



Cambooya State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

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### School overview

Cambooya State School is committed to creating a supportive and caring environment that fosters and supports life-long learning. Our school motto is 'Strive to Excel'.

Cambooya has experienced significant growth over the past few years. From starting 2017 with 127 students the school now has over 175 students in 2019. Our school offers the best of both worlds: a small school feel with enough staffing and resources to offer a broad range of challenging educational experiences. It is a school where everybody knows each other, with the academic, social and sporting benefits of a larger school.

Cambooya State School has the following values:

**Welcoming Environment**

**Respect**

**Active Learner**

**Responsibility**

**Excelling**

To memorise this we use the acronym - "WE are RARE"

Cambooya State School places a strong emphasis on the teaching of numeracy and literacy skills across the curriculum. Our school improvement focus is to improve the teaching of reading. We have aligned and focused resources in pursuit of this goal.

Cambooya State School has spacious, well-maintained grounds and facilities. We pride ourselves on the presentation of our school and the welcoming environment it provides to newcomers. Segregated playgrounds allow Prep to Year 2 students and students in Years 3-6 to play with students of similar age.

Our greatest asset are the people who make up our school community. Cambooya State School staff present a range of backgrounds, experiences and professional interests. This breadth of experience is utilised when delivering teaching and learning activities to the students.

The parent body has formed an active and focused Parents and Citizens' Association. The P&C operate a weekly tuckshop and the uniform shop as a service to the school. They are also active in fundraisers, school development projects and community social activities.

Established in 1882, Cambooya State School has served the Cambooya township and surrounds for over 135 years. It has seen many changes in that time, and as a community school it has changed and moved with the community in which it operates. Cambooya State School continues to deliver to the educational needs of students in Cambooya and surrounding areas.

### School progress towards its goals in 2018

Cambooya State School has made significant progress towards its goals outlined in the 2018 Annual Implementation Plan. The school continues to develop its process to manage and address student data so that teachers are able to utilise that information to inform classroom planning. Student performance on NAPLAN Tests yielded mixed results, both between the Year 3 cohort and the Year 5 cohort as well as across subject areas. More work is required to achieve consistency of results in this performance area.

The school has continued on the PBL (Positive Behaviour for Learning) journey, continuing to refine the process for managing student behaviour in a supportive, positive environment. The P&C and parent volunteers provided invaluable support to the school through 2018. It is hoped that the school is able to offer more opportunities for parents to be involved in the education of their children. This program will be continued in 2019.

Work on Instructional Coaching has been incorporated in the Collegial Engagement Framework as a key component for professional development for teaching staff. Other strategies for improvement will include Walkthroughs, Peer Coaching and Feedback.

During 2018 we enrolled a large number of students and the manner in which staff, students, parents and the wider community made the new students (and their families) feel welcome was especially satisfying. Our value of Welcoming Environment was a lived experience through 2018 and the efforts by these people allowed new students to settle quickly and get on with our core business – every student succeeding, every day.

## Future outlook

The future development for the next 12 months is being driven by the outcomes of the 2019 School Review. This three day review looked closely at the line of sight implementation of a 'sharp and narrow' focus around the teaching of reading. The planning from this will involve the development and implementation of a collegial framework that will outline supervision, collegial support and professional development processes to support staff learning. All school documents that address curriculum and pedagogical practices will be revised in light of the outcomes of the review.

The second challenge the future holds for Cambooya will be to manage increasing enrolments. Increasing student numbers puts pressure on resources and learning spaces and the school will need to be proactive when managing new students to ensure that they can settle quickly and commence learning.

## 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 2018</b>	Prep Year - Year 6
<b>Student enrolments</b>	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	137	139	167
Girls	66	62	81
Boys	71	77	86
Indigenous	14	14	22
Enrolment continuity (Feb. – Nov.)	91%	93%	93%

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

Approximately 82% of our students live in the Cambooya township and surrounds (in catchment) while the remaining students travel to school each day from areas further afield.

Each year we plan our classes according to student needs and number of teachers. At the start of the 2018 school year there was 1 multiage class with the rest being single year classes. Due to a significant influx of students during Term 1, a decision was made to create an extra class to ensure reasonable class sizes and an environment conducive to learning. The school will continue to adjust the available resources to be meet the educational needs of the students.

