



Bli Bli State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	School Road Bli Bli 4560
Phone	(07) 5458 2111
Fax	(07) 5458 2100
Email	principal@blibliss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Gerard Quinn - Principal

School overview

Operating since 1901 Bli Bli State School has grown into a substantial primary education facility catering for approximately 700 students and their families. This growth is set to continue into the near future. Strong foundations in tradition blend with a cohesive values set and mission, along with research based pedagogies and innovative curriculum provide an excellent start to formal learning for students.

Oral language development continues to lay a foundation from the early years through the rest of the school. Based on the ICPALER (Ideas, Conventions, Purposes, Ability to Learn, Expressive and Receptive Language) Framework developed by Dr John Munro and adapted to the Bli Bli State School context. Improvements in reading, thinking, speaking and writing have been evidenced through data and observation. With this foundation the school is well placed to delve deeper into writing as a sharp focus for 2018 - 2021.

Building on the school's success with the Oral Language program a 4-year Explicit Improvement focus on Writing commenced in Term One, 2018. Research based strategies taken from Creating Young Writers by Vicki Spandel featuring the "6 Traits of Writing" text have guided this work. The addition of two part-time coaches, 40 minutes of targeted writing teacher-aide time per class and focused attention on the demands of the Australian Curriculum in Writing enrich this initiative.

Complementary to the school's social framework are very clear beliefs and aligned practice to inclusion. This philosophy exists across the school and encompasses students of all abilities. Staff are utilised to support the various needs of students mainly within the classroom context.

As an Independent Public School from the beginning of 2017, the initial \$100000 funds have mostly been dedicated to the enhancement of learning space through a grant to extend the multipurpose hall. Through this process a growing working partnership with the Sunshine Coast Environmental Education Centre is expected to provide opportunities to enhance the STEM agenda with an emphasis on the environment into the future.

The school's Mission Statement:

Bli Bli State School inspires children to confidently contribute to our dynamic world through strong foundations of commitment, creativity, character and community....

provides a broad compass for our direction and decisions.

School progress towards its goals in 2018

Goals	Outcomes
Increase the number of students achieving reading benchmarks (PM/PI) across the school from 70% in 2017 to 85% in 2018.	74% of students reached the end of year benchmark in 2018. Equal with last year.
Increase the percentage of students attaining scores in the Top 2 Bands in NAPLAN Reading to 45% in Year 3 and 40% in Year 5 (Previously this cohort 36.7% in Year 3).	41.7% of students in Year 3 attained scores in the top 2 bands. 26.7% of students in Year 5 attained scores in the top 2 bands. A slight decrease from last year.
Increase the percentage of students attaining scores in the Top 2 Bands in NAPLAN Numeracy to 25% in Year 3 and 25% Year 5 (Previously this cohort 16.7% in Year 3).	29.2% of students in Year 3 attained scores in the top 2 bands. 10.7% of students in Year 5 attained scores in the top 2 bands. Reduced from 2017.

The new improvement agenda – Writing – began this year. Although some areas have regressed year on year an analysis of internal and external data suggests a mismatch in assessment skills across a variety of formats. Internal samples and data indicate stronger achievement than shown in standardised and national testing formats.

Assessment literacy and core teaching expectations and associated pedagogies require review.

Future outlook

Improvement priorities for 2019 will centre on a continuation of the explicit improvement agenda of Writing.

The enthusiasm for writing amongst students has grown enormously, something that will continue in 2019 and beyond.

Assessment literacy will be a focus of PD for staff and teaching and learning for students.

A Charter of Expectations to clarify core curricula and pedagogical accountabilities for all teaching staff.

