

# Aloomba State School

## Queensland State School Reporting

### 2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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## Principal's foreword

### Introduction

Aloomba State School is a small school close to a major centre (Cairns) and has a close-knit community where the school is the focal point. Many school events are organised throughout the year which are well attended and supported by parents and our local community. We all have a great deal of pride in our small school and get many positive comments about our friendly, polite students, supportive parent group, dedicated staff, our well maintained school surroundings and great educational achievements and initiatives.

In 2016 every school in Queensland is required to publish information about the school and its educational outcomes for the 2015 school year. The report provides information on:-

- Curriculum initiatives
- Outcomes Data for Literacy and Numeracy using systemic data based on Years 3 and 5 NAPLAN tests
- Extra curricula offerings
- School priorities for the 2015 school year

### School progress towards its goals in 2015

ICT resources purchased – to continue

Science Specialist Program – well established and inspiring students

Maths resources funded – supported C2C programs and working well

Spelling Mastery Program reviewed & maintained (Yrs 1-6) – to continue with most students improving spelling skills

Early years Mt Isa program – well established in Prep/One

Explicit Teaching format in all classes - embedded

Retain focus on the teaching of reading (guided reading groups, home reading practice) – successful outcomes in reading level achievements

High student attendance – achieved and celebrated

### Future outlook

Our school will continue to implement the National Curriculum (C2C) programs Literacy, Numeracy, Science, History & Geography and review resources in 2016.

We aim to maintain our very good student attendance and behaviour standards and aim to further improve levels of academic achievement. Programs and activities to support enrich and/or extend students learning will be maintained and developed further.

Further improve Writing, Reading, Spelling, Grammar and Number results across the school.

Professional Development in required/requested areas to be ongoing

Robotics/ Coding / Typing Skills Program for all students.

Enrichment activities e.g. Robotics, Calanna Speaking Contest

Social/Emotional learning program strategies to be ongoing with 'Talkabout', a communication program started in 2014.

### **Investing for success**

Our school will improve student outcomes by

- Engaging a Literacy/ Numeracy Support Teacher to coach small groups of target students
- Building Teacher and Teacher Aide capability in writing and reading instruction by providing PD
- Purchasing recognised numeracy program and reading program to support target group of students
- Engaging Teacher Aides to support before school reading and sight words program for target group of students and small group literacy sessions with a teacher
- Engage Teacher 1 day per week – Writing Extension Program Yrs 2- 6

## 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	94	44	50	1	99%
2014	89	44	45	1	98%
2015	93	47	46	4	100%

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:

Our student body consists of a mix of urban/rural families. The school is in a cane farming district. Our student population is stable with a high enrolment continuity rate. We have an Enrolment Management Plan in place and 58% of our students come from out of the catchment area.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	22	18
Year 4 – Year 7 Primary	28	22	28
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
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\* 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

#### All Key Learning Areas from Prep to Year Six

- National Curriculum C2C Units
- Technology Program P-6 – Robotics, Coding, Typing Skills
- Environmental Studies and activities
- Spelling Mastery Program
- Science Specialist Teacher P -4

#### Extra curricula activities

- Instrumental Music (Strings)
- Calanna Junior Speaking Contest
- Bravehearts
- Student Leadership Program
- Robotics Challenge
- UNSW school competitions
- Craft Lessons Years 5/6
- Gala Sports Carnival
- Learn to Swim Program P-2
- Perceptual Motor Program (Prep / One)
- Book Fair
- Sports Clinics
- Dance Fever lessons
- 'Brainiacs' Challenge - 1<sup>st</sup>
- Holloway's Beach Camp Years 5/6
- Gala Sports Day

## How Information and Communication Technologies are used to improve learning

Computers are used in every grade and technology lessons are sequenced in levels. The Robotics Challenge is part of the Year 2-6 curriculum. Our Technology Program includes Robotics, Coding and Typing Skills for every class.

### Social Climate

The school Opinion Survey indicates that parent are very satisfied (well above the state average) with the social climate of the school. We have an Enrolment Management Plan in place as the demand to enrol children is high from outside our catchment area. Alooomba State School is fortunate to have such wonderful staff, parents, students and community support. The staff all work over and about their duties and their caring and dedication creates a wonderful working environment. We have a great school and wonderful students – absolutely everyone who meets our children comment on their fantastic manners and friendliness.

### Parent, student and staff satisfaction with the school

Our school is a happy, caring environment where parents, students and teachers support each other and there is obvious mutual respect. All are focused on providing the best learning environment for students. (N.B. Very few – approx. 7 – parents completed the online opinion survey)

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	96%	100%	100%
their child likes being at this school (S2001)	100%	86%	100%
their child feels safe at this school (S2002)	97%	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)	97%	100%	88%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	90%	86%	75%
they can talk to their child's teachers about their concerns (S2009)	97%	100%	88%
this school works with them to support their child's learning (S2010)	96%	100%	88%
this school takes parents' opinions seriously (S2011)	93%	86%	75%
student behaviour is well managed at this school (S2012)	97%	86%	88%
this school looks for ways to improve (S2013)	97%	100%	88%
this school is well maintained (S2014)	97%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	100%	100%
they like being at their school (S2036)	88%	100%	100%
they feel safe at their school (S2037)	94%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
their teachers expect them to do their best (S2039)	94%	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)	94%	94%	100%
they can talk to their teachers about their concerns (S2042)	82%	100%	100%
their school takes students' opinions seriously (S2043)	88%	100%	100%
student behaviour is well managed at their school (S2044)	76%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	94%	100%	100%
their school gives them opportunities to do interesting things (S2047)	94%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
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)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

