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.

We offer a varied and interesting curriculum within an atmosphere of family support and values. We provide a supportive and caring environment, where all children are accepted and valued. The teachers and staff of Blair State School welcome and encourage classroom assistance from parents and other significant adults. Close links between the classroom and the home is a vital component in ensuring your child achieves to his or her maximum potential.

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 Trustworthiness, Respect, Care and Compassion, Taking pride in doing your best, Integrity, Responsibility and a Fair go for all. Please involve yourself in all aspects of school life and help us provide the best possible education for each and every child at Blair State School.

Yours in quality education

Peter Lund
Principal
School progress towards its goals in 2011

- A new Strategic Plan 2012-2015 was developed after an extensive Quadrennial School review process was undertaken involving all stakeholders.
- A second Teaching and Learning Audit around school improvement practices indicated additional improvement in three domains with high performance now in domains 1 - 4 while domains 5 - 8 remained on medium.
- School plans and programs reviewed to ensure compliance with the EQ Roadmap
- A School Assessment Plan was developed
- Key year level benchmark targets where established for English, Maths and Science
- Professional Development was provided around the ACARA curriculum and a school plan for implementation was established
- Closing the Gap targets and processes for Indigenous outcomes developed and accompanied by Personal Learning Plans for all Indigenous students
- A school property plan was developed
- Personal Development Plans implemented for all staff as part of the Developing Performance Framework

Future outlook

The key areas for 2012:

School Community and Partnerships
Continuing to build on and strengthen established partnerships and seek to form new partnerships through improved ability to network

School Curriculum
Effectively implementation of the ACARA national curriculum for English, Maths and Science embedded into common and consistent programs/plans across all year levels. Prepare for additional learning areas to come on board while catering for their delivery in the meantime.

Teaching Practice
Introduction of a common core pedagogical framework based on explicit instruction supported by shared values and beliefs about high expectations, quality relationships, presentation & handwriting, correction, display and classroom tone.

Principal Leadership and School Capability
The introduction of an instructional coaching model and accompanied by deprivatisation of teaching practice for improvement and consistency in pedagogical practices

Student Outcomes
Concise high expectations in Literacy and Numeracy accompanied by data tracking and assurance processes to meet minimum benchmark targets as well as increase percentage of students in the upper two bands of NAPLAN in English and Maths
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>381</td>
<td>178</td>
<td>203</td>
<td>94%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Our student population is drawn from numerous suburbs throughout Ipswich and a wide range of 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.1</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.9</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>114</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings
Our distinctive curriculum offerings

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 1 to 7 Curriculum is based on the eight key learning areas with a strong focus on English, Mathematics, Science and The Arts. The subject areas of Studies of Society and the Environment, Technology and Health and Physical Education form the basis of our Integrated units. LOTE (Japanese) is taught to all Yr 5-7 classes (1hr per week). Each year level studies three units per year (six units over a two year cycle). Further distinctive curriculum offerings include:

• Literacy and Numeracy Blocks focused on individual student learning needs;
• Whole School Social Skills Program underpinned by an anti-bullying policy;
• Year 5/6/7 Middle Phase of Learning initiative – classes are taught by teachers who specialise in English or Maths and one other subject;
• P-7 Arts Program provided by Specialised Art Teacher and Artists–in-Residence.

Extra curricula activities
Interschool sport
Instrumental Band
Fit & Fuelled Kids Program
Perceptual Motor Program (Prep and Year 1)
Camps (Years 3/5/7)
Sports Day
Annual Awards Day
Choir (Years 2-5)
Australian Schools Competitions
Student Council
Indigenous Education Centre
Excursions/Guest Presenters
School Concert
Art Exhibition
Maths Olympiad Team (Years 6-7)
Good Behaviour Celebration Days
School Discos
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 DVDs; Emailing; Video-taping oral presentations; and the use of technology such as video and digital cameras; Every learning space has an Interactive White Board and Data Projector which is used extensively throughout learning episodes.
Our school at a glance

Social climate
We promote positive relationships and respect for self and others by:
- Explicitly teaching social skills on a weekly basis utilizing our Anti-Bullying Program – “Friendly Schools and Families”;
- Promoting and wearing with pride our school uniform.
- Celebrating achievements on weekly assemblies.
- Encouraging participation in school and community activities by all stakeholders.
- Utilising the Health Promoting Schools Framework to underpin all planning processes
- Buddy Classes

<table>
<thead>
<tr>
<th>Questions</th>
<th>Parents satisfied</th>
<th>Students satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>That you are happy to go to this school?</td>
<td>79%</td>
<td>68%</td>
</tr>
<tr>
<td>That your child is safe at this school?</td>
<td>82%</td>
<td>70%</td>
</tr>
<tr>
<td>That you are treated fairly at this school?</td>
<td>76%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Parent, student and teacher satisfaction with the school
Parent, student and staff satisfaction with the school was slightly lower in 2011 compared to the very high results in 2010, where the areas below rated above the state mean. There was a significant drop in the student surveys around school climate. Both parent and staff satisfaction data was just below state mean in most areas.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>70%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>74%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>82%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education
Blair State School enjoys an open and accountable relationship with parents and community. This has been achieved by:
- Effective communication channels – weekly newsletter; assemblies twice a week; class newsletters
- Parent Information sessions; P&C forums and activities; Parent/Teacher meetings
- Extensive Parental involvement through – classroom support; excursions; camps; school sport; tuckshop

The School Opinion Survey results for 2011 indicated that parents were generally quite satisfied with issues involving Student Outcomes and Curriculum (just below the state mean overall).
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 and water tank installation.
- Energy consumption - solar power installed on the new school hall and replacement of fluorescent lights with energy efficient bulbs
- Recycling - involvement in a battery recycling program

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (kWh)</th>
<th>Water (kL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>74,512</td>
<td>808</td>
</tr>
<tr>
<td>2010</td>
<td>83,822</td>
<td>739</td>
</tr>
<tr>
<td>% change</td>
<td>-11%</td>
<td>9%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>26</td>
<td>14</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>20</td>
<td>10</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>19</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $13462.00. The major professional development initiatives are as follows:

- CPR
- Learning Connections
- Establishing a Feedback Culture
- Deadly Kids Can Listen and Learn
- Easy but Effective Group Music from Day 1
- Exploring and Learning – Australian Curriculum
- Festival of Children's Literature
- Facilitating Change
- WHSO & RRTWC Network
- Engaging with Numeracy
- Electronic Roll Marking
- T4T
- Reading and the Brain
- Metropolitan Region ATSI Education
- Metropolitan Region HOC Conference
- Asbestos Training
- Code of Conduct

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2011 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

Search by school name

Search by suburb, town or postcode

Sector: Government

Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. 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 - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
</tr>
</tbody>
</table>

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 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.

Parents and Carers are required to contact the school prior to an absence, late arrival or early departure. If a student is away for three consecutive days or absences/late arrivals/early departures are becoming regular, the school will contact the parent/carer. 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 the appropriate reason.
Performance of our students

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

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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector [ ] Government [ ] Non-government

Search

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

The closing the Gap report for 2011 shows that the Year 3 Mean Scale Scores for Reading is just under that of the state school mean, Writing is similar to that of the state school mean and for Numeracy it is above the state school mean. Year 3 Indigenous students out-performed Non-Indigenous students in Numeracy as indicated with a gap of negative 9. Attendance of Indigenous students shows a gap of 2 and indicates our students are in the mid upper state quartile. The continued implementation of Personal Learning Plans for all Indigenous students is a particular strength in our school.