

Blair State School

ANNUAL REPORT 2016

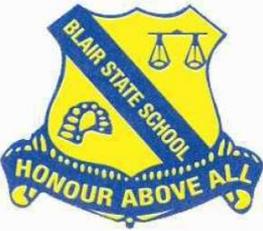
Queensland State School Reporting

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

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Department of Education and Training



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School Overview

Blair State School shares the desire of our community to provide every child with learning experiences which will enable them to reach their potential academically, socially, culturally, emotionally and physically. Our mission is to create a community which develops informed learners capable of making honourable contributions to society. In order to achieve this we value: honesty and integrity; respect, care and compassion; taking pride in doing your best; responsibility and a fair go for all. Children are given every opportunity to develop their skills and as a result many of our students have achieved strong results in sport and also in the performing arts. We provide the students with a variety of extra-curricular activities including a keyboard program, band, choir, interschool sports and the opportunity to participate in Australian schools' competitions. The school does not tolerate bullying and has adopted the Friendly Schools and Families Program, where students are not only explicitly taught strategies to reduce bullying but families are provided with information to share at home. This development of strong links with families is a key to our success.

Principal's Foreword

Introduction

Our students, staff and parents are proud to be associated with this wonderful community school. We share the desire of the community to provide every child with learning experiences which will enable them to reach their potential academically, socially, culturally, emotionally and physically.

The 2016 Annual Report provides an overview of the key priorities, achievement of or towards these priorities and key data collections for the 2016 school year. It is important that this information is shared publically to ensure we uphold a good standard in transparent and accountable practices as well as celebrate achievement and reflect on challenges.

2016 NAPLAN results were the best seen in our school since NAPLAN began in 2008. Our Year 3 data was comparable to the Nation in NMS, MSS and U2B in all strands except MSS writing and our Year 5 data for Grammar and Punctuation was also comparable to the Nation. Compared to similar schools we performed well above them in many areas.

We are committed to driving school improvement to achieve improved student outcomes into the future. It is important that as a school community we continue to build on the positive culture of learning that is developing at Blair State School. This can be achieved if we all work together for the benefit of all children and have an expectation that every child can learn.

Yours in quality education

Peter Lund
Principal

School progress towards its goals in 2016

2016 was about setting our school improvement agenda after the Priority School Review in November 2015. We were able to identify three key areas from the review as a priority;

- Curriculum
- Culture
- Data

Curriculum

The leadership team set about ensuring teachers and administrators could improve their knowledge and understanding of the Australian Curriculum to ensure the Australian Curriculum was being implemented effectively in our school. A review of the leadership team led to adding the Master Teacher, PBL Internal Coach and Special Education Teacher (SEP) into this team.

The leadership team and identified teachers from year level cohorts attended cluster and regional based curriculum learning professional development on a regular basis to build our capacity and understanding of the Australian Curriculum.

Support from a regionally funded Principal Education Advisor – Australian Curriculum who supported our team at these sessions and within our school was instrumental to this improvement agenda. This improved the effectiveness of year level cohort planning sessions and included participation of administration who learned alongside the teaching staff.

By the end of 2016, our school was able to produce whole school and year level curriculum planning documents for key learning areas. Teacher capacity to unpack curriculum units and front end assessment led to backward mapping of learning experiences.

Culture

Building a positive culture around learning, behaviour and professionalism was a vital building block towards school improvement. Our Positive Behaviour for Learning (PBL) team met fortnightly to improve consistency of practice of all staff. Data was used to drive key agendas and decisions around whole school policies, procedures and processes.

Regular review on the effectiveness of these practices and a team approach helped build a positive culture reflected in a 12% improvement in staff morale and a 1% increase in student attendance.

Data

The leadership team reviewed the types of data and the regularity of data captured across the school to determine what data was being used effectively. Our school data wall on student reading was revamped and used in conjunction with five weekly data conversations with year level cohorts to track progress and identify students requiring additional support.

Data was used to prioritise human and learning resources for those students and classes that needed it most.

Early Start data collection was established as the primary data source to be gathered on our Prep students at the beginning of the year to determine their starting point on the literacy continuum. Early Start data was also utilized at the end of the school year for Prep and Year 1 to establish distance gained through mapping their progress on the literacy continuum. This data has proven vital in

informing future class teachers about the students in their classes and how to best plan curriculum to meet their needs.

Improved Student Outcomes

Investing for Success (I4S) funding was used to support teaching and learning initiatives, support programs and vital resources. The funding increased to \$184 695 in 2016.

