



Camooweal State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Camooweal State School, first established in 1893, is located in a very remote community approximately 190 km north-west of Mount Isa and 13 km east of the Northern Territory border. Camooweal SS is an Indigenous Focus School with an average enrolment of between 27 and 35 students from Kindergarten to Year 6. Our school population fluctuates due to a high degree of transience between Camooweal and neighbouring communities both in Queensland and in the Northern Territory. Our school motto is to "Strive to Succeed" and we are committed to attaining individualised success for all students through our PRIDE values: Passion for learning; Respect; Individuality; Discipline; Excellence. To help us choose behaviour consistent with these values, we have three school rules: Be Safe; Be Respectful; Be a Learner. At Camooweal State School, each student receives a high level of individualised support both socially and academically. Within our two multiage classes, teachers differentiate instruction in order to provide individualized support for students in relation to literacy and numeracy, ESL learning, special needs, student welfare and behaviour. Our Indigenous Teacher Aides have an important role in assisting teachers to provide this individualized support for students. In addition, we are visited periodically by specialist staff including: Guidance Officer, Advisory Visiting Teachers, Central and North West QLD Medicare Local professionals, Royal Flying Doctor personnel, Australian Hearing health workers and Queensland Health personnel. Other features of our school include our daily Breakfast Program, our Playgroup that operates a five day fortnight at the beginning of the week and participation in the Kindy Pilot Program.

Principal's Foreword

Introduction

This Annual Report will give an overview of student results, celebrations, programs and achievements from 2017. We have a dedicated staff and this report looks at the professional development and skill development that has taken place to offer a quality education for all students.

School Progress towards its goals in 2017

The key School Improvement Priorities for 2017:

- Literacy – reading, writing
- Student Attendance
- Closing the Gap – attendance and student outcomes
- Leadership and Teacher Capability

Through development of staff capability, consistency across the school and an expert teaching team, Camooweal State School's focus for 2016 was to embed quality teaching and learning. Professional Development and workshops for all staff to develop their skills and strategies in Literacy were presented.

Close consultation with a range of agencies, Camooweal Clinic, NWRH and RSAS (Remote School Attendance Scheme) members offered support for students and their families.



Learning Walls were developed for all key learning areas and teachers displayed set information to inform teaching and to support students.

Future Outlook

In 2018 we will have a sharp and narrow focus and will concentrate on three main areas, continuing with the work we started in 2017.

The Camooweal State School Improvement Agenda Focus Areas for 2018 are:

1. Creating a Learning Culture of Inquiry
2. Improve Attendance with strong Community Relationships
3. Create Assessment Literate Learners

Our School at a Glance

School Profile

| | |
|-------------------------------------|--------------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2017: | Early Childhood - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 37 | 22 | 15 | 34 | 82% |
| 2016 | 32 | 20 | 12 | 24 | 84% |
| 2017 | 33 | 18 | 15 | 24 | 77% |

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Camooweal State School is a remote school in the North Queensland Region. The student population fluctuates between 25 and 150 and 160, and students often travel between nearby communities. The Indigenous population of our school is approximately 93%. All of our students live in the township of Camooweal. There are no local school bus services and children on nearby properties are home-schooled or attend boarding schools. We have 4% of our students verified with a disability. Most of the students that receive extra support are verified with a Hearing Impairment. Our school has an ICSEA of 735 and our community is regarded as Low Socio-Economic. Many of our parents were educated in Camooweal and a large number attend the Remote Jobs and Communities Program each day. We work hard to teach our students Standard Australian English, while still valuing 'home language'. Our community is remote and often social issues filter into our school. We have a social skilling program that encourages positive behaviours and we work closely with local organisations to support our students and families.