Annual performance reviews for teachers will focus on Writing, and associated pedagogies, will operate on a rolling review system, incorporating support and feedback from coaches and assessment by school leadership team.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	560	614	676
Girls	266	300	344
Boys	294	314	332
Indigenous	21	31	34
Enrolment continuity (Feb. – Nov.)	96%	95%	95%

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

Bli Bli State School is home to many students who have families that are long time Sunshine Coast locals, including a small but significant number specifically from the Bli Bli area. The school's ICSEA rating places Bli Bli community around the national average in terms of income and education background of parents. The school continues to grow with a number of new residential developments completed or opening up in the next 3 years. Approximately 6% of students have recognised disabilities and 4% of students identify as indigenous.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	23
Year 4 – Year 6	23	24	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2018, Bli Bli State School offered all students in Prep to Year 6 the Australian Curriculum subjects English, Mathematics, Science, History, Geography, Music and continued to implement the Queensland curriculum key learning areas of Health and Physical Education, The Arts, and Technology from Year 1 and LOTE to Years 5 and 6. Our approach concentrated on Literacy and Numeracy practices that focused on using student academic data to inform planning. Reading and Number assessments have been used to maintain a targeted approach to improvement for all students. Students received intensive teaching in Mini Lit (remedial reading program) and the Writing Coaches engaged in classrooms and with students to help staff explore exemplary practices in literacy and the Numeracy Coach demonstrated and coached teachers on the implementation of problem solving and open-ended mathematics questions and lessons. All students also had access to Mathletics to assist them in their own learning journey in Mathematics.

Our curriculum has also been shaped through the Curriculum Council – a group of lead teachers and administrators who have worked with all staff on key areas including Positive Behaviour for Learning, Inclusion, Oral Language and Numeracy.

Our Playgroup initially offered as one morning per week has grown to two mornings per week on demand. This interface between families with pre-Prep children and the school has been welcomed by parents and is developing as an opportunity to enhance transition to school.

Co-curricular Activities

Students participated in the following extra-curricular activities:

- Weekly Instrumental Music Program
- Year 5 Camp to Mapleton and Year 6 Camp to Sydney and Canberra
- Extensive lunch time clubs including gardening and chess
- Literacy and Numeracy Week activities
- Sunshine Coast Schools' Soccer and Rugby League
- Interschool Maths Challenge
- Readers' Cup
- Under and Over 8s Days
- Choir performances at eisteddfods, community events and retirement villages
- The BEBRAS Computational Thinking Challenge
- Lions' Club of Mooloolaba Writing Challenge

How Information and Communication Technologies are used to Assist Learning

Students and teachers utilise technology and digital media to enhance learning and improve student engagement. Many of these opportunities are integrated into units of work that students study in English and Science in particular. Interactive whiteboards, iPads, our two computer labs and in class computers provide students with a range of opportunities to enhance their learning with contemporary resources and information safely and ethically.

Pods of Ipads, docking stations and necessary security facilities, as well as professional development for all staff in the effective use of these technologies continues to be used to support curriculum activities. STEM clubs were well led and strongly supported by students. STEM club allows students to explore challenges using coding, robotics, drone and 3D technologies.

Future plans include the effective integration of digital technologies into a wider range of curriculum areas, and the growth of the STEM (Science, Technology Engineering and Mathematics) initiative within the school and how these might enable an environmental education flavor to the science curriculum.

Our approach to curriculum delivery

Social climate

Overview

Overview

At Bli Bli State School, we are committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

We use a three-tiered continuum of evidenced-based supports to facilitate a high standard of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises all appropriate student behaviour.

Our Responsible Behaviour Plan for Students outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. The behaviour curriculum for student behaviour is communicated using 'The Buzz Chart' and is plain to everyone. This assists Bli Bli State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the behaviour management process.

Our school community has identified the following three broad school rules / expectations to teach and promote our high standards of responsible behaviour:

- Be Safe.
- Be Respectful.
- Be a Learner.

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%	100%	93%
• this is a good school (S2035)	98%	98%	97%
• their child likes being at this school* (S2001)	95%	100%	95%
• their child feels safe at this school* (S2002)	98%	100%	97%
• their child's learning needs are being met at this school* (S2003)	98%	98%	93%
• their child is making good progress at this school* (S2004)	95%	100%	88%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	92%	92%
• teachers at this school motivate their child to learn* (S2007)	90%	98%	92%
• teachers at this school treat students fairly* (S2008)	90%	87%	88%
• they can talk to their child's teachers about their concerns* (S2009)	90%	96%	97%
• this school works with them to support their child's learning* (S2010)	90%	94%	97%
• this school takes parents' opinions seriously* (S2011)	83%	90%	90%
• student behaviour is well managed at this school* (S2012)	88%	94%	93%
• this school looks for ways to improve* (S2013)	90%	100%	97%
• this school is well maintained* (S2014)	100%	100%	97%

