



**BLI BLI**  
STATE SCHOOL

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Bli Bli State School has been serving the community of Bli Bli and surrounding areas since 1901. We offer an educational program for students from Prep to Year 6. More recently the school has reflected upon and renewed its core values, principles and mission and developed structures and programs to bring these to life. Core values of community, commitment, creativity and character epitomise the Bli Bli State School.

In the Early Years of Prep to Year 2 a strong emphasis on the development of Oral Language skills as both a foundation and context for learning is being implemented through the ICPALER (Ideas, Conventions, Processes, Ability to Learn, Expressive and Receptive Language) framework developed with the support of its author Dr John Munro and the Head of Curriculum Joel Batson. These beginnings in the younger students will quickly spread to the rest of the school and be evidenced through improvements in reading, writing and speaking skills.

Numeracy is the other foundation pillar of learning with a coach guiding the programs, assessment, analysis of data and implementation of appropriate pedagogies.

The two final contexts for learning are the social development of our students guided by the principles of School Wide Positive Behaviour and Learning. A deeper understanding of the needs of individuals have been framed by the QSIL (Queensland Schools Inclusive Leader) guidelines and the knowledge of personality types applied through Aus Identities.

The school is deeply embedded as a focal point of the community and participates in ANZAC Day ceremonies, choral performances at local competitions and neighbouring retirement facilities, bi-annual self-written Musical, Nambour Show (Show Display Champion and winners of 6 categories of produce), eistedfodds, instrumental music, writing competitions, sporting and academic competitions as well as Walk Safely to School Day. Pathways exist for students to pursue their interests and enrich their talents to the highest level. Our extensive grounds and facilities are a source of pride for all who call Bli Bli home.

Having the ever increasing reputation of being a community school with a friendly country atmosphere the partnership with local groups and businesses is fostered by the Principal, staff and the Parents and Citizen's Association. A community Playgroup has commenced due in response to community needs and is run by school staff.

As the school continues to grow it aims to hold on to the core values and mission developed by the school and wider community.



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

# Principal's Foreword

## Introduction

### School Progress towards its goals in 2016

This report outlines the progress of Bli Bli State School as measured against the school priorities that are, in turn, set against The Department of Education, Training and Employment's agenda and systemic priorities. Also summarised are various aspects of the school including data around academic achievement, enrolment, educational offerings and opinions from students, parents and the community as to progress against key aspects of the school.

In 2016 the school further narrowed its focus into two key areas of Literacy and Numeracy. The first of two core strategies of Catering for Diverse Learners will see whole of year level students grouped for 2 -3 times per week in several comparable ability groups aimed at focussing on the learning needs of students in smaller groups. All teachers and the school leadership team are involved. The second core strategy of knowing the curriculum and appropriate pedagogy further enhances teacher professional skills through professional development, Growth Coaching from peers and leaders, use of data and responsive teaching strategies. A Numeracy Coach enhanced the teaching skills by teachers through modelling, co-teaching, individual and year level responsive planning. Data highlights include:

- Year 3 results overall were similar to the Nation in almost all areas
- Year 3 writing mean and Upper 2 Bands was statistically above the national mean
- Close to 100% of students in both year 3 and 5 achieved the national minimum standard

A further narrowing of focus is anticipated in 2017 in line with recent research.

#### Targets achieved in Reading and Writing in 2016 were:

- All classes engaged with the diverse learner ability grouping strategy in Numeracy and Literacy
- Year 3 Upper Two Bands exceeded the 40% target
- Year 5 were close to the target of 30% in U2B
- Year 3 writing exceeded the target of 45% in U2B by almost 8%

### Future Outlook

Bli Bli State School will narrow its curriculum focus in 2017 on two areas – Oral Language and Number. These two foci will allow alignment of resources such as coaches, effective timetabling of STL&N, Master Teacher, teacher aides, data teams and planning.

The ongoing contexts teams – School Wide Positive Behaviour and Learning and Diversity will continue to provide the platform and understanding of the learner.

# Our School at a Glance

## School Profile

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

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	509	238	271	26	95%
<b>2015*</b>	533	252	281	21	95%
<b>2016</b>	560	266	294	21	96%

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

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

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

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

## Characteristics of the Student Body

### Overview

Bli Bli State School is home to many students who have families that are Sunshine Coast locals, including a small but significant number specifically from the Bli Bli area. The school's ICSEA rating place Bli Bli community around the national average in terms of income and education. As well as approximately 20 indigenous students, families from New Zealand, South Africa, Thailand, France, Finland, Israel, Philippines, Indonesia, Thailand, England, Turkey, USA, Cypress, Papua New Guinea, Tonga, Canada and Tokelau make up some minor groups. The continues to grow though mainly established areas of the community with an expected surge coming in the next couple of years from new developments. The proportion of double and single parent families and students with a verified disability are generally reflective of the wider society. Approximately 4% of students have recognised disabilities and 4% of students identify as aboriginal. The schools socio educational and economic index remains average for the nation.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	24
Year 4 – Year 7	29	23	23
Year 8 – Year 10			
Year 11 – Year 12			