Average Class Sizes

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

| AVERAGE CLASS SIZES | | | |
|---------------------|------|------|------|
| Phase | 2015 | 2016 | 2017 |
| Prep – Year 3 | 22 | 19 | 17 |
| Year 4 – Year 6 | | | |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Curriculum Delivery

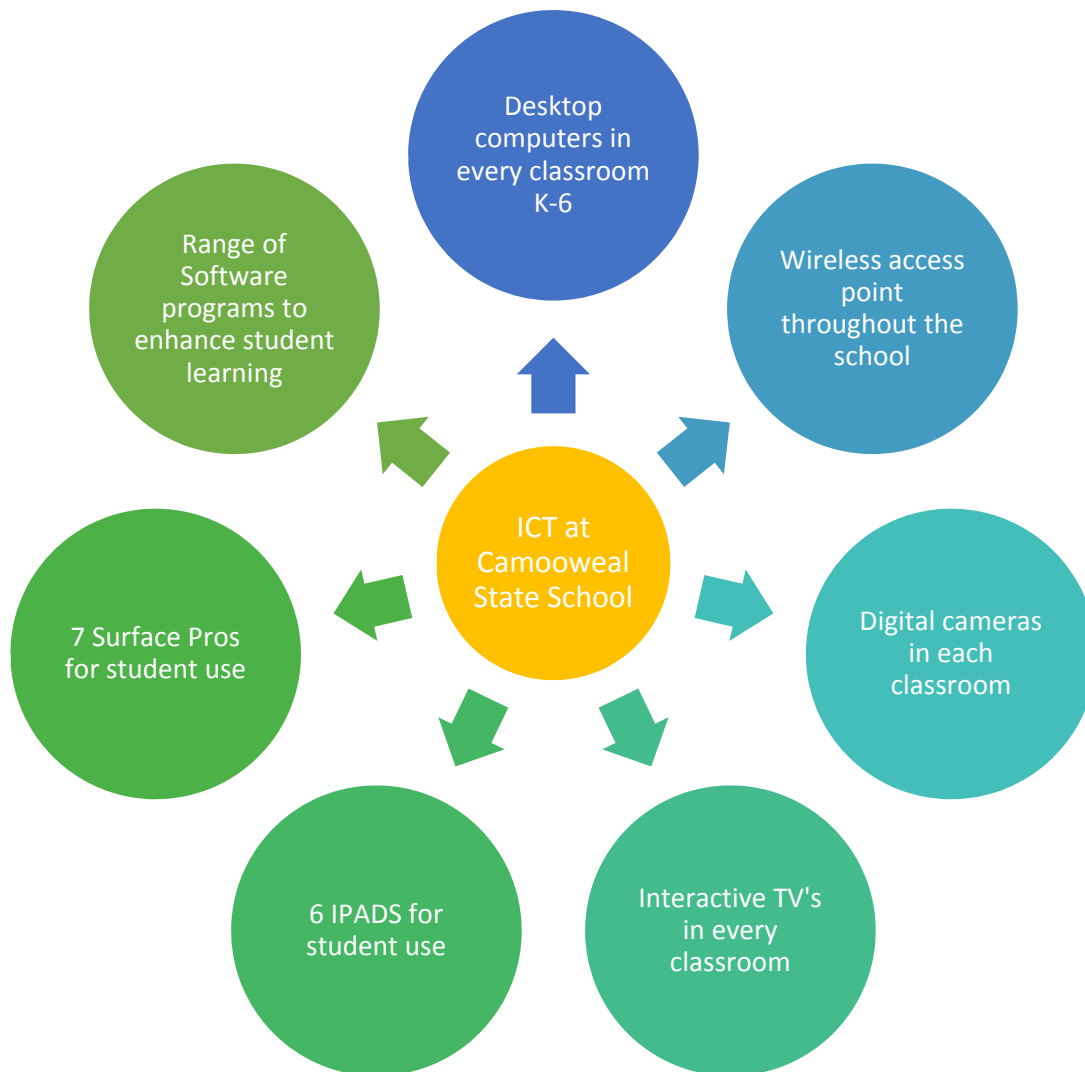
Our Approach to Curriculum Delivery

- We base our Curriculum Overviews on the Australian Curriculum
- We use the C2C Curriculum as a tool and provide a benchmark for assessment
- We have highly individualized programs that allow all students to achieve

Co-curricular Activities

- ANZAC service
- Rodeo float
- Chappy Day
- Border Sports
- Under 8s Day
- Clean Up Australia Day
- White Ribbon Day
- Day for Daniel
- Deadly Choices
- Crazy Hair Day for Cancer research

How Information and Communication Technologies are used to Assist Learning



Social Climate

Overview

Camooweal State School is a Schoolwide Positive Behaviour System School. We work hard to ensure that all students and staff are aware of our school rules, and all parents receive a copy of our Responsible School Behaviour Plan so that they are aware of the consequences and rewards that are an important part of our plan.