Our curriculum is planned and implemented to provide the best opportunities for all students. This includes special intervention programs for students with significant needs. The school enrolment is expected to increase further due to additional residential development in the Cambooya area.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	25
Year 4 – Year 6	24	25	21
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

Our distinctive curriculum offerings centre around the C2C (Curriculum to Classroom) resources as an authentic and effective interpretation of the Australian Curriculum. The School Curriculum Framework centres on 8 Key Learning Areas with a central focus on Literacy and Numeracy. Our focus for school improvement in the teaching of reading, specifically the process of Guided Reading. All classes have a weekly timetable to maximise learning opportunities for all students in literacy and numeracy. To ensure quality learning, we utilise our skilled teacher-aides to ensure student progress in small focused learning groups.

### Co-curricular activities

During 2018, students at Cambooya participated in a range of co-curricular activities:

- Instrumental Music Band
- Safe Cycling Program
- Religious Instruction
- Choir
- Swimming Lessons
- Tennis Coaching
- Excursions and Camps
- School Leadership Positions
- Sporting Events – Cross Country Races, Athletics Carnivals, Swimming Carnivals, Interschool Sport, Hosting Small School sporting tournaments
- Active After School Sport Program

### How information and communication technologies are used to assist learning

Delivery of learning opportunities and curriculum content requires access to operational ICT devices that can be utilised across a range of locations and class structures. Cambooya State School has a range of flexible options for the integration of ICT in classes. Students have access to a computer lab of 27 computers, 14 laptops that can connect through wi-fi, allowing them to be used in a range of classroom and non-classroom locations. An increasing amount of teaching and learning is delivered through technology. Each classroom has a data projector and screen (many are interactive devices) which allows teachers to incorporate multimedia and web-based resources to engage students in their learning.

A set of iPads are available for student use. These iPads are used in a variety of ways throughout the classrooms from class reading groups, taking photos or videos and completing assessments. In addition to the student set, each teacher has an iPad which they use for student support and professional learning. The school also has 2 drones which are used in a variety of ways to support STEM (Science, Technology, Engineering and Maths) learning.

## Social climate

### Overview

Our school follows the PBL (Positive Behaviour for Learning) process which allows our school to operate as a friendly and welcoming site where students are encouraged to do their best.

We work very hard as a team to teach and maintain our school values. These are part of the school's Responsible Behaviour Plan for Students. Considerable time and effort has been placed into this strategy which is making a positive change in our school. We have seen improvement in student behaviour and school tone. Some messages from the results of the 2018 School Opinion Survey:

- There is a wide range of parent opinions across key performance areas
- Student opinion of the school generally improved from 2017 to 2018 after a declining trend the previous year
- Teachers are approachable, have high expectations and motivate their students to do their best.

### 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)	97%	93%	96%
• this is a good school (S2035)	95%	100%	96%
• their child likes being at this school* (S2001)	95%	100%	96%
• their child feels safe at this school* (S2002)	95%	93%	100%
• their child's learning needs are being met at this school* (S2003)	95%	93%	92%
• their child is making good progress at this school* (S2004)	95%	93%	96%
• 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)	92%	100%	96%
• teachers at this school motivate their child to learn* (S2007)	97%	93%	96%
• teachers at this school treat students fairly* (S2008)	89%	71%	70%
• they can talk to their child's teachers about their concerns* (S2009)	95%	100%	100%
• this school works with them to support their child's learning* (S2010)	95%	86%	88%
• this school takes parents' opinions seriously* (S2011)	88%	92%	92%
• student behaviour is well managed at this school* (S2012)	84%	79%	78%
• this school looks for ways to improve* (S2013)	92%	93%	96%
• this school is well maintained* (S2014)	97%	93%	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 4: Student opinion survey

Percentage of students who agree <sup>#</sup> that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	93%	96%
• they like being at their school* (S2036)	92%	90%	92%
• they feel safe at their school* (S2037)	90%	77%	96%
• their teachers motivate them to learn* (S2038)	98%	95%	94%
• their teachers expect them to do their best* (S2039)	98%	95%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	91%	98%
• teachers treat students fairly at their school* (S2041)	90%	86%	96%
• they can talk to their teachers about their concerns* (S2042)	94%	86%	87%
• their school takes students' opinions seriously* (S2043)	87%	77%	89%
• student behaviour is well managed at their school* (S2044)	92%	60%	81%
• their school looks for ways to improve* (S2045)	94%	95%	98%
• their school is well maintained* (S2046)	96%	81%	91%
• their school gives them opportunities to do interesting things* (S2047)	90%	91%	94%

\* 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 <sup>#</sup> 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%	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%	90%
• 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)	86%	93%	90%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	90%

\* 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

Cambooya State School had a wide range of activities to promote parent engagement in school life generally, and in particular with the education of their children. For example, the ANZAC day service held on the day before ANZAC Day is a community event which has many veterans and community people in attendance, as well as parents, staff and students from the school. The P&C is an active and committed body of parents who undertake a range of support and fundraising roles as well as running a weekly tuckshop and uniform shop in a dedicated building. The monthly P&C Meetings are used as a forum where parents, staff and the principal are able to discuss matters relating to the school. A playgroup is run by a school parent and has a regular attendance of children below school enrolment age, allowing these young children to become familiar with school layout and operation which will aid transition into prep when they enrol.