Targeted reading support in Prep and Year 1 was a highlight and significant improvement was measured in diagnostic reading data.

Future Outlook

Our school improvement journey throughout 2016 led to a realization that we needed a narrow and sharp focus around the reading agenda. By the end of 2016 we achieved this by identifying that reading comprehension was a specific area requiring attention. In 2017, with the introduction of a part time Head of Curriculum (HOC) position to complement the Master Teacher position, reading comprehension will be our key driver to attaining improved reading results which in turn will lead to improved results in most learning areas.

2017 will be a special year for our school as we will be celebrating our Centenary and 100 years of education at Blair State School.

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	395	200	195	60	93%
2015*	381	185	196	61	92%
2016	369	186	183	54	92%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Our student population is drawn from numerous suburbs throughout Ipswich and a wide range of family backgrounds including professional, trades, unemployed and transient. Approximately 12% of our students are of Aboriginal or Torres Strait Islander background and 3% Pacific Islander. In our main catchment area approximately 70% of our families own or are buying their own home. The median family income is slightly below the Australian median. The percentage of students identified with disabilities is around 6%.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	22
Year 4 – Year 7	26	26	24

*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

Prep Curriculum - Prep students develop beginning literacy and numeracy skills and undertake creative and enquiry-based play activities that help them learn about communicating, developing a sense of self and others, and help them become responsible and independent learners.

Years P - 6 Curriculum is based on the eight key learning areas. The Australian Curriculum continues to refine and release the key learning areas and we utilise the Curriculum to the Classroom (C2C) units developed by Education Queensland as a significant resource to ensure the requirements of the Australian Curriculum are being met.

Further distinctive curriculum offerings include:

- Literacy and Numeracy blocks focused on individual student learning needs
- Shared teaching arrangements to pitch curriculum delivery according to the needs of students in English and Maths
- PBL lessons around expected behaviours and school processes
- P-6 programs in The Arts, Music and Physical Education
- Special Education Program (SEP) catering for students with disabilities.

Co-Curricular Activities

- Interschool Sport
- Sports Trials for District Teams
- Instrumental Music and School Band
- Breakfast Club
- Perceptual Motor Program (Prep and Year 1)
- Camps
- Sports Day
- Annual Awards Day
- Choir
- Australian Schools Competitions
- Student Council
- Excursions/Guest Presenters
- The Arts Expo
- Good Behaviour and Attendance Celebration Days
- School Discos
- Readers Cup and Blair Reading Challenge
- Outside School Hours Care Centre

How Information and Communication Technologies are used to Assist Learning

ICT's are used on a daily basis for teaching and learning including the creation of Web Pages, pamphlets, Powerpoint presentations, Newsletters, Word processing, Web Based Searches, Production of iMovies, Emailing, Recording oral presentations, Animation techniques and software.

Every learning space has an Interactive White Board and Data Projector which is used extensively throughout learning episodes. The P&C provided iPads (one for each classroom) and access to additional sets of iPads to assist student access to enhanced remediation and extension programs. Teachers continue to develop their skills through professional development opportunities in the use of ICTs.

Social Climate

Overview

We promote positive relationships and respect for self and others by:

- Explicitly teaching school expectations, rules and procedures;
- Explicitly teaching social skills as part of health units in HPE;
- Teaching and promoting the use of the 'Hi Five' process;
- Encouraging students to 'RAISE the BARRS' by formal recognition using gotchas, certificates, ribbons, wrist bands and badges;
- School Chaplaincy program
- Behaviour and academic celebration activities;
- Promoting and wearing with pride our school uniform;
- Celebrating achievements on weekly whole school assemblies;
- Encouraging participation in school and community activities to all stakeholders;
- Buddy Classes;
- Improving the consistency of approach in dealing with misconduct