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

# Curriculum Delivery

## **Our Approach to Curriculum Delivery** **Our approach to curriculum delivery**

In 2016, Bli Bli State School offered all students in Prep to Year 6 the Australian Curriculum subjects English, Mathematics, Science, History and Geography and continued to implement the Queensland curriculum key learning areas of Health and Physical Education, The Arts, Music and Technology from Year 1 and LOTE to Years 5 and 6. Our approach concentrated on Literacy and Numeracy practices which focused on using student academic data to inform planning. Reading and Number assessments were used to maintain a targeted approach to improvement for all students. Students received targeted teaching in Mini Lit (reading support program) and the Head of Curriculum and Master Teacher 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. Additionally, our school has connected with Associate Professor John Munro (University of Melbourne) to consult on our oral language project which links oral language with reading and writing across Prep to Year 6. Staff have been trained in the Oral Language approach to reading.

Our curriculum has also been shaped in a number of ways through the Curriculum Council – a group of lead teachers and administrators who have worked with all staff on key areas including Schoolwide Positive Behaviour Support, Inclusion, Oral Language, Numeracy and Literacy. Key activities of these groups have been:

- The Bli Bli State School Homework Policy to include multiple intelligences and family interactivity
- The C2C Spelling Program with full implemented
- Analysis of the whole school North Coast Region Number Diagnostics and equipping classrooms with resources to support Mathematics learning
- Enhancement of the school systems for proactively teaching appropriate behaviour and relationships and managing classroom behaviour
- Transition process for students and families between kindergarten and Prep. This is a multi-term process featuring 2 open mornings per students / family and individual data gathering and discussions with parents prior to class placement
- Alignment of the school's practices against the Quality Schools, Inclusive Leaders framework

## **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
- 6 week whole school Footsteps Dance Program
- Choir performances at eisteddfods, community events and retirement villages

## **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 the units of work that students study in English and Science in particular. Interactive whiteboards, iPads, our 2 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.

The school, with the support of the P & C, purchased pods of Ipads, docking stations and necessary security facilities, as well as professional development for all staff in the effective use of these technologies. Staff were involved in choosing appropriate curriculum supportive applications.

Extensive funds (\$50000) are being dedicated towards a whole of school wireless upgrade in 2017 to enhance service of existing portable devices as a platform for greater It use for learning.

## Social Climate

### Overview

Bli Bli State School is characterized by effective, friendly, supportive staff and families that work together for the continuous improvement of the children who attend it. Many members of our school community appreciate the "country school" feel built on strong relationships and core values. The schools code of behavior centers around the 3 Bees



**Be a Learner**



**Be respectful**



**Be safe**

The staff and community reviewed the School Wide Positive Behavior Systems in 2014. A representative group of parents and staff in a variety of roles had input into this review. Staff received Professional development in these systems and the SWPBS committee continue to refine these processes and the professional knowledge of teachers.

Bli Bli State School is committed to providing a safe, respectful and disciplined learning environment for students and staff. As such, in 2016, the school clarified and enhanced the expectations for students regarding their behavior and effort in a range of school locations. These expectations formed the basis of explicit teaching of behavior which was regularly shared with parents and the wider community through the school newsletter. Additionally, parent workshops were held throughout the year to help upskill guardians on how to deal with behavior at home and support our school wide systems. To reinforce our school expectations, staff issue children with 'Buzz Tickets' when they are observed demonstrating the qualities of 'Be a Learner, Be Respectful and Be Safe'. Further incentives include collecting these tickets and receiving prizes including certificates for reaching 50 and 100. At the end of 2015, the SWPBS team commenced the review of the school's Responsible Behaviour Plan for Students.

Bli Bli State School's Chaplain Heather Baker has provided moral and social support for students and families. Heather and her band of helpers run a "Chappy's Breakfast" every Wednesday morning. Heather's position exists through a combination of Federal Government, P & C, community sponsors and Chaplaincy committee support. The annual High Tea in June is a major fundraiser for Chaplaincy in our school.

The school community consistently reports back to us through the annual School Opinion Survey (see detailed results below) that students feel safe at school, are treated fairly and like being at this school.

