
Continue to develop students understanding of being assessment capable learners by explicitly teaching unit metalanguage and use of learning displays
Maintain external moderation processes to build teachers' professional networks

Improvement Priority 3. Australian Curriculum

Strategy: Develop a deeper understanding and build capacity around the Australian Curriculum
Embed visible learning displays in classrooms. GTMJ's, exemplars, metalanguage, student work samples and know/do charts, throughout each English unit
Engage in termly planning and moderation days collaborating with HOC to develop an understanding around AC: English
Embed cluster moderation process
Collaboratively create and know and do charts for English
Adopt multi-level digital GTMJ's to ensure all students are being assessed against their year level achievement standards in English
Engage in termly planning and professional development opportunities collaborating with HOC and Maths PEAC to develop an understanding around AC: Mathematics (four proficiencies)
Establish differentiated open ended challenges on problem solving, reasoning and justification (a focus on deep and transfer learning)
Review C2C assessment tasks and Australian Curriculum, exploring ways to create more opportunities for students to solve problems matched to units
Create classroom problem solving learning displays utilising 'whole school consistent processes'

Future outlook

Improvement Priority 1. Be Brave, Believe and Persevere

Strategy: Ensuring students persist and succeed to the best of their ability
Develop a further understanding of differentiation and teaching, monitoring reading and supporting students with reading difficulties
Enact action plan for oral language implementing OELY and PMAP with Prep/Y1 students
Strategy: Ensuring students have the courage to take their next steps for success (cluster)
Use the Literacy Continuum to track students literacy achievement in reading and identify next steps for learning, at termly Student Tracking Data meetings
Use summative assessment tasks to identify and plan individual and group goals for students to achieve targeted achievement standards in English

Improvement Priority 2. Linking Literacy for Life-Long Learning

Strategy: Developing literate learners for present and future success (cluster)
Develop an understanding of reading in the AC including teaching, using general capabilities to identify reading demands
Provide staff professional development modelling, observation and feedback, and coaching in unpacking the general capabilities of the AC and ways of implementation
Continue to build consistency in teacher judgements within school and across the cluster through expansion of current moderation processes to include additional subjects and general capabilities
Embed student data meetings, literacy continuum, curriculum GTMJ, differentiated groupings and learning goals to ensure clarity around next steps for learning
Review reading framework documenting updates in literacy framework being developed, articulating how reading is taught across the school

Improvement Priority 3. Optimistic Opportunity for All

Strategy: Catering for all to nurture confident learners in a safe and engaging environment
Develop an understanding of reading pedagogies in practice and next steps of learning
Embed the Visible Learning pedagogical practices; goals, success criteria, 5 questions for learning, feedback, learning display walls; Extend to other AC areas
Develop an understanding of the Age Appropriate Explanation of Terms (Approaches and Characteristics) within the whole school context
Embed the Age Appropriate Pedagogies practices across all AC in Prep - Year 3 and document process in AC English planning
Document the Age Appropriate Pedagogies explanation and processes in the Whole-School Curriculum, Assessment and Reporting Framework

Improvement Priority 4. Owing Our Learning and Wellbeing

Strategy: Empowering students to be resilient, take ownership of their learning and recognise their impact on self and others
Review School Pride Program by identifying students A-E, attendance and behaviour data and having a shared understanding of goals and targets
Identify and plan for relevant school projects to engage students accessing the program
Review and clarify whole school learning dispositions
Develop and enact a plan for student understanding and engagement with learning dispositions

Improvement Priority 5. Mindfulness Matters

Strategy: Embracing diversity, celebrating self and others achievements and getting along

Implement Personalised Learning Performa for 2 identified students in each class not achieving A-C in English

Enact process for Personalised Learning for identified students including reviewing and sharing data, having collaborative conversations and having a shared understanding of goals and targets

Engage parents and relevant stakeholders in the transition process for diverse learners and document process

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	80	56	49
Girls	34	20	19
Boys	46	36	30
Indigenous	9	8	7
Enrolment continuity (Feb. – Nov.)	89%	85%	98%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 45 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	18	17	14
Year 4 – Year 6	24	20	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Expectations around the effective teaching of Literacy and Numeracy are clearly linked to our Curriculum, Assessment and Reporting Framework. Here we outline:

- How the Australian Curriculum is being taught and assessed utilising C2C.
- The Frameworks, Programs, Resources and Policies/Procedures related to the teaching of literacy and numeracy generally.
- The Bloomsbury SS Pedagogical Framework related specifically to our Improvement Agenda Focus Areas and the pedagogy used in the school.
- Teachers collaborative plan cross each year level in conjunction with cluster teachers and head of Curriculum.
- Specialist teacher delivers the curriculum in Japanese, a language also offered at the local high school.
- Bloomsbury State School is well supported by a Speech Pathologist, Student with Disabilities Teacher, Advisory Visiting Teachers and a Guidance Officer, so the full range of support services is available for students.
- A transition to prep program is conducted in terms 3 and 4 of the year and a transition to year 7 is conducted in terms 2, 3 and 4 of each year.
- Learning Support program including Speech Pathologist program.