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	91%	95%
this is a good school (S2035)	97%	94%	88%
their child likes being at this school* (S2001)	97%	98%	93%
their child feels safe at this school* (S2002)	94%	96%	95%
their child's learning needs are being met at this school* (S2003)	94%	87%	88%
their child is making good progress at this school* (S2004)	97%	91%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	87%	87%
teachers at this school motivate their child to learn* (S2007)	97%	94%	88%
teachers at this school treat students fairly* (S2008)	94%	87%	90%
they can talk to their child's teachers about their concerns* (S2009)	97%	85%	95%
this school works with them to support their child's learning* (S2010)	92%	85%	93%
this school takes parents' opinions seriously* (S2011)	89%	81%	84%
student behaviour is well managed at this school* (S2012)	81%	69%	69%
this school looks for ways to improve* (S2013)	94%	91%	93%
this school is well maintained* (S2014)	94%	98%	90%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	88%	95%	95%
they like being at their school* (S2036)	90%	93%	92%
they feel safe at their school* (S2037)	86%	87%	90%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	91%	91%	94%
their teachers expect them to do their best* (S2039)	94%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	92%	94%
teachers treat students fairly at their school* (S2041)	82%	84%	85%
they can talk to their teachers about their concerns* (S2042)	84%	85%	86%
their school takes students' opinions seriously* (S2043)	77%	86%	86%
student behaviour is well managed at their school* (S2044)	67%	65%	68%
their school looks for ways to improve* (S2045)	95%	93%	94%
their school is well maintained* (S2046)	84%	84%	88%
their school gives them opportunities to do interesting things* (S2047)	82%	91%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	97%	97%
they feel that their school is a safe place in which to work (S2070)	94%	97%	97%
they receive useful feedback about their work at their school (S2071)	74%	74%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	96%	95%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	97%	82%	89%
student behaviour is well managed at their school (S2074)	60%	59%	59%
staff are well supported at their school (S2075)	71%	79%	81%
their school takes staff opinions seriously (S2076)	74%	85%	78%
their school looks for ways to improve (S2077)	94%	97%	89%
their school is well maintained (S2078)	91%	85%	89%
their school gives them opportunities to do interesting things (S2079)	83%	97%	89%

* 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

Blair State School enjoys an open and accountable relationship with parents and community. This has been achieved through:

- Effective communication channels – weekly school newsletter; school parade; class newsletters, school Facebook, SMS texting, school signage
- Parent Information sessions; P&C forums and activities; Parent/Teacher meetings
- Extensive Parental involvement through – classroom support; excursions; camps; school sport; tuckshop; volunteers
- Curriculum Culmination Events, School Concert, Awards Day, School Discos, Active P & C, NAIDOC celebrations.

The School Opinion Survey results for 2016 indicated 93% of parents agree that this school looks for ways to improve and that 93% say this school works with them to support their child's learning.

The SEP staff has ensured that parents work in partnership with the teachers to cater for the individual needs of students with disabilities by preparing individual plans/programs with goals to be attained, systematic monitoring and review processes in place.

Respectful relationships programs

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

We teach students the 'Hi Five' process to avoid or resolve conflict

1. Ask the student to stop in a nice voice
2. Ask the student to stop in a firm voice
3. Ignore
4. Move Away
5. Report to an adult

Daily parades and explicit PBL teaching lessons reinforce our school expectations

- Be an Active Learner
- Be Respectful
- Be Responsible
- Be Safe

Early years classes are provided an annual Brave Hearts presentation on Private Parts and Appropriate Touching.

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	64	88	49
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

A collaboratively developed School Property Plan informs the enhancement the quality of our learning and working environment whilst at the same time focusing on reducing the environmental footprint. Strategies initiated include;

- Water – water saving urinal cakes in the male toilets throughout the school
- Energy consumption – solar power to reduce consumption
- Recycling - involvement in a battery recycling program and installation of council recycling bin for
- Air-conditioner policy to reduce energy usage through set limits in Summer and Winter

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	127,007	910
2014-2015	142,374	586
2015-2016	144,150	736

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.

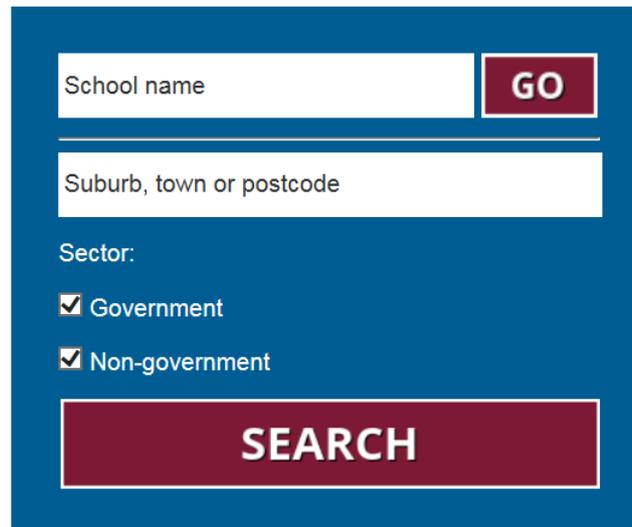
School Funding

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



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there are two input fields: "School name" and "Suburb, town or postcode". To the right of the "School name" field is a red button with the text "GO". Below the "Suburb, town or postcode" field, there is a section labeled "Sector:" with two options: "Government" and "Non-government", both of which have a checked checkbox. At the bottom of the form is a large red button with the text "SEARCH".

