



Bloomfield River State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

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### School overview

Bloomfield River State School is a co-educational school catering for students from Prep through to Year 6 which is located 80 km south of Cooktown on the east coast of Australia. Bloomfield River State School services the Bloomfield Valley including the community of Wujal Wujal. Our Shared Vision is 'Expect Excellence - Celebrate Achievement and Understanding in Diversity'. The school is comprised of three multi-age classes and we seek to create an environment that enables success for all of our students. Our curriculum is centred on delivery of the Australian Curriculum with a focus on the general capabilities of literacy and numeracy. We are a Positive Behaviour for Learning (PBL) school and are creating a culture of high expectations for student learning and behaviour, professional accountabilities for the teaching and learning process and by creating intentionally inviting classrooms. Our school is active in the community, participating in activities at Wujal Wujal and sporting events within the cluster of schools in our area. We aim to engage with parents and carers to empower them to better contribute to their children's education. We are also conscious of our place in the environment and are an active member of Reef Guardians and the Stephanie Alexander Kitchen Garden Program.

The following School Annual Report gives an overview of the Bloomfield River State School for the 2018 school year. It contains the following information:

- School Progress and Future Outlook
- School Profile
- Curriculum Offerings
- Social Climate
- Parent, Student and Teacher satisfaction with the school
- Environmental Footprint
- Staff Profile

## **School Progress towards its goals in 2018**

Key priorities for 2018 were:

- Reading (fluency, comprehension, retell)
- Writing (paragraphs, sentence structure and punctuation)
- Building Staff Capacity (ICTs, data, differentiation)
- Australian Curriculum implementation
- Productive partnerships with school community stakeholders

During 2018 Bloomfield River State School has continued to progress towards its goals with Literacy remaining a key area of improvement. We believe strong working partnerships and open conversations about students and the learning is central to improving the quality of teaching and learning across the whole school.

All staff hold a shared vision of what exemplary teaching and learning looks like, within the classrooms. Student data is a central focus for informing curriculum directions.

## **Future Outlook**

In 2018 Bloomfield River continued implementation of a school wide, consistent approach to planning and teaching. This continued across all curriculum areas and included coaching of all teachers and continuing professional development.

Throughout 2019 Bloomfield River State School will continue in its pursuit of excellence achieving the best possible outcomes for every student through:

- Continued focus on development and implementation of consistent school wide programs and expectations
- Using C2C units to ensure curriculum coverage and assessment tasks around the achievement standards.
- Embed moderation processes within the school and across the cluster
- Support classroom teaching and improved school wide positive behaviour through profiling
- Professional development and implementation of teaching of mathematics as well as reading practices to improve reading and comprehension skills of all students.
- Continued focus on delivery of effective and consistent “learning to read” and “reading to learn programs” across the whole school.
- Embedding school wide planning and assessment procedures.
- Continue to strengthen school and community partnerships.
- Explicit teaching Kuku Yalanji from programs developed by Mossman State School, in all classrooms
- Consistent classroom pedagogical practices.

# Our school at a glance

## School profile

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

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	47	41	51
Girls	26	23	28
Boys	21	18	23
Indigenous	46	41	51
Enrolment continuity (Feb. – Nov.)	95%	74%	77%

#### 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

Bloomfield River State School is comprised entirely of Indigenous students from the community of Wujal Wujal which is located 5 km from the school. Students come from a varied language background where the languages spoken at home are Kuku Yalanji and Aboriginal English. Whilst at school, students are required to speak Standard Australian English in the classroom.

As there is no secondary school in the local area so students must move away to attend boarding school when they enter Year 7.

The students at Bloomfield River State School are caring, considerate and happy with very strong cultural and language connections.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	13	15	14
Year 4 – Year 6			21
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

- Explicit teaching in all learning areas
- Explicit teaching of expected behaviours
- Support and specialist programs for hearing impaired students
- Kuku Yalanji language phrases reinforced throughout the week.

### Co-curricular activities

- Big Breakfast every term open to family and community members,
- NAIDOC Day school based event
- Leadership Camps
- Interschool sports

### How information and communication technologies are used to assist learning

- Teachers and students are continuing to use our extensive bank of networked computers to assist with learning initiatives via curriculum specific software.
- Interactive televisions are used in all classrooms to enhance eLearning in the classrooms.
- Computers and other information technologies are used by teachers and teacher aides to effectively plan, prepare and deliver learning activities.
- Coding activities support learning of logical thinking, position and location.

## Social climate

### Overview

We offer a supportive school environment to ensure a positive climate to facilitate engagement and instruction on student conduct. Social skills are introduced each week on parade and explicitly taught in classrooms. Positive reinforcement of student behaviour is encouraged and practised in every classroom and rewarded on parade and in the "PB Shop". The cluster chaplain spent one day a week at the school to assist in the delivery of social programs. Parent responses to questions on School Climate in the 2017 School Opinion Survey are recorded below.