* 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)	98%	97%	97%
• they like being at their school* (S2036)	96%	93%	93%
• they feel safe at their school* (S2037)	97%	95%	88%
• their teachers motivate them to learn* (S2038)	97%	96%	93%
• their teachers expect them to do their best* (S2039)	99%	99%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	95%	93%
• teachers treat students fairly at their school* (S2041)	93%	87%	89%
• they can talk to their teachers about their concerns* (S2042)	90%	85%	88%
• their school takes students' opinions seriously* (S2043)	96%	90%	86%
• student behaviour is well managed at their school* (S2044)	91%	83%	79%
• their school looks for ways to improve* (S2045)	99%	95%	94%
• their school is well maintained* (S2046)	96%	91%	91%

Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	95%	95%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	98%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	95%
• they receive useful feedback about their work at their school (S2071)	92%	95%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	89%	93%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	98%	100%	100%
• student behaviour is well managed at their school (S2074)	96%	95%	100%
• staff are well supported at their school (S2075)	96%	95%	98%
• their school takes staff opinions seriously (S2076)	94%	95%	95%
• their school looks for ways to improve (S2077)	98%	95%	100%
• their school is well maintained (S2078)	98%	98%	98%
• their school gives them opportunities to do interesting things (S2079)	96%	95%	95%

* 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

Parent and community engagement

Bli Bli State School values highly the partnership between the student, the teacher and parent. As well as the traditional academic reporting opportunities at the end of each semester and a meet the teacher evening early term 1 the school actively looks for and creates opportunities to engage parents and the wider community.

A recruitment drive occurs annually to enlist members of the local retirement communities to involve themselves with reading in class, using their skills to support lunch clubs such as gardening, construction, chess, arts and crafts and coding.

Bli Bli State School was, for the second year in a row, judged Champion Display at the Nambour Show. The school Garden Club also won 5 categories in the produce sections for fruit and vegetables and herbs.

Class Dojo is one of a number of strategies used to enhance daily communication from teachers direct to parents and complements the school newsletter, school alerts and QParents communication.

The Parents and Citizens Association is very strong with an average of 25 attendees at regular meetings.

Student choirs sing at local community events including Community Carols and at various times at local retirement villages and community events.

Parent workshops are a feature of the first 6 months of the year and include topics such as The Buzz About Reading and The Buzz About Oral Language.

Regular team meetings with parents / carers and school teaching and support staff are held to carefully plan and support students to access the curriculum.

Respectful relationships education programs

Respectful relationships programs

The development of respectful relationships is embedded in the Positive Behaviour for Learning program. This school wide program teaches explicitly the how and the why of relationship development aligned with the school rules of Be Safe, Be Respectful and Be a Learner and the core values of Community, Commitment, Creativity and Character.

Bli Bli State School, as a White Ribbon school, has held whole of school activities during the year such as “Get out of the Way Day” where adults and students alike consciously make way for those smaller than them in and around the school. This White Ribbon Day activity was supported by all staff, and the P & C, all wearing white for the day, and stimulated a number of conversations within the school community around reporting personal and family safety, gender and ways to resolve conflict. Guest speakers from the community and local police were also involved. Well-known clear processes throughout the school community on how to report personal, gender and family safety issues are used.

Supporting students and families the school Guidance Office and two Chaplains provide a high level of integrated pastoral care. Proactive programs throughout the school as well as targeted programs on need ensure student’s emotional and relational needs are met.

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	38	36	29
Long suspensions – 11 to 20 days	2	1	0
Exclusions	1	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

Reducing the school’s environmental footprint

The school continues to reduce overall electricity usage through the utilization of a large bank of solar panels. Gardens and other areas requiring water are heavily mulched using school generated mulch from working bees. Hosing, as a practice, has reduced as blowers are used where possible.

The Student Council, with the support of the P & C, will investigate the new Recycling Centres as part of an environmental awareness initiative and as a fundraiser to support their project goals for 2018.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	163,696		166,656
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school’s environmental footprint.