Classroom teachers each have their own behaviour charts and systems, and have a rewards and consequences chart and often a prize box.

Our Social Skilling Program allows us to teach the behaviours that we want to see and to discuss and model our expectations. Social Skilling lessons take place each Monday and classroom teachers follow up with these expectations. We use a common language across the school and posters, banners, newsletter articles and Facebook posts gets this out into the community.

As a part of our Social Skilling we also reinforce community programs such as Day for Daniel, Say No to Bullying Day, White Ribbon Day and RU OK Day.

Parents are invited to special events and celebrations, and to attend classes and school assemblies. Our Chaplain also supports the wellbeing of students and staff.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--------------------------------------------------------------------------------------------------------|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | DW | 100% | 100% |
| this is a good school (S2035) | DW | 89% | 100% |
| their child likes being at this school* (S2001) | DW | 100% | 100% |
| their child feels safe at this school* (S2002) | DW | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | DW | 90% | 100% |
| their child is making good progress at this school* (S2004) | DW | 90% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | DW | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | DW | 90% | 100% |
| teachers at this school motivate their child to learn* (S2007) | DW | 90% | 100% |
| teachers at this school treat students fairly* (S2008) | DW | 100% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | DW | 90% | 100% |
| this school works with them to support their child's learning* (S2010) | DW | 78% | 100% |
| this school takes parents' opinions seriously* (S2011) | DW | 75% | 100% |
| student behaviour is well managed at this school* (S2012) | DW | 89% | 100% |
| this school looks for ways to improve* (S2013) | DW | 80% | 100% |
| this school is well maintained* (S2014) | DW | 80% | 100% |

Student opinion survey

| Performance measure | | | |
|-----------------------------------------------------------------------------------|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 100% | 91% | 89% |
| they like being at their school* (S2036) | 100% | 100% | 100% |
| they feel safe at their school* (S2037) | 93% | 82% | 100% |
| their teachers motivate them to learn* (S2038) | 100% | 91% | 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% | 91% | 100% |
| teachers treat students fairly at their school* (S2041) | 100% | 91% | 89% |
| they can talk to their teachers about their concerns* (S2042) | 100% | 82% | 89% |
| their school takes students' opinions seriously* (S2043) | 100% | 82% | 89% |
| student behaviour is well managed at their school* (S2044) | 86% | 82% | 89% |
| their school looks for ways to improve* (S2045) | 100% | 91% | 100% |
| their school is well maintained* (S2046) | 100% | 91% | 89% |
| their school gives them opportunities to do interesting things* (S2047) | 100% | 91% | 89% |

Staff opinion survey

| Performance measure | | | |
|--------------------------------------------------------------------------------------------------------------------|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| 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) | 88% | 83% | 100% |
| staff are well supported at their school (S2075) | 100% | 100% | 100% |
| their school takes staff opinions seriously (S2076) | 100% | 83% | 100% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 88% | 83% | 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 encouraged to come into classrooms to understand what is being taught, to celebrate success and to question teachers about their child's assessment and results. Information sessions are run to inform parents about curriculum and behaviour expectations, and to introduce classroom operations.

Newsletters, Facebook, the school website, phone calls and home visits are used to inform and invite parents to be a part of the school community. Parents and community members are invited to be a part school committees such as the Parents and Citizens Association.

Parents receive letters informing them of special programs that their children are involved in, such as, and home visits often take place to discuss Individual Curriculum Plans, Education Support Plans, and other adjustments that are made to curriculum.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. As a part of our Social Skilling Programs, students are taught about appropriate language when talking to others, responding to abuse and violence and resolving conflict without violence.

