



Blair 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

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 encourage our students to 'Raise the BARRS' by meeting our school expectations of:

- Being an Active Learner
- Being Respectful
- Being Responsible
- Being Safe

Children are given every opportunity to develop their skills across all learning areas and as a result many of our students have achieved strong results academically, in sport and also in The Arts. We provide the students with a variety of extra-curricular activities including the Ipswich Readers' Cup, band, choir, interschool sports and the opportunity to participate in Australian schools' competitions. The school does not tolerate bullying and has adopted the Positive Behaviour for Learning framework to drive a positive school culture. Students are not only explicitly taught strategies to improve resilience and 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.

School progress towards its goals in 2018

Curriculum

The leadership continued their development and teacher development, knowledge and understanding of the Australian Curriculum to ensure effective curriculum delivery in our school. The leadership team continued to work with regional and cluster groups to engage in professional development on a regular basis to build our capacity and understanding of the Australian Curriculum.

The Head of Curriculum was able to continue effective year level cohort planning sessions each term with administration participating to learn alongside the teaching staff. These planning sessions improved the capacity of teachers to unpack curriculum units and collaboratively plan and assess units of work which also involved participation in in-school and cluster based moderation processes. This process allowed teachers to make more consistent and accurate judgements when assessing student work against the Australian Standards.

The school was able to establish a dedicated teaching space for the teaching of The Arts and Music. Our school improvement journey throughout 2018 led a narrow and sharp focus around the reading agenda making reading comprehension a key focus supported by targeted observation and feedback processes. Skill development and consistency of guided reading processes were targeted across all year levels.

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 continued to meet fortnightly to improve consistency of practice for all staff. Data was used to drive key agendas and decisions around whole school policies, procedures and processes. PBL processes were investigated, trialled and implemented with data used to gauge the impact and level of success. Highly productive processes continued to be embedded into whole school practice. The introduction of the Social Skills and Bounce Back program where students are explicitly taught social skills was very successful which was reinforced on morning and whole school parades. The school entered into the Tier 2 phase of the PBL framework in 2018.

Data

The school student datawall on reading continued to be the data focus and allowed the transition from data conversations to case management sessions. These were conducted every five weeks to track reading progress and identify students requiring additional support. Information and feedback from these sessions also allowed for the identification of timely staff professional development and resource acquisition as needs arose.

Data continued to be used to prioritise human and learning resources to support those students that needed it most. Early Start data collection continues to be used to determine student growth and development against 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.

Considerable work was done in 2018 around Oral Language development in Prep and Year 1.

Future outlook

In 2019, reading comprehension will continue to be our key driver to attaining reading results which in turn will lead to improved results in other learning areas. The effectiveness of our pedagogy will also be a focus for 2019.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	369	413	391
Girls	186	209	193
Boys	183	204	198
Indigenous	54	59	43
Enrolment continuity (Feb. – Nov.)	92%	92%	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

Our student population is drawn from numerous suburbs throughout Ipswich and a wide range of family backgrounds including professional, trades, unemployed and transient. Approximately 11% of our students are of Aboriginal or Torres Strait Islander background and 1% Pacific Islander. In our catchment are 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 5%.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	24	22
Year 4 – Year 6	24	26	26

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

Prep – Year 6 Curriculum is based on the eight learning areas identified in the Australian Curriculum. We are utilising the quality assured Curriculum to the Classroom (C2C) assessments to ensure coverage of the Australian Curriculum and offer teachers flexibility to plan teaching and learning programs that are backward mapped from these assessments. The C2C units, lesson plans and resources can be used as a significant resource.

Further distinctive curriculum offerings include:

- Literacy and Numeracy blocks focused on individual learning needs.
- Shared teaching arrangements to pitch curriculum delivery according to the needs of students in English and Maths and utilise the expertise of staff in the areas of Technology, Geography, History and Science.
- Blair Travellers enrichment program.
- PBL lessons around expected behaviours and school processes
- P-6 programs in The Arts, Music and Physical Education
- P-6 programs in swimming
- 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
- Camps
- Sports Day
- Annual Awards Day
- Choir
- Student Council
- Excursions/Guest Presenters
- The Arts Expo
- Good Behaviour 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 Whiteboard and Data Projector or LED Interactive TV which is used extensively throughout learning episodes. iPad access is available 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.

Installation of NBN services has greatly improved access to the internet and online learning resources.

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' and 'STOP THINK DO' processes;
- Encouraging students to 'RAISE the BARRS' by formal recognition using PAWS tokens, certificates, ribbons 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