The three tiered approach to proactive and reactive behavior continues to be refined.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	96%	95%
this is a good school (S2035)	100%	96%	98%
their child likes being at this school* (S2001)	100%	98%	95%
their child feels safe at this school* (S2002)	100%	92%	98%
their child's learning needs are being met at this school* (S2003)	96%	90%	98%
their child is making good progress at this school* (S2004)	92%	92%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	94%	90%
teachers at this school motivate their child to learn* (S2007)	96%	88%	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	100%	90%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	90%
this school works with them to support their child's learning* (S2010)	100%	92%	90%
this school takes parents' opinions seriously* (S2011)	96%	89%	83%
student behaviour is well managed at this school* (S2012)	96%	92%	88%
this school looks for ways to improve* (S2013)	100%	92%	90%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	98%	98%
they like being at their school* (S2036)	95%	92%	96%
they feel safe at their school* (S2037)	95%	94%	97%
their teachers motivate them to learn* (S2038)	94%	96%	97%
their teachers expect them to do their best* (S2039)	98%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	92%	94%
teachers treat students fairly at their school* (S2041)	89%	90%	93%
they can talk to their teachers about their concerns* (S2042)	92%	88%	90%
their school takes students' opinions seriously* (S2043)	95%	90%	96%
student behaviour is well managed at their school* (S2044)	80%	92%	91%
their school looks for ways to improve* (S2045)	97%	97%	99%
their school is well maintained* (S2046)	94%	96%	96%
their school gives them opportunities to do interesting things* (S2047)	94%	91%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	96%	96%
they feel that their school is a safe place in which to work (S2070)	97%	96%	100%
they receive useful feedback about their work at their school (S2071)	85%	85%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	89%	94%
students are encouraged to do their best at their school (S2072)	97%	92%	100%
students are treated fairly at their school (S2073)	94%	88%	98%
student behaviour is well managed at their school (S2074)	91%	88%	96%
staff are well supported at their school (S2075)	100%	85%	96%
their school takes staff opinions seriously (S2076)	88%	92%	94%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school looks for ways to improve (S2077)	94%	92%	98%
their school is well maintained (S2078)	100%	92%	98%
their school gives them opportunities to do interesting things (S2079)	91%	85%	96%

\* 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

Bli Bli State School offers a broad range of opportunities to invite and include parents and carers into the school to support their child's education. These have included:

- School newsletter articles on how to help your child with various aspects of learning and parenting tips for example
- Parent Workshops, e.g., The Buzz about Maths, AusIdentities – Learning styles, Reading, Positive Parenting
- Open classrooms and parent helpers
- School musical and a variety of concerts
- Sports and swimming carnivals
- Surveys – various topic – Survey Monkey
- Extensive consultation during P & C and sub-committee meetings as well as the regular Principal and P & C President / Executive meetings
- Parent – Teacher planning and review conferences for diverse learner's needs including Individual Support Plans
- Other examples of community-school engagement includes: parent committees for Year 6 graduation, Chaplain's High Tea and Christmas Carols and a working bee with approximately 50 in attendance.
- Individual Case Plans for students with extraordinary educational needs
- Open mornings for families with students in the inclusion Program – staff and families
- Individual Behaviour Plans – negotiated and implemented with family consultation

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These are embedded within the SWPBL matrix of lessons which support the school values and code of expected behavior. The high 5 strategy is used by individual students as a process to work through, respond to and resolve conflict.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	14	31	38
Long Suspensions – 6 to 20 days	0	1	2
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

### Environmental Footprint

#### Reducing the school's environmental footprint

Large banks of solar photovoltaic panels were again utilised to reduce energy costs in 2016. Heavy mulching on many school gardens utilised from annual working bees have reduced water usage overall.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	0	0
2014-2015	4,831	613
2015-2016	163,696	



## ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
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The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	39	26	<5
Full-time Equivalent	34	17	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	
Bachelor degree	33
Diploma	3
Certificate	

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$99748. A Numeracy Coach working 2 days a week was made available to staff in 2016 and, with associated costs of relief teachers for feedback, observation and forward planning came at an added cost of \$126912.

The major professional development initiatives are as follows:

- PD for Curriculum Council and Year Level Coordinators
- Coaching – demonstration lessons, observation, data collation and interpretation, planning and feedback
- Strategic conferences for the Executive Leadership team, teacher leaders- e.g., QASSP state conference,

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

### Staff Attendance and Retention

#### Staff attendance

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

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	92%	94%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

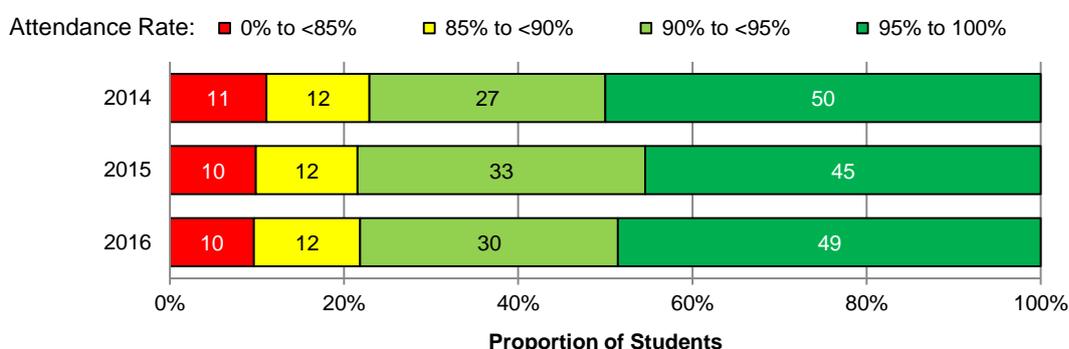
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	93%	92%	93%	93%	91%	94%					
2015	92%	92%	93%	93%	92%	93%	92%						
2016	93%	93%	94%	94%	93%	94%	93%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

Following a school audit some administrative efficiencies have been implemented. The school is investigating a number of same day telecommunication packages to manage attendance even closer in 2017.

## NAPLAN

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.



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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.