



# Camooweal State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training



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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 40 and 45 students from Prep 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 four mornings a week and participation in the Kindy Pilot Program.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

The Camooweal State School Annual Report provides parents, staff and the community with a comprehensive report on the goals of Camooweal State School for 2016 and the progress the school has made towards achieving those goals. It also provides details on the school's ongoing goals and priorities. Camooweal State School has continued to focus strongly on attendance and literacy in 2016.

In 2016 students were taught in two multi-age settings comprising preparatory to year two and years three to six. The school was staffed with a teaching principal, two classroom teachers, four teacher aides, a playgroup aide, a Student Attendance Officer (SAO), a cleaner, and an administration officer. The school also had regular access to guidance officers, speech pathologists, advisory visiting teachers as needed.

#### The key School Improvement Priorities for 2016:

- Literacy – writing, reading
- Student Attendance, Welfare, Retention and Attainment
- Closing the Gap – attendance and student outcomes
- Leadership and School Capability
- Community Engagement

Through development of staff capability, consistency across the school Camooweal State School's focus for 2016 was to embed quality teaching and learning. Close consultation with RSAS (Remote School Attendance Scheme) 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 2017 we will have a sharp and narrow focus and will concentrate on three main areas, continuing with the work we started in 2016.

The Camooweal State School Improvement Agenda Focus Areas for 2017 are:

1. Literacy
2. Attendance
3. Quality Teaching (Instructional Coaching Model = Co/Plan, Co/Teach, Co/Reflect and Co-Assess needs)
4. Community Engagement

At Camooweal State School, we are dedicated to maintaining a consistent pedagogical practise that reinforces continuity across all year levels. Teaching staff will continue to be engaged in relevant professional development opportunities alongside the leadership team unpacking the Collaborative Inquiry Cycle to further enrich their pedagogy and academic programs that align with the National Curriculum, delivered through the Curriculum into the Classroom suite of resources.

# 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>	38	20	18	34	86%
<b>2015*</b>	37	22	15	34	82%
<b>2016</b>	32	20	12	24	84%

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

Camooweal State School is a remote school in the North Queensland Region.

The student population fluctuates between 28 and 43, and students often travel between nearby communities. The Indigenous population of our school is approximately 85%. 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. Camooweal State School participates in the RSAS (Remote School Attendance Scheme) and a bus is provided by Myuma Corporation in picking up children in the morning.

Our school has an ICSEA of 650 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.

### 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	16	22	19
Year 4 – Year 7			
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

- We base our Curriculum Overviews on the Australian Curriculum
- We use the C2C Curriculum as a tool to develop units and provide a benchmark for assessment

- We have highly individualized programs that allow all students to achieve

## Co-curricular Activities

- ANZAC March and service
- Rodeo float
- Boxing Club
- Chappy Day
- Border Sports with Western Alliance Schools in Mount Isa
- Under 8s Day
- Clean Up Australia
- Camooweal's Got Talent Quest
- Junior Rangers Program
- Day for Daniel

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

ICTs are an important part of the curriculum. They are included in C2C units and students can access computers in the classrooms.

Camooweal State School has invested in technologies to assist and enhance learning for both students and teachers. Learning programs such as Reading Eggs and Mathletics are used by students on computers in the classrooms. SMART TV's are used by teachers to assist in making lessons visual, hands-on and engaging for their students. All class teachers have a sound field system in the classrooms.

## Social Climate

### Overview

Camooweal State School's daily morning parade sets the tone for the school. The parade includes acknowledgment of Elders by school student leaders. The students are explicitly taught the focus social skill of the week. The focus is consolidated in class and for a week on assembly. The focus comes from the Camooweal Responsible Behaviour Plan. The school promotes the core values of respect for self, others and the environment. Parents are made to feel welcome at the school through term community meetings and an open door approach. The school climate is one that promotes confidence and a love of learning with positive support.

Each student receives a high level of individualised support both socially and academically. We have a Breakfast Club in operation each day, and a Playgroup to 0-5 year olds that operates four days a week. Specialist staff involved in supporting students' needs include: EQ Guidance Officer, EQ Advisory Visiting Teachers, North West Queensland Primary Health Care professionals (including Occupational Therapist, Physiotherapist and Social Worker), Royal Flying Doctor personnel, Australian Hearing health workers, Salvation Army community workers, Queensland Police Service and Queensland Health staff.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	DW	DW	100%
this is a good school (S2035)	DW	DW	89%
their child likes being at this school* (S2001)	DW	DW	100%
their child feels safe at this school* (S2002)	DW	DW	100%
their child's learning needs are being met at this school* (S2003)	DW	DW	90%
their child is making good progress at this school* (S2004)	DW	DW	90%
teachers at this school expect their child to do his or her best* (S2005)	DW	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	DW	90%
teachers at this school motivate their child to learn* (S2007)	DW	DW	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	DW	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	DW	90%
this school works with them to support their child's learning* (S2010)	DW	DW	78%
this school takes parents' opinions seriously* (S2011)	DW	DW	75%
student behaviour is well managed at this school* (S2012)	DW	DW	89%
this school looks for ways to improve* (S2013)	DW	DW	80%
this school is well maintained* (S2014)	DW	DW	80%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	71%	100%	91%
they like being at their school* (S2036)	71%	100%	100%
they feel safe at their school* (S2037)	82%	93%	82%
their teachers motivate them to learn* (S2038)	82%	100%	91%
their teachers expect them to do their best* (S2039)	76%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	71%	100%	91%
teachers treat students fairly at their school* (S2041)	71%	100%	91%
they can talk to their teachers about their concerns* (S2042)	76%	100%	82%
their school takes students' opinions seriously* (S2043)	65%	100%	82%
student behaviour is well managed at their school* (S2044)	53%	86%	82%
their school looks for ways to improve* (S2045)	69%	100%	91%
their school is well maintained* (S2046)	71%	100%	91%
their school gives them opportunities to do interesting things* (S2047)	88%	100%	91%

