

Aloomba State School

ANNUAL REPORT

2018

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	c/- Post Office Aloomba 4871
Phone	(07) 4043 3888
Fax	(07) 4043 3800
Email	principal@aloombass.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Robyn Corbett

School Overview

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 Foreword

Introduction

In 2018 every school in Queensland is required to publish information about the school and its educational outcomes for the 2017 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 2017 school year

School progress towards its goals in 2018

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
Robotics/coding lessons P-6 well established
Japanese language taught P-6

Future outlook

Our school will continue to implement the National Curriculum (C2C) programs Literacy, Numeracy, Science, HASS and review resources in 2019.
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, Writing Extension Program, Readers' Cup
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 numeracy and reading resources
- 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 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	88	82	91
Girls	46	42	47
Boys	42	40	44
Indigenous	4	4	2
Enrolment continuity (Feb. – Nov.)	100%	100%	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

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 61.5% of our students come from out of the catchment area.



Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	19	21
Year 4 – Year 6	24	24	27
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

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 -6

Co-curricular activities

- Instrumental Music (Strings)
- Calanna Junior Speaking Contest
- Bravehearts and Life Education Programs
- 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



- Tinaroo Camp Years 5/6
- Tennis Lessons
- Readers' Cup
- Talkabout Program
- Obsthon
- Cross Country
- QLD Day celebration
- Swimming Carnival
- Athletics Carnival
- Student organized lunch time activities. Eg. Gyrocar derby, Handball competition, craft activities

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. Our P & C funded the cost of Ipads enabling us to have a class set. All classrooms and the community room have smartboards.

Social climate

Overview

The school Opinion Survey indicates that parents are very satisfied 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. Aloomba 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 – we always have many positive comments on our students' fantastic manners and friendliness.

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%	90%	93%
• this is a good school (S2035)	100%	90%	93%
• their child likes being at this school* (S2001)	94%	90%	93%
• their child feels safe at this school* (S2002)	100%	90%	100%
• their child's learning needs are being met at this school* (S2003)	94%	90%	86%
• their child is making good progress at this school* (S2004)	100%	90%	100%



Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	86%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	78%	77%
• teachers at this school motivate their child to learn* (S2007)	94%	90%	85%
• teachers at this school treat students fairly* (S2008)	88%	67%	64%
• they can talk to their child's teachers about their concerns* (S2009)	94%	80%	86%
• this school works with them to support their child's learning* (S2010)	94%	90%	71%
• this school takes parents' opinions seriously* (S2011)	87%	80%	71%
• student behaviour is well managed at this school* (S2012)	94%	80%	79%
• this school looks for ways to improve* (S2013)	88%	80%	79%
• this school is well maintained* (S2014)	100%	90%	93%

* 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%	100%
• they like being at their school* (S2036)	100%	100%	96%
• they feel safe at their school* (S2037)	100%	100%	96%
• 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)	100%	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%	95%	100%
• their school gives them opportunities to do interesting things* (S2047)	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.

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%	91%
• 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 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 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.

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 morning tea for staff.

P & C Fundraising and Community Events

- Trivia Night – Board Games
- Student Disco
- Christmas Concert
- Tuckshop
- Toy Catalogues
- Uniform Shop
- Election Day Cake Stalls
- Qld Day Parent Activities
- Mother's Day and Father's Day Stall
- World Teachers Day lunch for staff
- Community movie night
- Sight Word / Reading Volunteers
- Garden Club
- Pine Car Derby
- Pavers
- Save the Farmer



**Queensland
Government**

P & C Purchases

Bus transport for school camp
Bravehearts (P - 5 students)
Bus hire for swimming carnival
Holloway's Beach Leadership Camp – Students
Author visit – Dr Cameron Stelzer

Dance Fever Student 10 week program

Graduating student pens
Soccer Goals

Robotics Lego Resources

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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

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

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.



**Queensland
Government**

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	49,860	56,829	51,436
Water (kL)	8,988	168	242

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](http://www.myschool.edu.au/) website at <http://www.myschool.edu.au/>

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	7	8	0
Full-time equivalents	6	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.*	
Bachelor degree	7
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 \$4000.00

The major professional development initiatives are as follows:

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



- Mandatory 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.	97%	97%	96%

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	97%	97%	97%
Attendance rate for Indigenous** students at this school	95%	91%	96%

* 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	96%	96%	97%
Year 1	96%	96%	96%
Year 2	97%	97%	97%
Year 3	97%	94%	96%
Year 4	96%	97%	97%
Year 5	99%	97%	96%
Year 6	96%	99%	96%

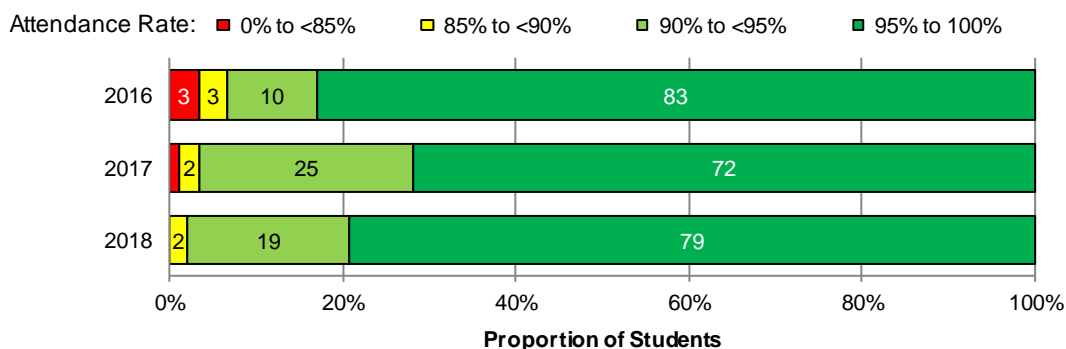
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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.

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 at <http://www.myschool.edu.au/>.

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.



Queensland
Government

Find a school	Search website	
<input type="text" value="Search by school name or suburb"/>	<input type="button" value="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 'NAPLAN' to access the school NAPLAN information.

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

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.

Conclusion

