



Aloomba State School

# ANNUAL REPORT 2016

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

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# School Overview

Aloomba State School is a small school close to the major centre of Cairns and has achieved success in developing several innovative environmental programs which have attracted local and state-wide media attention. We have a close-knit community and the school is the focal point. Many school events are organised throughout the year which are well-attended and supported by our local community. We have very good student behaviour (nil student disciplinary absences) and high levels of academic achievement, the majority of our students' results being above the national average in statewide testing. Our parents and community are very supportive and involved in school daily life.

## Principal's Forward

### Introduction

In 2017 every school in Queensland is required to publish information about the school and its educational outcomes for the 2016 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 2016 school year

### School Progress towards its goals in 2016

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

Writing Extension Program (Yrs 2-6) – writing results improved

### Future Outlook

Our school will continue to implement the National Curriculum (C2C) programs Literacy, Numeracy, Science, History & Geography and review resources in 2017.

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

- 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

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	89	44	45	1	98%
<b>2015*</b>	93	47	46	4	100%
<b>2016</b>	88	46	42	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 2016, 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

### Overview

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 57% of our students come from out of the catchment area.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	22	21
Year 4 – Year 7	22	28	24
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

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

- National Curriculum C2C Units
- STEM Program P-6 – Robotics, Coding, Typing Skills

- Writing Extension Yrs 2-6
- Spelling Mastery Program
- Science Specialist Teacher P -4

### **Co-curricular Activities**

- Instrumental Music (Strings)
- Calanna Junior Speaking Contest
- Bravehearts
- Student Leadership Program
- Robotics Challenge
- UNSW school competitions
- Choir
- Gala Sports Carnival
- Learn to Swim Program P-2
- Perceptual Motor Program (Prep / One)
- Book Fair
- Sports Clinics
- Dance Fever lessons
- 'Brainiacs' Trivia Challenge
- Tinaroo Camp Years 5/6
- Tennis Lessons
- Reader's Cup
- Talkabout Program

### **How Information and Communication Technologies are used to Assist Learning**

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

## **Social Climate**

### **Overview**

The school Opinion Survey indicates that parents 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 dynamic working environment. We have a great school and exceptional students – absolutely everyone who meets our children comment on their fantastic manners and friendliness.

## Parent, Student and Staff Satisfaction

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. 16 – parents completed the online opinion survey)

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	86%	100%	94%
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%	94%
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%	88%	94%
teachers at this school motivate their child to learn* (S2007)	100%	100%	94%
teachers at this school treat students fairly* (S2008)	86%	75%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	88%	94%
this school works with them to support their child's learning* (S2010)	100%	88%	94%
this school takes parents' opinions seriously* (S2011)	86%	75%	87%
student behaviour is well managed at this school* (S2012)	86%	88%	94%
this school looks for ways to improve* (S2013)	100%	88%	88%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
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)	94%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%

\* 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

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

- Trivia Night
- Student Disco
- Christmas Concert and BBQ
- Tuckshop
- Toy Catalogues
- Uniform Shop
- Election Day Cake Stalls
- Qld Day Parent Activities
- Fathers' Day Stall
- World Teachers Day lunch for staff

### P & C Purchases

- Bus transport for school camp
- Bravehearts (P -3 students)
- Bus transport for swimming lessons
- Holloway's Beach Leadership Camp – Students
- Dance Fever Student 10 week program

Graduating student pens  
Robotics Lego Resources  
Reading Scheme

## Respectful relationships programs

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

- 'You Can Do It' Social and Emotional Learning Program has been implemented across all grade levels.
- Students also had weekly 'Talkabout' sessions with a specialist Teacher. The focus was on friendship, resilience and conversations.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
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.

## Environmental Footprint

### 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	50,121	681
2014-2015	50,756	201
2015-2016	49,860	8,988

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.

## 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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	8	0
Full-time Equivalents	6	3	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	7
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 were \$4000.

The major professional development initiatives are as follows:

- Child Protection
- Code of Conduct
- Teacher Aide PD
- STEM PD
- Literacy PD
- Music, Sport, LOTE PD

The proportion of the teaching staff involved in professional development activities during 2016 was 100 %.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	97%	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 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	96%	97%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	96%	95%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	95%	94%	96%	99%	95%	98%	96%	DW					
2015	96%	95%	97%	96%	97%	95%	97%						
2016	96%	96%	97%	97%	96%	99%	96%						

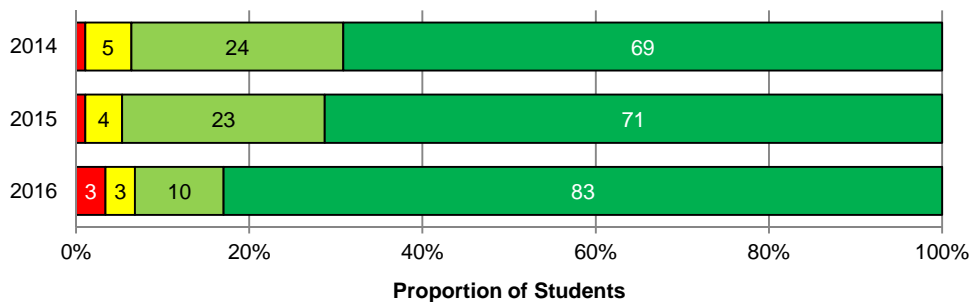
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85%    ■ 85% to <90%    ■ 90% to <95%    ■ 95% to 100%



### 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 or text 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.

Our school was congratulated and celebrated the highest student attendance rate in our region.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 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.

## Conclusion