### 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)	80%	88%	83%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	83%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	83%	88%	83%
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

Our fortnightly newsletter is an important communication tool that assists parents and other members of the school community in staying informed about what is happening. In addition to publication of the school newsletter on our updated website, printed copies are sent home to families and distributed via local businesses. The newsletter contains regular features on how parents can support their child's academic and social learning. Parents are contacted in relation to positive rewards and outcomes for all students.

Parents, carers and community members are involved through term Community meetings and our Friday morning community breakfasts. These breakfasts are heavily involved with Myuma participants who act as mentors for our students.

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 our school community meetings.

Parent-teacher interviews (held twice a year) provide an important opportunity to communicate about student progress, social issues or any other aspect of their child's education. The Principal, Teachers and our Student Attendance Officers also conduct regular home visits to talk with parents and carers.

Parents and carers demonstrate their support of students by participating in playgroup, regularly visiting the school during lunchtimes, visiting classrooms and by attending special school events such as our annual Awards Night, sporting carnivals, NAIDOC celebrations, family BBQs, Community Consultation Meetings and school excursions.

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.

### 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	5	6	1
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

Camooweal State School is a Power Savvy School. The program is delivered in partnership with Ergon Energy and ensures that all staff and students are educated in power saving measures.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	39,261	0
2014-2015	46,626	
2015-2016	48,222	80

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	4	<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	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
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 2016 were \$10,832.00

The major professional development initiatives are as follows:

- Early years reading – 4 lesson sequence
- Murri Matters – Indigenous Cultural Awareness
- Age Appropriate Pedagogy
- Curriculum Training – CAPS team: Quality Teaching and Learning
- Code of Conduct
- Student Protection
- Asbestos Management
- Quality Teaching and Learning
- Australian Professional Standards
- Strategic School Leadership
- Health Safety and Wellbeing
- Essential Skills in Behaviour Management

The proportion of the teaching staff involved in professional development activities

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	100%	98%	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 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).	68%	87%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	67%	89%	85%

\*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%.

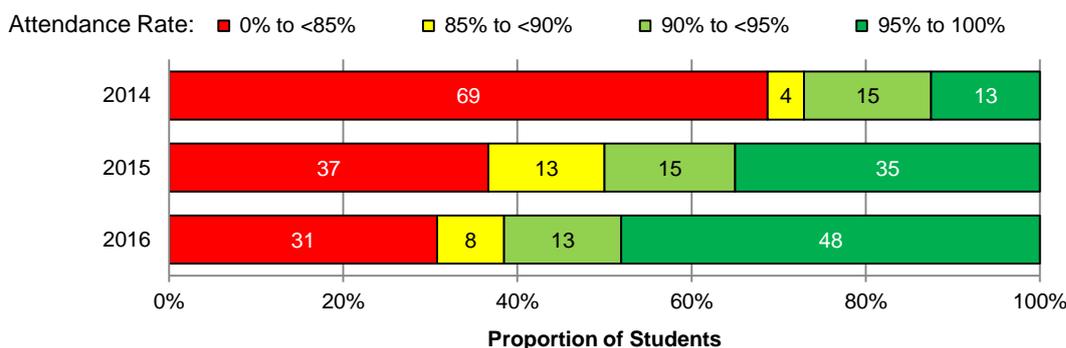
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	80%	81%	76%	63%	70%	53%	50%	60%	100%				
2015	89%	86%	86%	81%	91%	87%	88%	100%	100%				
2016	87%	87%	94%	89%	96%	78%	76%	100%					

\*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 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.

Camooweal State School has the following procedures in place:

- Rolls are marked twice daily (at the beginning and end of the school day) This data is then entered into our OneSchool system. If students are late, class teachers are to note arrival time in the rolls and this is transferred to the system.
- Where no explanation for an absence from school has been provided, the principal contacts the parents to ask the reason for the absence within 3 days of the absence. As many of our parents do not have phones, this contact is primarily made through home visits.
- Where students are absent from class, The Principal/teachers have the responsibility of endeavouring to find an explanation and to contact the office immediately if the student is found to be absent without leave;
- The Principal monitors attendance daily and follows up patterns of unexplained/unauthorised absences in accordance with DET policy. Procedures for follow-up include phone calls (where applicable), home visits, notes/letters home, liaising with the Community Participation Officer and engaging interagency support.

The school takes a proactive approach to minimising absenteeism through attendance awards, parent conversations and newsletter items that publish the school's current overall attendance rate. **The Remote Area School Attendance Scheme (RSAS) Team is managed by the Myuma Corporation and work closely with the school to encourage participation.**

## 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 name

Suburb, town or postcode

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 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 and the community.**

**We have fantastic students who attend regularly, work very hard and are proud of their learning. We have a supportive community and parent body who work alongside the school to assist us in providing the best education possible.**

**As a team we will be focusing on embedding our School Improvement Goals, moving forward into 2017.**