



Bli Bli State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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 continued to be a focus expanding 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 either reading or writing as a sharp focus for 2018.

A full school review was conducted in term 1 across 3 days. The 4 members of the review team included principal peer reviewers, internal and external reviewers. A detailed report on the school's progress in 9 domains of the explicit improvement areas highlighted the following points:

- Relationships and trust are features of the school reflected in cohesive and school leadership, staff and parent community alignment
- Social development and positive behaviour is enabled through a consistent Positive Behaviour for Learning (PBL) approach
- Teacher coaches have been utilised effectively as a school improvement strategy
- A more sharp and narrow focus on only one area will help facilitate further improvement

I can proudly report that our 2017 school review found that, "staff members, parents and students speak sincerely of the positive relationships, mutual respect and trust that exists between staff members and the students."

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.

The school was awarded the status of 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.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Key aspiration targets set for the 2017 in NAPLAN are listed below. These results complement the detailed data gathered on students within a regular collection cycle.

Goals	Outcomes
Increase the number of students achieving reading benchmarks (PM/IPI) across the school from 70% in 2016 to 85% in 2017.	74% of students reached the end of year benchmark in 2017. An improvement of 4%.
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).	43% of students in Year 3 attained scores in the top 2 bands. 32% of students in Year 5 attained scores in the top 2 bands.
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).	33% of students in Year 3 attained scores in the top 2 bands. 18% of students in Year 5 attained scores in the top 2 bands.
Increase the student participation rates in and school offerings of STEAM extra-curricular activities.	

Future Outlook

Recommended explicit improvement agenda for the 2018 – 2021 four year Strategic Plan will be writing. This narrow and deep focus will build on the excellent foundational work laid down by oral language development over the past two and a half years.

The school's social development program based around the Positive Behaviour for Learning (PBL) philosophies will continue to provide a background context for learning and development.

Mathematics and the emerging area of STEM will also be investigated as smaller action-planned project areas.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	533	252	281	21	95%
2016	560	266	294	21	96%
2017	614	300	314	31	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 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 being 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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	24	24
Year 4 – Year 6	23	23	24
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2017, 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 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 intensive teaching in Mini Lit (remedial reading program) and the Oral Language Coaches 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. All students also were given access to Mathletics to assist them in their own learning journey in Mathematics.

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 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 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.

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. Bebras and STEM clubs were well led and strongly supported by students. Bebras is an international student Computational Thinking Challenge and Bebras Australia is run by CSIRO Education and Outreach through the Digital Careers program. 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.

Social Climate

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. Our behaviour curriculum for student behaviour is communicated through '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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	95%	100%
this is a good school (S2035)	96%	98%	98%
their child likes being at this school* (S2001)	98%	95%	100%
their child feels safe at this school* (S2002)	92%	98%	100%
their child's learning needs are being met at this school* (S2003)	90%	98%	98%
their child is making good progress at this school* (S2004)	92%	95%	100%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	90%	92%
teachers at this school motivate their child to learn* (S2007)	88%	90%	98%
teachers at this school treat students fairly* (S2008)	90%	90%	87%
they can talk to their child's teachers about their concerns* (S2009)	92%	90%	96%
this school works with them to support their child's learning* (S2010)	92%	90%	94%
this school takes parents' opinions seriously* (S2011)	89%	83%	90%
student behaviour is well managed at this school* (S2012)	92%	88%	94%
this school looks for ways to improve* (S2013)	92%	90%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	98%	97%
they like being at their school* (S2036)	92%	96%	93%
they feel safe at their school* (S2037)	94%	97%	95%
their teachers motivate them to learn* (S2038)	96%	97%	96%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	92%	94%	95%
teachers treat students fairly at their school* (S2041)	90%	93%	87%
they can talk to their teachers about their concerns* (S2042)	88%	90%	85%
their school takes students' opinions seriously* (S2043)	90%	96%	90%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
student behaviour is well managed at their school* (S2044)	92%	91%	83%
their school looks for ways to improve* (S2045)	97%	99%	95%
their school is well maintained* (S2046)	96%	96%	91%
their school gives them opportunities to do interesting things* (S2047)	91%	95%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	96%	98%
they feel that their school is a safe place in which to work (S2070)	96%	100%	98%
they receive useful feedback about their work at their school (S2071)	85%	92%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	94%	89%
students are encouraged to do their best at their school (S2072)	92%	100%	100%
students are treated fairly at their school (S2073)	88%	98%	100%
student behaviour is well managed at their school (S2074)	88%	96%	95%
staff are well supported at their school (S2075)	85%	96%	95%
their school takes staff opinions seriously (S2076)	92%	94%	95%
their school looks for ways to improve (S2077)	92%	98%	95%
their school is well maintained (S2078)	92%	98%	98%
their school gives them opportunities to do interesting things (S2079)	85%	96%	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