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	20	<5
Full-time Equivalents	25	14	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	2
Bachelor degree	20
Diploma	2
Certificate	0

*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 \$41 725

The major professional development initiatives are as follows:

- Disability Standards for Education
- Pedagogical Coaching and Mentoring
- Year level professional discussion and planning days
- Curriculum Leaders Forum
- How to Interpret Assessment Data for Gifted Learners
- Autism
- PBL Tier 1 Module Training
- Behaviour Essentials – Supporting Students With Complex Needs
- Customer Services Training
- Literacy – Reading and Creating Multimodal Texts
- Beginning Teachers' Workshop
- Beginning Teachers Mentor Training
- Curriculum Activity Risk Assessment
- Disabilities Training
- Basic and Advanced EXCEL
- EAP Update
- Early Start
- Understanding Autism Spectrum Disorder
- Tutor Training Workshop
- Principals' Conference
- Middle Leaders Conference

- Administrators Conference
- Internal Controls
- Gifted and Talented
- Keys to Managing Information
- CPR
- Asbestos Training
- Code of Conduct and Ethical Decision Making
- Student Protection
- WH&S
- Fire Training

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% 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).	92%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	85%	88%

*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%.

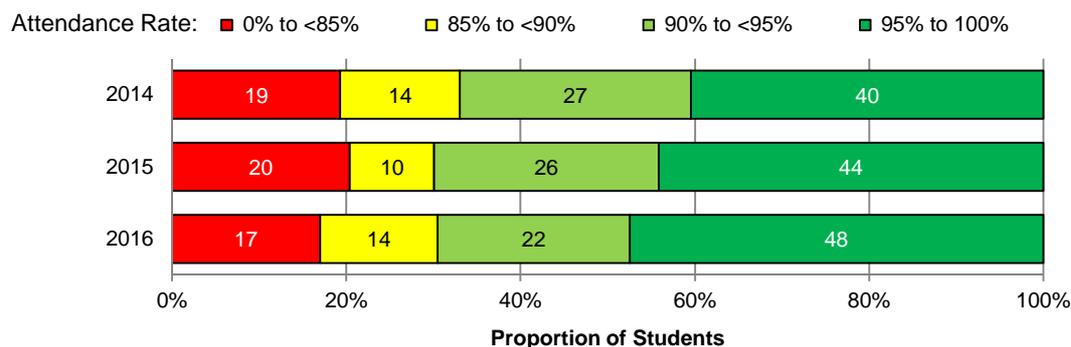
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	92%	90%	93%	87%	93%	92%	92%					
2015	92%	92%	91%	91%	93%	87%	93%						
2016	92%	92%	93%	93%	90%	93%	92%						

*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.

Description of how non-attendance is managed by the school

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Rolls are marked by class teachers at the beginning of the school day (8:45am) and again after the second lunch break (1:25pm). Parents/Carers are required to contact the school prior, on the day or immediately after any student absence. Late arrivals and early departures are managed through the school office and recorded on the OneSchool database. Students who arrive late are to be brought to the office by their parent/carer and a late slip is issued. Students who leave early are required to be collected from the office after the parent/carer signs the Early Departure Register and provides an appropriate reason for the early departure.

If a student is away for three consecutive days without reason then the class teacher is responsible for contacting the parent/carer. The class teacher also identifies patterns in absences, late arrivals or early departures. They make timely contact with parents/carers to address these concerns. When there is no evidence of improvement the classroom teacher will contact administration and organise a meeting with parents/carers.

'Every Day Counts' pamphlets are annually distributed to families, regular newsletter articles and school parades promote the importance of high levels in student attendance. Whole school and year level attendance data is monitored by administration and regularly communicated to the school community at P&C meetings and via the school newsletter and Facebook. The school celebrates high levels of student attendance.

NAPLAN

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

Find a school

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

An improvement in curriculum understanding, school culture and data collection and analysis has driven a positive outlook for our school. A specific focus on student learning while recognising and celebrating positive behaviour has resulted in a drop in suspensions and the best NAPLAN results our school has seen. We are optimistic that continual school improvement will again deliver outstanding academic, social and emotional results for our students.