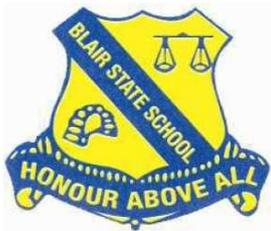


Blair State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to Blair State School. 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 2015 Annual Report provides an overview of the key priorities, achievement of or towards these priorities and key data collections for the 2015 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.

2015 NAPLAN results were down from the improving results in prior years, but we are determined and committed to driving school improvement to achieve improved student outcomes. 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 expect that every child can learn.

Yours in quality education

Peter Lund
Principal

School progress towards its goals in 2015

Improved Pedagogy Practice

Our pedagogical framework is based on the Fleming Model of Explicit Instruction. Funds were utilized to employ John Fleming as a facilitator to work directly with teachers and the school leadership team one day each term.

2015 saw the introduction of a part time Master Teacher position to lead and support the process of improving teacher quality. This position was originally intended to be shared across three schools. School funds were used so the position serviced two schools and increased the contact time to five days per fortnight in each school. The Master Teacher supported classroom teachers via professional development, conferencing, modelling teacher practice and developing specific learning programs/resources within classes and year level groups.

Teachers continued to examine pedagogical practice through embedding warm ups for reading, number and writing into lesson structure. Establishing literacy blocks and ensuring consistent practice across year levels was a focus. Teachers working in teams of three to share their teaching practice through classroom visits, teaching observations and feedback sessions were a highlight of teacher improvement.

Student Behaviour and Well-Being

School-wide Positive Behaviour Support (SWPBS) undertook a name change to Positive Behaviour for Learning (PBL) and with support from an external coach we continued to work on Tier 1 processes to address whole school behaviour practices. Lesson plans for weekly behaviour focuses continued to be embedded into the classroom learning cycle. A focus on data to inform decision making processes improved the PBL Teams's ability to implement and review innovative strategies and processes. Much progress was made to ensure consistent practice was evident across the school.

Improved Student Outcomes

The Great Results Guarantee also had a name change to Investing for Success (I4S) provided funding to support teaching and learning initiatives, support programs and vital resources. The funding increased to \$133 000 in 2015. Targeted intervention for students achieving twelve months lower and higher than expected for their age was a priority. Establishing individual learning goals for students increased student accountability for their learning. Data collection and analysis continued to be a focus to assist teachers in catering for whole class and individual needs.

Targeted reading support in Prep and Year 1 was a highlight and significant improvement was measured in diagnostic reading data. Support for the Blair Reading Challenge was again strong and the Prep before school reading program was also well supported.

Future outlook

The 2015 Priority School Review identified 'Key Findings' and 'Key Improvement Strategies'. The improvement strategies will guide our four year strategic plan (2016 – 2019). The Executive Summary containing this information can be found on the school website (www.blairss.eq.edu.au).

In 2016 the key focus areas will be:

- Curriculum
- Data
- Attendance

Blair State School is committed to attaining high levels in student achievement. The school leadership team will drive an explicit improvement agenda around reading with a focus on reading comprehension.

The PBL Team will continue to refine processes to improve student wellbeing. By ensuring that these practices are embedded will enable a progression to Tier 2 training and development.

The Investing for Success funding will be used to support and enhance the 2016 school priorities.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	408	197	211	56	91%
2014	395	200	195	60	93%
2015	381	185	196	61	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 2015, 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:

Our student population is drawn from numerous suburbs throughout Ipswich and a wide range of family backgrounds including professional, trades, unemployed and transient. About 12% of our students are of Aboriginal or Torres Strait Islander background and 3% Pacific Islanders. In our main catchment area about 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	22	21
Year 4 – Year 7 Primary	26	26	26

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	75	64	88
Long Suspensions - 6 to 20 days	2	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.

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 to 6 Curriculum is based on the eight key learning areas. In 2015, ACARA continues to refine and release the key learning areas of the Australian Curriculum 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.

Extra curricula 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
- Indigenous Education Centre
- 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 improve 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 DVDs; iMovies, Emailing; Video-taping oral presentations; and the use of technology such as video and digital cameras; Animation techniques and software.

Every learning space has an Interactive White Board and Data Projector which is used extensively throughout learning episodes. P&C provided iPads (one for each classroom) and access to additional sets of iPads 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