*OneSchool is the department’s comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

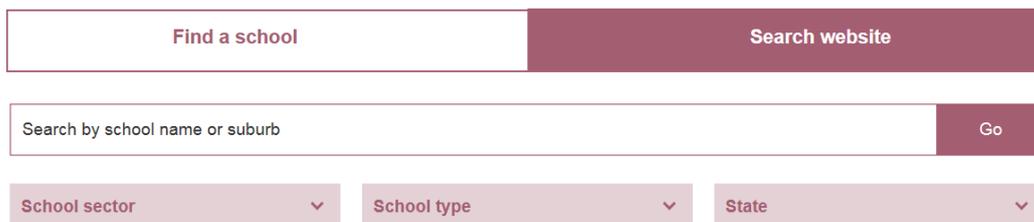
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) 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	50	30	<5
Full-time equivalents	41	20	<5

*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	
Masters	4
Graduate Diploma etc.*	11
Bachelor degree	33
Diploma	2
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$199640.

The major professional development initiatives are as follows:

- Coaching – dedicated expert teachers in Writing guided by the Head of Curriculum
- Professional Development for lead teachers and Leadership Team members in school priority areas – Writing, Oral Language, Maths Facts, Diverse Learners and PBL
- Whole of staff workshops – Lead by team members and field experts
- Dedicated time to support APDP fulfilment
- APDP implemented using GROWTH coaching methodologies
- Student Free Day program reflective of school priorities
- Curriculum Council 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.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were the same 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	93%	93%	92%
Attendance rate for Indigenous** students at this school	94%	91%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

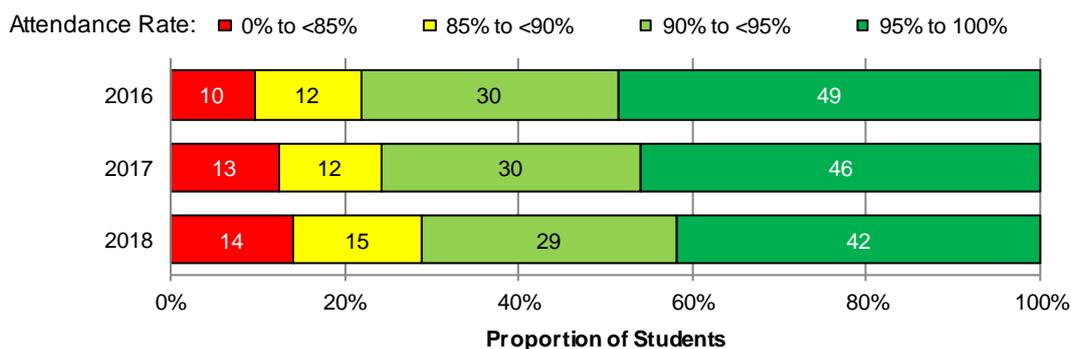
Year level	2016	2017	2018
Prep	93%	94%	93%
Year 1	93%	91%	93%
Year 2	94%	92%	90%
Year 3	94%	92%	92%
Year 4	93%	93%	92%
Year 5	94%	93%	93%
Year 6	93%	93%	92%

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.

Non-attendance is managed in state schools in line with the 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.

Bli Bli State School is proactive in working with families to manage non-attendance. Our belief is that it is better to communicate our concerns early so a positive resolution, as far as a solution to lack of regular attendance, is reached. 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 at Bli Bli State School records all student attendance and absenteeism during the morning and afternoon of each school day. Parents must apply in writing to the Principal for student extended absences. When students are late or need to leave early, parents sign them in or out with an explanation. Continued and regular late arrivals/early departures are followed up with parents/carers. Unauthorised attendance at school is taken very seriously and the school employs a series of measures, such as letters for unexplained absences, phone calls home and following protocol for continued absences from school. In serious cases of school refusal and absenteeism, the school seeks guidance officer and behaviour specialist support to work with the school and with families. Parents are reminded of school attendance on a regular basis through newsletters and assemblies.

A same day notification electronic system was introduced during 2017. The MGM system provides parents and carers with notification of unexplained absences by 9:30am every day and allows school staff to further monitor patterns of absenteeism.

Guidance Officers and senior Guidance Officers are utilised to support families on need.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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.

