



Bli Bli State School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



Queensland  
Government

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<b>Webpages</b>	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>

## From the 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.

A School Subsidy Scheme (SSS) grant application was successful which awarded \$515000 to a combined School and P & C application to extend and refurbish the multipurpose hall to a total of over \$1200000. This planning around this project will take approximately 12 months.

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...**

guides our direction and decisions.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2019</b>	Prep Year - Year 6

## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	614	676	676
Girls	300	344	332
Boys	314	332	344
Indigenous	31	34	32
Enrolment continuity (Feb. – Nov.)	95%	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 2019, there were no students enrolled in a pre-Prep program.

### Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	24	23	23
Year 4 – Year 6	24	25	27
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 implementation

### Our Approach to Curriculum Delivery

In 2019, Bli Bli State School offered all students in Prep to Year 6 the Australian Curriculum subjects English, Mathematics, Science, HASS, The Arts, HPE, Technologies and LOTE in Year 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 are 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.

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

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

### Extra-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
- Monthly Writing Challenges
- Sunshine Coast Schools' Soccer and Rugby League
- Readers' Cup
- Under and Over 8s Days
- Choir performances at eisteddfods, community events and retirement villages
- Lions' Club of Mooloolaba Writing Challenge

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

## 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.

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

## 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. 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.

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

## 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:	2017	2018	2019
• their child is getting a good education at school (S2016)	100%	93%	94%
• this is a good school (S2035)	98%	97%	94%
• their child likes being at this school* (S2001)	100%	95%	94%
• their child feels safe at this school* (S2002)	100%	97%	95%
• their child's learning needs are being met at this school* (S2003)	98%	93%	84%
• their child is making good progress at this school* (S2004)	100%	88%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	92%	90%
• teachers at this school motivate their child to learn* (S2007)	98%	92%	92%
• teachers at this school treat students fairly* (S2008)	87%	88%	90%
• they can talk to their child's teachers about their concerns* (S2009)	96%	97%	95%
• this school works with them to support their child's learning* (S2010)	94%	97%	92%
• this school takes parents' opinions seriously* (S2011)	90%	90%	87%
• student behaviour is well managed at this school* (S2012)	94%	93%	90%
• this school looks for ways to improve* (S2013)	100%	97%	97%
• this school is well maintained* (S2014)	100%	97%	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:	2017	2018	2019
• they are getting a good education at school (S2048)	97%	97%	97%
• they like being at their school* (S2036)	93%	93%	96%
• they feel safe at their school* (S2037)	95%	88%	92%
• their teachers motivate them to learn* (S2038)	96%	93%	98%
• their teachers expect them to do their best* (S2039)	99%	96%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	93%	99%
• teachers treat students fairly at their school* (S2041)	87%	89%	93%
• they can talk to their teachers about their concerns* (S2042)	85%	88%	89%
• their school takes students' opinions seriously* (S2043)	90%	86%	90%
• student behaviour is well managed at their school* (S2044)	83%	79%	86%
• their school looks for ways to improve* (S2045)	95%	94%	95%
• their school is well maintained* (S2046)	91%	91%	97%
• their school gives them opportunities to do interesting things* (S2047)	95%	89%	91%

Percentage of students who agree# that:	2017	2018	2019
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\* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	98%	98%	95%
• they feel that their school is a safe place in which to work (S2070)	98%	95%	98%
• they receive useful feedback about their work at their school (S2071)	95%	95%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	93%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	95%	100%	98%
• staff are well supported at their school (S2075)	95%	98%	93%
• their school takes staff opinions seriously (S2076)	95%	95%	96%
• their school looks for ways to improve (S2077)	95%	100%	96%
• their school is well maintained (S2078)	98%	98%	94%
• their school gives them opportunities to do interesting things (S2079)	95%	95%	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

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.

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.

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at

<https://education.qld.gov.au/parents-and-carers/community-engagement>

## Respectful relationships education 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.

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.

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	36	29	30
Long suspensions – 11 to 20 days	1	0	1
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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.



Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)		166,656	175,572
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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](#) website.

#### 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.

The screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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

The screenshot shows a rectangular button with the text "View School Profile" in a light blue font.

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

The screenshot shows a horizontal navigation menu with several tabs: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" tab is highlighted with a white background and a dark border.

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	53	29	<5
Full-time equivalents	42	19	<5

\*Teaching staff includes School Leaders.

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

### Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- [https://cdn.qct.edu.au/pdf/Policy\\_Teacher\\_registration\\_eligibility\\_requirements](https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements)
- <https://www.qct.edu.au/registration/qualifications>

## Professional development

### Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

The total funds expended on teacher professional development in 2018 were **\$187396**.

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	2017	2018	2019
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, 95% of staff were retained by the school for the entire 2019.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	93%	92%	92%
Attendance rate for Indigenous** students at this school	91%	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	2017	2018	2019
Prep	94%	93%	93%
Year 1	91%	93%	92%
Year 2	92%	90%	92%
Year 3	92%	92%	92%
Year 4	93%	92%	92%
Year 5	93%	93%	91%
Year 6	93%	92%	93%

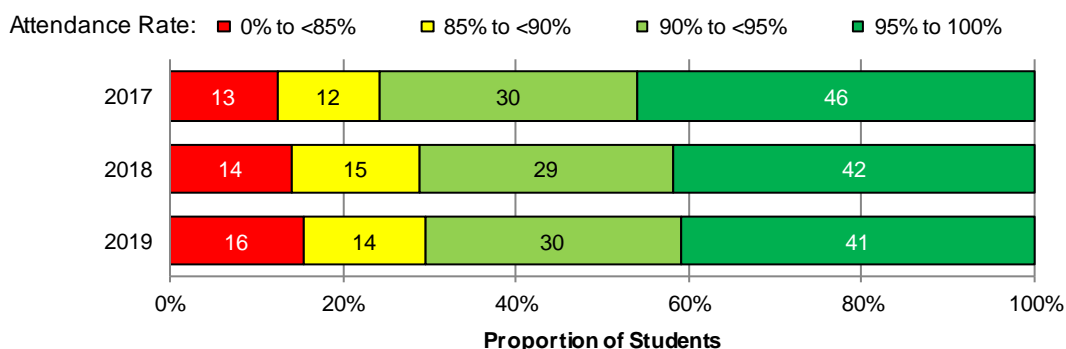
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

## 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.

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



4. Click on 'NAPLAN' to access the school NAPLAN information.



#### 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.