### 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)	100%	83%	100%
• this is a good school (S2035)	88%	83%	100%
• their child likes being at this school* (S2001)	100%	67%	100%
• their child feels safe at this school* (S2002)	86%	83%	88%
• their child's learning needs are being met at this school* (S2003)	88%	83%	100%
• their child is making good progress at this school* (S2004)	100%	83%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	83%	100%
• teachers at this school motivate their child to learn* (S2007)	88%	100%	100%
• teachers at this school treat students fairly* (S2008)	88%	83%	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)	88%	100%	100%
• this school takes parents' opinions seriously* (S2011)	88%	83%	75%
• student behaviour is well managed at this school* (S2012)	100%	83%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	83%	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%	55%
• they like being at their school* (S2036)	91%	100%	64%
• they feel safe at their school* (S2037)	91%	100%	64%
• their teachers motivate them to learn* (S2038)	100%	100%	73%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	73%
• they can talk to their teachers about their concerns* (S2042)	91%	100%	73%
• their school takes students' opinions seriously* (S2043)	100%	80%	91%
• student behaviour is well managed at their school* (S2044)	82%	100%	64%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	91%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	91%

\* 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)	94%	75%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	67%	100%
• they receive useful feedback about their work at their school (S2071)	94%	33%	93%
• 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%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	94%	58%	93%
• student behaviour is well managed at their school (S2074)	88%	42%	64%
• staff are well supported at their school (S2075)	88%	42%	69%
• their school takes staff opinions seriously (S2076)	80%	50%	85%
• their school looks for ways to improve (S2077)	94%	58%	100%
• their school is well maintained (S2078)	88%	67%	86%
• their school gives them opportunities to do interesting things (S2079)	94%	50%	86%

\* 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

At the start of 2018, a Meet and Greet barbecue with families and staff was held in Wujal Wujal, the local community where most families live. From there teachers commenced home visits and the principal would contact the parents of students with unexplained absences.

In Term 2, a Big Breakfast, Grandparents' Day and a Cowboys sausage sizzle were held at school.

In Term 3, the community was invited to participate in NAIDOC Day at school where there was a performance by the Jute Theatre Company.

In Term 4, a Christmas celebration was held at school followed by Carols by Candlelight in the community.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

## 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	22	33	34
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	1
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

The school has a bank of solar panels on the roof of the main building, which feed electricity back into the grid. Air conditioners are used according to the DET Air conditioning Policy.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	42,015	34,845	24,374
Water (kL)			

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.

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

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

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	7	8	<5
Full-time equivalents	6	4	<5

\*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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*		
Bachelor degree	7	
Diploma		
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$7473.67

The major professional development initiatives are as follows:

- Positive Behaviour in the Classroom with Mark Davidson
- Trauma informed behaviour management
- In-House professional development as per the Improvement plan
- Australian Curriculum Maths – Planning, Moderation & work with PEA:AC and HOC

The proportion of the teaching staff involved in professional development activities during 2018 was 85%

## 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.	97%	94%	96%

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

From the end of the previous school year, 83% 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	75%	65%	71%
Attendance rate for Indigenous** students at this school	75%	65%	71%

\* 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	77%	45%	74%
Year 1	65%	68%	53%
Year 2	79%	59%	70%
Year 3	80%	74%	65%
Year 4	94%	73%	74%
Year 5	73%	78%	79%
Year 6	71%	74%	79%

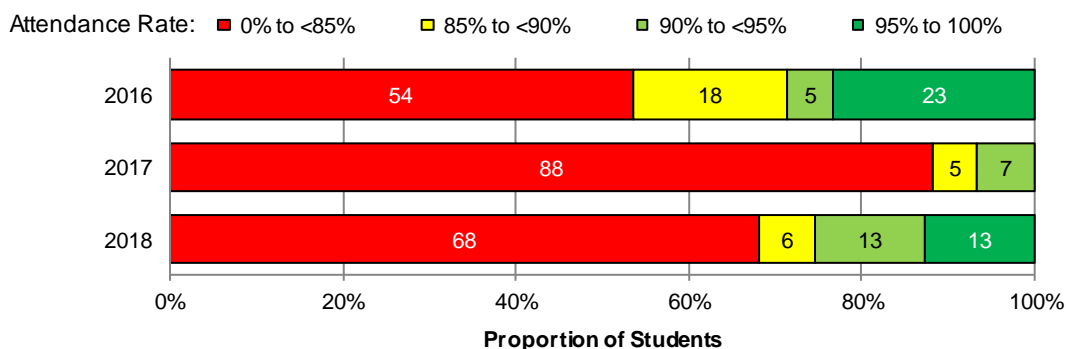
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Rolls are marked twice per day by classroom teachers, using OneSchool. All late arrivals go to the office first before presenting at the classroom. Parents sign students out for any early departures. All unexplained absences are followed up each day with either a phone call, text message or home visit to parents. At the end of every term, an attendance report is posted to parents and sent home with students after being reviewed in the classroom and at a whole school assembly.

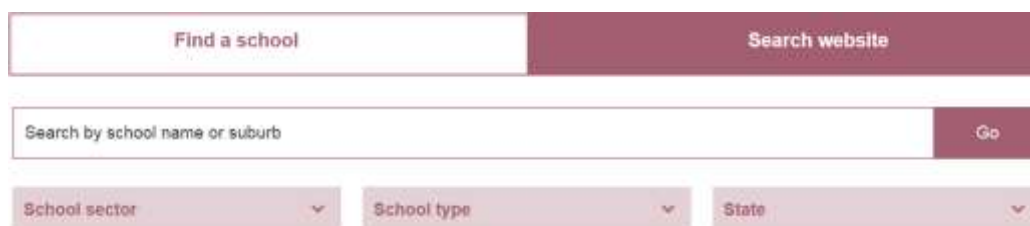
Students are given Attendance Certificates on parade each week for 100% Attendance and each week the Attendance Mascot goes the classroom with the highest attendance for the week. Attendance Awards and rewards are given at the end of year Awards Night.

## 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.



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



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



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.