Parents have also contributed to before school reading, where students and parents come into classrooms prior to school to practise homework reading. Key school events (sports days, curriculum events and rewards days) were also opportunities for parents to be involved in activities with their children. The school also engages parents through the role of the SET (Special Education Teacher) who contacts parents to discuss learning adjustments and accessing external support to meet student learning needs. The maintenance of this relationship through regular reviews and updates also promotes parent engagement and fulfils a basic right of parents to have full knowledge of the work being undertaken with their children.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The school is implementing a multi-strand approach to incorporate the “4R’s Program” (Rights, Responsibilities and Respectful Relationships – Victorian Program) covering topics 1-6 in this program. This work is being aligned to our PBL approach to behaviour management, the Zones of Regulation program and work on Mindfulness (through Growth Mindset resources). In a practical sense this is seen in classrooms in activities such as:

- Weekly PBL Lessons on a particular value and expectation, eg Respect – we speak kindly to others.
- Relaxing activities after breaks using the apps Smiling Minds and Calm
- Consistent use of concepts and terminology associated with the Zones of Regulation
- Students writing gratitude letters to classmates who have shown consideration and friendship

## 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	5	3	6
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

Cambooya State School has experienced significant enrolment growth over the past 2 years. The school continues to raise awareness of the importance of preserving resources with all stakeholders in the school community.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	45,064	45,653	49,614
Water (kL)	238		405

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](#) website at.

#### 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

Search by school name or suburb 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	10	9	0
Full-time equivalents	8	6	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	0
Masters	1
Graduate Diploma etc.*	2
Bachelor degree	6
Diploma	1
Certificate	0

\*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 \$ 8764

The major professional development initiatives are as follows:

- Lyn Sharratt – Putting Faces on the Data workshops
- Positive Behaviour for Learning
- Dr Jim Knight - Instructional Coaching
- Lego Robotics
- Mindfulness
- The Teaching of Reading

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.	95%	96%	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	95%	94%	93%
Attendance rate for Indigenous** students at this school	94%	91%	90%

\* 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	93%	94%	92%
Year 1	95%	93%	92%
Year 2	95%	96%	92%
Year 3	96%	95%	93%
Year 4	96%	95%	94%
Year 5	95%	93%	93%
Year 6	95%	94%	93%

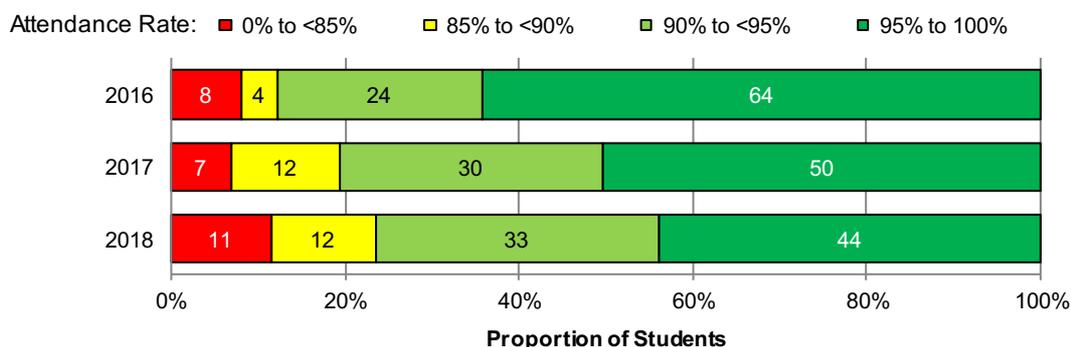
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Roll marking at Cambooya State School occurs twice daily, with the roll being marked directly into the OneSchool school management system. Daily unexplained absences are sent to the office via a note and office staff makes contact with parents and caregivers to ascertain the reason for the absence.

Non-attendance of a student that continues to be flagged as of concern is then brought to the attention of the Principal. Parents are called to explain and are given the information regarding the requirements of compulsory participation. If required, the mandated process for enforcing school attendance is then followed. Continual absences are followed by formal letters. Regional Office is notified if all efforts, from the school, are unsuccessful. All staff receives instructions on the correct way to mark rolls, in accordance with audit requirements of the Department of Education and Training, Queensland.

## 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.

### 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.

Find a school	Search website	
Search by school name or suburb		
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
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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.