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)	95%	98%	89%
• this is a good school (S2035)	88%	93%	92%
• their child likes being at this school* (S2001)	93%	93%	98%
• their child feels safe at this school* (S2002)	95%	95%	94%
• their child's learning needs are being met at this school* (S2003)	88%	91%	82%
• their child is making good progress at this school* (S2004)	85%	93%	80%
• teachers at this school expect their child to do his or her best* (S2005)	95%	100%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	98%	83%
• teachers at this school motivate their child to learn* (S2007)	88%	93%	87%
• teachers at this school treat students fairly* (S2008)	90%	95%	85%
• they can talk to their child's teachers about their concerns* (S2009)	95%	95%	96%
• this school works with them to support their child's learning* (S2010)	93%	95%	78%
• this school takes parents' opinions seriously* (S2011)	84%	95%	82%
• student behaviour is well managed at this school* (S2012)	69%	79%	76%
• this school looks for ways to improve* (S2013)	93%	88%	94%
• this school is well maintained* (S2014)	90%	98%	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# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	96%	93%
• they like being at their school* (S2036)	92%	90%	89%
• they feel safe at their school* (S2037)	90%	88%	85%
• their teachers motivate them to learn* (S2038)	94%	94%	94%
• their teachers expect them to do their best* (S2039)	97%	99%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	95%	95%
• teachers treat students fairly at their school* (S2041)	85%	91%	87%
• they can talk to their teachers about their concerns* (S2042)	86%	85%	86%
• their school takes students' opinions seriously* (S2043)	86%	88%	75%
• student behaviour is well managed at their school* (S2044)	68%	71%	76%
• their school looks for ways to improve* (S2045)	94%	94%	92%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	88%	87%	92%
• their school gives them opportunities to do interesting things* (S2047)	91%	91%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	92%	100%
• they receive useful feedback about their work at their school (S2071)	78%	78%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	84%	91%
• students are encouraged to do their best at their school (S2072)	100%	95%	100%
• students are treated fairly at their school (S2073)	89%	81%	100%
• student behaviour is well managed at their school (S2074)	59%	76%	97%
• staff are well supported at their school (S2075)	81%	86%	91%
• their school takes staff opinions seriously (S2076)	78%	79%	100%
• their school looks for ways to improve (S2077)	89%	89%	100%
• their school is well maintained (S2078)	89%	89%	100%
• their school gives them opportunities to do interesting things (S2079)	89%	76%	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.

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 and the introduction of the School Star messaging service
- 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 2018 indicated 98% of parents believe their child likes being at this school. 92% of parents agree that this is a good school and 96% say they can talk to their child's teachers about their concerns.

The SEP staff have 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 and ensure that systemic monitoring and review processes are in place.

Respectful relationships education 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 polite voice
2. Ask the student to stop in a firm voice
3. Ignore
4. Move Away
5. Report to an Adult

Weekly 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. Year 5 and 6 students take part in early puberty education to understand their growth and development along with the appreciation of difference between people.

Parades every second day emphasise key messages or the weekly behaviour focus related to PBL lessons while also recognizing and rewarding quality practice and good news stories. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	49	48	64
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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	144,150	159,634	146,930
Water (kL)	736	689	1,003

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, 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.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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	28	22	0
Full-time equivalents	25	14	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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	4	
Graduate Diploma etc.*	2	
Bachelor degree	20	
Diploma	2	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$19 195.07.

The major professional development initiatives are as follows:

- Case Management
- Differentiation
- QTU Conference
- EAP Training
- NAPLAN Marking
- Fire Safety Training
- Beginning Teacher Professional Learning
- 'Mathletics' training
- 'Reading Eggs' Training
- Leading Inclusive School Practices
- Art Workshops
- Understanding Sensory Needs
- STEM
- Intervention Strategies
- Technology Curriculum
- Asbestos Awareness
- Curriculum Activity Risk Assessment
- Phonemic Awareness Training
- Unpacking data
- Supporting students with complex needs
- Visual Arts Conference
- Emergency Procedures
- Student Protection Training

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.	96%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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	92%	92%	91%
Attendance rate for Indigenous** students at this school	88%	89%	86%

* 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

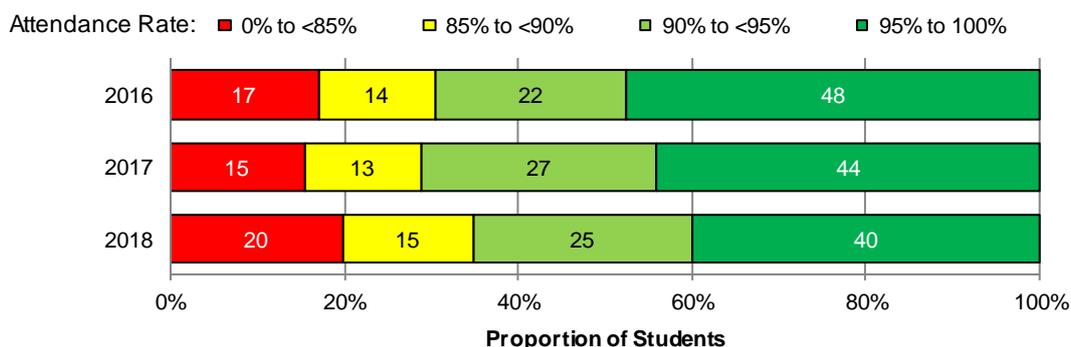
Year level	2016	2017	2018
Prep	92%	92%	91%
Year 1	92%	92%	91%
Year 2	93%	93%	89%
Year 3	93%	93%	92%
Year 4	90%	94%	91%
Year 5	93%	90%	92%
Year 6	92%	91%	91%

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.

Rolls are marked by class teachers at the beginning of the school day (8:45am) and again after the second lunch break (1:40pm). Parents/Carers are required to contact the school prior to, 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.

The introduction of the same day attendance MGM Outreach program sends parents a text informing them that their child is absent from school after rolls are marked each morning. This is a great safety measure to account for a child's whereabouts and doubles as a way for parents to notify the school as to why the student is absent.

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, 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

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 '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.