Workshops conducted by local agencies including the Police, Ditto – Keep Safe Adventure Program, North West Remote Health and Deadly Choices all focused on awareness of domestic violence, student protection, conflict resolution and the safe use of the internet and social media. Our recognition of White Ribbon Day, Say No to Bullying Day, Day for Daniel and other community events also strengthens student awareness of respectful relationships.

We also have a Chaplain that strengthens our Respectful relationships program.

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 | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 6 | 1 | 2 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the school's environmental footprint

The students and staff are aware of the need to reduce the environmental footprint. Every effort to save electricity and water is made at our school. Lights and air-conditioners are turned off after leaving classrooms. We have timers on our taps and we also follow the council guidelines and water restrictions throughout the year.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 46,626 | |
| 2015-2016 | 48,222 | 80 |
| 2016-2017 | 40,292 | |

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

Sector:

Government

Non-government

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

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 3 | 5 | <5 |
| Full-time Equivalent | 3 | 3 | <5 |

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 | 3 |
| 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 2017 were \$13,707.10

The major professional development initiatives are as follows:

- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning
- Provide TRS to enable triads of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations
- Beginning Teachers / Peer Mentoring
- Mandatory All-Staff Training
- Asbestos Management
- Australian Professional Standards
- Health, Safety and Wellbeing
- Essential Skills in Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|------------------------------------------------------------------------|------|------|------|
| Description | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 98% | 100% | 100% |

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 2017.

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 2017 | | | |
|---------------------------------------------------------------------------------------|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 87% | 87% | 91% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 89% | 85% | 90% |

*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 2017 for all Queensland Primary schools was 93%.

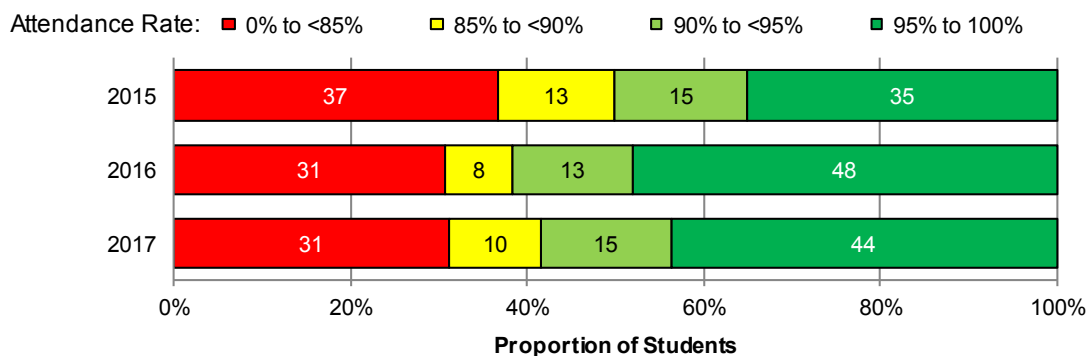
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|----------------------------------------------------------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 89% | 86% | 86% | 81% | 91% | 87% | 88% | 100% | 100% | | | | |
| 2016 | 87% | 87% | 94% | 89% | 96% | 78% | 76% | 100% | | | | | |
| 2017 | 90% | 92% | 91% | 92% | 91% | 93% | 88% | | | | | | |

*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:



Description of how non-attendance is managed by the school

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.

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. Rolls are marked at 10.30am and 1.30pm each day. This data is then entered into our One School system. If students are late, class teachers note arrival time in the rolls and this is transferred to the system.

When students do not attend school and a parent or carer has not informed the school, a phone call is made. We also make home visits when students miss days regularly or have missed a significant number of days.

We run incentive programs to encourage students to attend school. The Remote Area School Attendance Scheme (RSAS) Team is managed by the Rainbow Gateway Corporation and work closely with the school to encourage participation. Referrals are also made to the North West Remote Health Team, Centacare Counselling and RFDS Counselling services to support families and students with attendance.

Our School Wide Positive Behaviour System supports our Attendance Strategy and students are rewarded for regular attendance.

NAPLAN

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.

Conclusion

**Camooweal State School is a great school. We have a dedicated staff, many of who are long term and know the students, the community and their trade very well.
We have fantastic students who attend regularly, work very hard and are proud of their learning.**