<sup>#</sup> '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 are invited and encouraged to attend many functions at the school including sports days, Queensland Day celebrations, ANZAC Day services and student fundraising events. We often involve parents by including events especially for them. We have many parents who volunteer before school to help with reading and sight words. The P & C often initiate and organise activities for our children and provide valued support for our school programs. Many parents volunteer in the tuckshop which is held one day a week.

The P & C also take on the grounds care role for the school. Through fundraising the P & C provides many resources for the school which are described as 'the icing on the cake'. They sponsored children on a School Leadership Camp, subsidised excursions, organised student events and made a fabulous World Teachers Day lunch for staff.

**P & C Fundraising and Community Events**

Student Disco  
 Christmas Concert and BBQ  
 Tuckshop  
 Toy Catalogues  
 Uniform Shop  
 World Teachers Day lunch for staff

**P & C Purchases**

Bus transport for school camp  
 Tree Pruning  
 Bravehearts (P -3 students)  
 Bus transport for swimming lessons  
 Holloway's Beach Leadership Camp – Students  
 Dance Fever Student 10 week program  
 Graduating student pens  
 Grounds Care – mowing contractor  
 Library shelving

**Reducing the school's environmental footprint**

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Our environmental activities and programs are practical and sustainable, encouraging all the community to adopt practices that become a natural part of their lifestyle.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	48,581	323
2013-2014	50,121	681
2014-2015	50,756	201

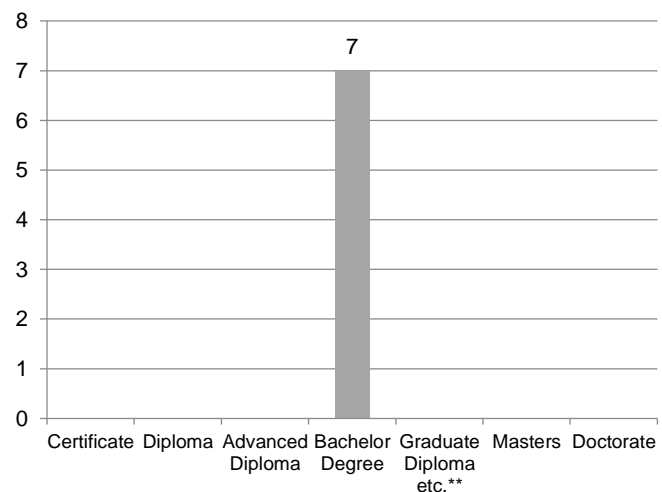
\*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

**Our staff profile****Staff composition, including Indigenous staff**

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	8	0
Full-time equivalents	5	3	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	7
Graduate Diploma etc.**	
Masters	
Doctorate	
<b>Total</b>	<b>7</b>



\*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 \$4850.

The major professional development initiatives are as follows:

Explicit Teaching PD

Technology / I Pad Teacher PD

One School Training

Child Protection

Code of Conduct

Teacher Aide PD

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.	98%	99%	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

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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).	96%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	DW	96%

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)

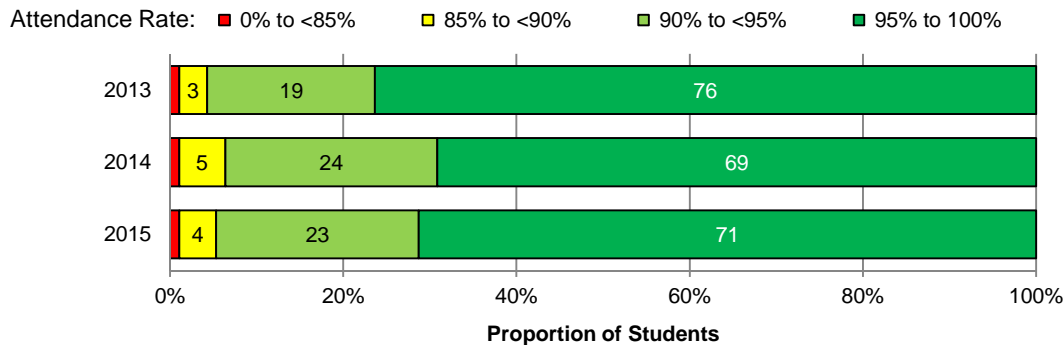
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	96%	98%	98%	97%	95%	98%	96%					
2014	95%	94%	96%	99%	95%	98%	96%	DW					
2015	96%	95%	97%	96%	97%	95%	97%						

\*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.

All student absences are noted and coded in class rolls. Any unexplained absences are followed up by phone call to the parents on the morning of the absence.

Newsletter items, reminding parents of the importance of school attendance particularly at vital times eg. Naplan preparation and test times are regularly included in the weekly newsletter.

## 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.

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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.