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. A range of student choirs are invited to 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 programs

The development of respectful relationships is largely 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 has become a White Ribbon school and 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. Clear processes are known throughout the school community on how to report personal, gender and family safety issues. 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.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	31	38	36
Long Suspensions – 11 to 20 days	1	2	1
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

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 cleaning practice has been reduced as this task is done by blowers.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	4,831	613
2015-2016	163,696	
2016-2017		

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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	47	28	<5
Full-time Equivalent	37	18	<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.**	0
Bachelor degree	33
Diploma	4
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 2017 were \$199640.

The major professional development initiatives are as follows:

- Coaching – dedicated expert teachers in Oral Language guided by the Head of Curriculum
- Professional Development for lead teachers and Leadership Team members in school priority areas – Oral Language, Maths Facts, Diverse Learners and PBL
- Whole of staff workshops – Lead by team members
- 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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 88% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
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).	92%	94%	91%

*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 2017 for all Queensland Primary schools was 93%.

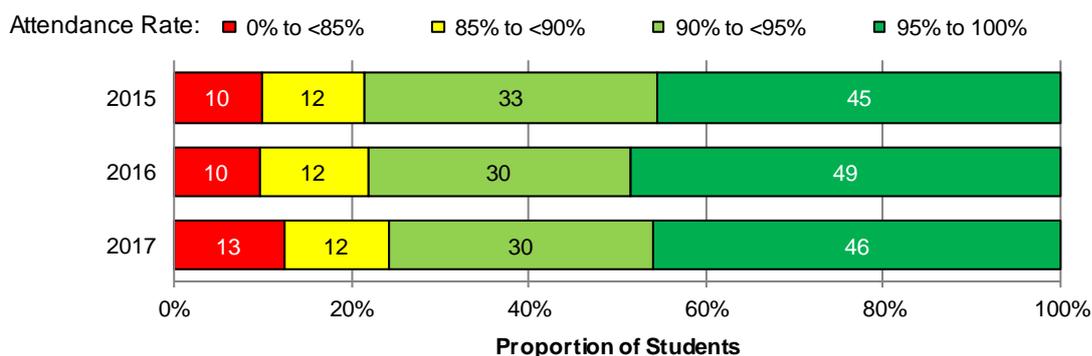
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	92%	93%	93%	92%	93%	92%						
2016	93%	93%	94%	94%	93%	94%	93%						
2017	94%	91%	92%	92%	93%	93%	93%						

*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 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.

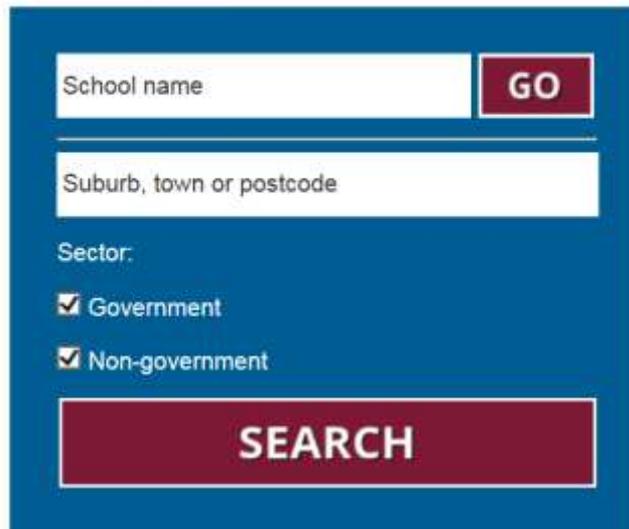
A same day notification electronic system was implemented during 2017. The MGM system provides parents and carers with notification of unexplained absences by 9:30am every day and allows school staff to further monitor patterns of absenteeism.

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**.

Find a school



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 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.

Conclusion

In 2018 a new 4 year cycle of planning will reflect school needs and be inclusive of the recommendations of the full School Review which will be implemented in the 2018 school year. This plan will span 2018 to 2021. During term 4 of 2017 much of this plan will be constructed with input from layers of teams including Executive, Leadership, Curriculum Council, Curriculum Teams and year levels. The process to enhance and fine-tune this planning follows the School Improvement Model incorporating the School Improvement Hierarchy, Inquiry Cycle and Standards of Evidence.