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 and Junior and Senior parades;
- 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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	96%	97%	91%
this is a good school (S2035)	100%	97%	94%
their child likes being at this school (S2001)	96%	97%	98%
their child feels safe at this school (S2002)	96%	94%	96%
their child's learning needs are being met at this school (S2003)	96%	94%	87%
their child is making good progress at this school (S2004)	92%	97%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	97%	87%
teachers at this school motivate their child to learn (S2007)	100%	97%	94%
teachers at this school treat students fairly (S2008)	100%	94%	87%
they can talk to their child's teachers about their concerns (S2009)	96%	97%	85%
this school works with them to support their child's learning (S2010)	92%	92%	85%
this school takes parents' opinions seriously (S2011)	92%	89%	81%
student behaviour is well managed at this school (S2012)	84%	81%	69%
this school looks for ways to improve (S2013)	100%	94%	91%
this school is well maintained (S2014)	100%	94%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	90%	88%	95%
they like being at their school (S2036)	88%	90%	93%
they feel safe at their school (S2037)	85%	86%	87%
their teachers motivate them to learn (S2038)	95%	91%	91%
their teachers expect them to do their best (S2039)	97%	94%	97%
their teachers provide them with useful feedback about their school work (S2040)	89%	92%	92%
teachers treat students fairly at their school (S2041)	85%	82%	84%
they can talk to their teachers about their concerns (S2042)	82%	84%	85%
their school takes students' opinions seriously (S2043)	89%	77%	86%
student behaviour is well managed at their school (S2044)	74%	67%	65%
their school looks for ways to improve (S2045)	96%	95%	93%
their school is well maintained (S2046)	82%	84%	84%
their school gives them opportunities to do interesting things (S2047)	89%	82%	91%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	94%	97%
they feel that their school is a safe place in which to work (S2070)	94%	94%	97%
they receive useful feedback about their work at their school (S2071)	71%	74%	74%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	91%	96%
students are encouraged to do their best at their school (S2072)	94%	97%	100%
students are treated fairly at their school (S2073)	97%	97%	82%
student behaviour is well managed at their school (S2074)	64%	60%	59%
staff are well supported at their school (S2075)	81%	71%	79%
their school takes staff opinions seriously (S2076)	67%	74%	85%
their school looks for ways to improve (S2077)	100%	94%	97%
their school is well maintained (S2078)	94%	91%	85%
their school gives them opportunities to do interesting things (S2079)	89%	83%	97%

'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 2015 indicated 94% of parents agree that this is a good school and that 91% indicate the school looks for ways to improve.

The introduction of SEP staff in 2015 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.

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	130,391	1,116
2013-2014	127,007	910
2014-2015	142,374	586

*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.

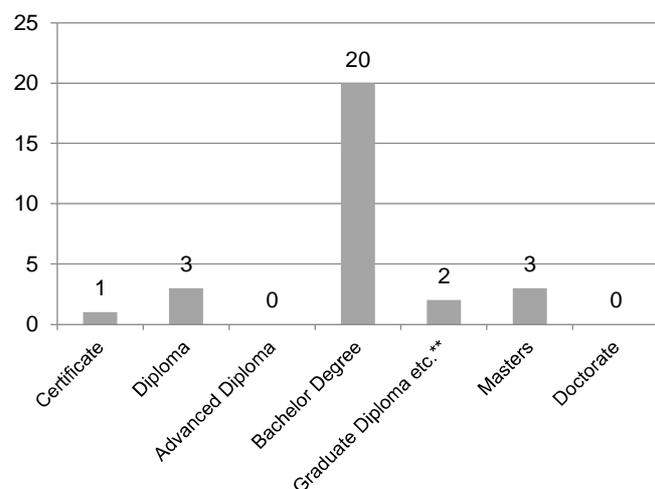
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	29	20	<5
Full-time equivalents	25	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	3
Advanced Diploma	0
Bachelor Degree	20
Graduate Diploma etc.**	2
Masters	3
Doctorate	0
Total	29



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$36 721.11.

The major professional development initiatives are as follows:

- Fleming Model of Explicit Instruction – Pedagogy
- Pedagogical Coaching and Mentoring
- Year level professional discussion and planning days
- Curriculum Leaders Forum
- Beginning Teachers' Workshop
- Understanding the Impact of Trauma on Children and Young People
- Behaviour Management Strategies for Children and Young People with a Background of Trauma
- Disabilities Training
- Basic and Advanced EXCEL
- EAP Update
- Teaching Prep Students to Read
- School-wide Positive Behaviour Support/PBL
- Understanding Autism Spectrum Disorder
- Tutor Training Workshop
- Principals' Conference
- Middle Leaders Conference
- Administrators Conference
- Managing Unreasonable Conduct (Qld Ombudsman)
- Good Decision Making (Qld Ombudsman)
- Optimising Student Wellbeing Through Innovative Practice

- Gifted and Talented
- QSIL
- CPR
- Asbestos Training
- Code of Conduct
- Student Protection
- WH&S
- Fire Training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	87%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

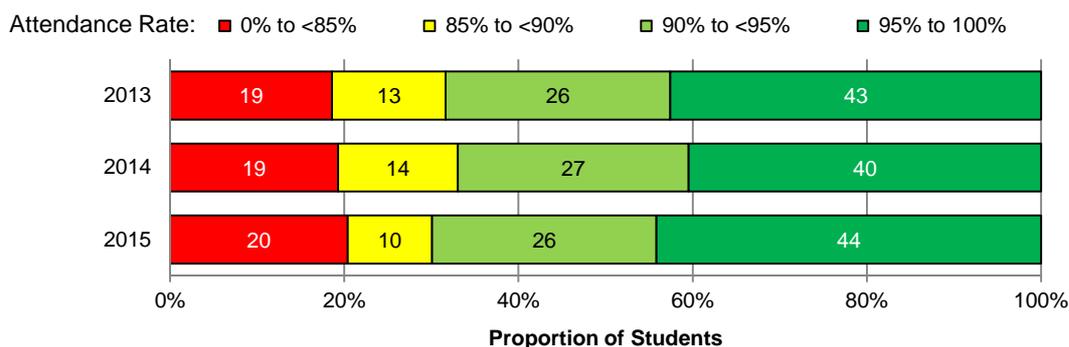
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	92%	91%	91%	88%	91%	94%	92%	92%
2014	92%	92%	90%	93%	87%	93%	92%	92%
2015	92%	92%	91%	91%	93%	87%	93%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

The form consists of the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two radio button options:
 - Government
 - Non-government
- A large red button labeled "SEARCH" at the bottom.

Where it says '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.