Co-curricular activities

- Leadership Group (Year 6)
- Year 4-6 Annual Camp and class excursions to support curriculum programs.
- Under 8's Day
- Northern Highway Cluster sports carnival
- Individual and team sporting representation at District, Regional
- Learn to Swim Program
- Pink Stumps Day
- Whitsunday Voices Literacy Festival
- CQU education tour
- Life Education
- Spelling Bee
- School Discos

How information and communication technologies are used to assist learning

The school has wireless internet to every teaching space. Teacher use of interactive whiteboards and data projectors models good practice for ICT use and makes learning engaging.

ICTs are used to assist and support learning. Students access a broad range of digital resources to access, create and communication information and ideas, solve problems and work collaboratively in all learning areas. Students utilise ICTs on a daily basis in their classroom context with a 1:2 ratio.

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 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	80%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	86%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	80%	86%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	95%
• they like being at their school* (S2036)	95%	86%	100%
• they feel safe at their school* (S2037)	95%	81%	100%
• their teachers motivate them to learn* (S2038)	90%	94%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	100%	100%
• teachers treat students fairly at their school* (S2041)	90%	94%	100%
• they can talk to their teachers about their concerns* (S2042)	81%	87%	100%
• their school takes students' opinions seriously* (S2043)	100%	88%	95%
• student behaviour is well managed at their school* (S2044)	86%	50%	86%
• their school looks for ways to improve* (S2045)	95%	100%	100%
• their school is well maintained* (S2046)	100%	94%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	88%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	78%	100%	100%
• 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

Our school fosters and value close cooperation between home and school. Parents are invited to participate in their child's learning through volunteering to spend time in the classroom supporting the student's Literacy and Science. 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. Parent's engagement is further encouraged through the school Facebook page, website and our fortnightly newsletter.. Parents and community are invited to all functions hosted by the school throughout the year such as Leaders Induction, Weekly Parades, End of Term Presentations, ANZAC Day ceremonies, Sports Carnivals, School Concert, working bees. The school's P&C is very active and all parents are welcome to meetings that are held once per month. The school fulfils an important role in the community, providing family support and initiating access to many community and family services.

Respectful relationships education programs

At Bloomsbury State School we deliver respectful relationships education through the Australian Curriculum: Health and Physical Education units of work. The school has developed and implemented a programs that focus on appropriate, respectful, equitable and healthy relationships. Identified students are referred to Student Support Services.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Our school community is committed to understanding the ways in which we can meet our current needs without compromising the environment and our future needs. Actions include solar panels, air conditioner use with minimum temperatures, switching of lights, fans and computers when not in use, tanks to capture water to maintain gardens, attend to plumbing repairs quickly, vegetables gardens, a recycling program and nude food program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	10,109	17,536	28,648
Water (kL)		234	

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	5	7	0
Full-time equivalents	3	3	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	4
Diploma	
Certificate	

*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 2018 were \$15,484 (including Teacher Replacement)

The major professional development initiatives are as follows:

- Visible Learning: Evidence into Action
- Curriculum Cluster Collaboration and Moderation
- How to Teach Reading course
- Mandatory Training
- CPR and First Aid Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	92%	95%
Attendance rate for Indigenous** students at this school	90%	88%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	89%	91%	93%
Year 1	90%	92%	92%
Year 2	96%	90%	96%
Year 3	93%	96%	94%
Year 4	94%	89%	96%
Year 5	94%	94%	92%
Year 6	95%	91%	96%

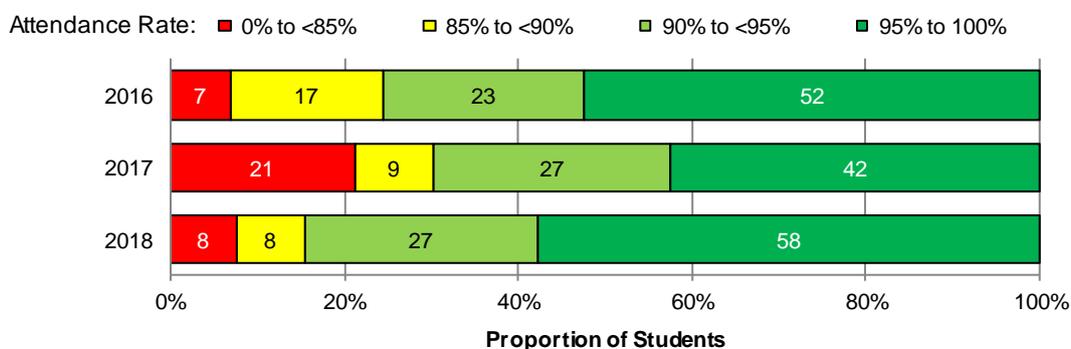
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 Department of Education 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.

At Bloomsbury State School attendance is required 5 days per week. 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. Bloomsbury SS encourages parents/caregivers to provide same day notification for all absences via our SMS notification app, phone or in person. All unexplained absences are followed up on the same day with parents/caregivers. Contact is made by letter or phone with parents/caregivers about unexplained absences. 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 and certificates.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.