Principal’s foreword

Introduction

Blenheim State School is situated in a rural setting close to the regional towns of Laidley and Gatton in the Lockyer Valley. The school has experienced continual growth in enrolments, with this trend expected to continue. Blenheim State School focuses on providing a safe and positive learning environment for its students and staff through its Positive Values Program, as well as high expectations of behaviour requirements from its students through its Zero Tolerance Policy as part of the school’s Responsible Behaviour Plan.

Blenheim State School aims to provide a quality education to equip young Queenslanders for the future to enable them to contribute to a socially, economically and culturally vibrant society. Blenheim State School’s shared vision that, “Every student in every classroom is learning and achieving everyday”, supports the continual provision of an effective learning environment where students are challenged to reach their potential and strive to excel. It supports the vision of Education Queensland towards a creative and clever Queensland built on a quality education system and a vibrant and innovative arts and cultural sector.

At Blenheim State School we will continue to provide quality teaching practices related to all Key Learning Areas with an emphasis on Literacy, Numeracy, Science and ICTs in a multi-age setting. Blenheim State School aims to maximise student learning outcomes, in a teaching and learning culture that is founded on the principles of transparency, support, individuality, high expectations and relevance to the real world. It reflects the following Values of the Education Queensland, which is committed to Professionalism, Respect, Innovation and Creativity, Diversity and Inclusiveness, and Excellence.

The following report provides an overview of the Blenheim State School Communities, our current aims and goals and vision for the future.
School progress towards its goals in 2011

Blenheim State School set the following goals for 2011:

Literacy, Numeracy and Science:
- To improve the Literacy results of all students through dynamic teaching, focusing on reading & comprehension strategies. – Literacy Blocks and explicit teaching of reading implemented across the school.
- To improve the Numeracy development of students in all year levels and across all Key Learning Areas. – Resourcing to support experiential learning approach completed.
- To increase the minimum teaching time for Science to the State Required Time per each year level – timetabling completed

Quality Teaching and Curriculum
- To prepare for the implementation of the National Curriculum in 2012 through teacher professional development activities. – Completed

Attendance, Retention and Attainment
- To achieve student attendance Targets – 91.7% Attendance achieved

Closing the Gap – Indigenous/non-Indigenous students
- To meet the systematic aspirations - Achieved

School Performance & Improvement
- To have all students reach the National Benchmarks in NAPLAN in reading: Results Year 3 - 83.3%, Year 5 – 72.7%, Year 7 – 100%
- To achieve a Medium in all areas of the Curriculum, Teaching and Learning Audit - Achieved 7 Mediums & 1 High ratings

Future outlook

Key priorities from the School Plan
- Continued Reading Focus
- Incorporating ICT in the Curriculum
- Implementation of the Australian Curriculum
- Developing strong teaching and leadership capabilities

System priorities:
- Implement the Australian Curriculum
- Develop whole-school curriculum, assessment and reporting plan

Core learning priorities:
- Reading
- Writing including spelling, grammar & punctuation
- Numeracy
- Science
- Retention, attainment and transitions at key junctures of schooling
- Closing the gap actions
  - Literacy
  - Numeracy
  - Attendance & Retention
  - Student Engagement
Our school at a glance

**School Profile**

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>27</td>
<td>36</td>
<td>93%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The students at Blenheim State School come from a range of family backgrounds with 10% of the students identifying as indigenous, and 10% being members of the Jehovah Witness faith. Students reside predominately in the nearby acreage estate known as Lakes Estate, or in the Laidley Township. A small number of students live on rural properties in the Mt Berryman area.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>21</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>19</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>NA</td>
</tr>
<tr>
<td>All Classes</td>
<td>20.3</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>11</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

- Early Learning Foundation Reading Program (Including our very popular Reading ELF)
- Science Sparks program to engage students in the sciences
- Key Learning Areas Integrated Approach
- ICT focus with use of laptops increasing student access to ICTs.
- Multiage classroom allowing for individualized learning programs for students with learning support needs or gifted and talented students to be accelerated.
- Incorporation of Choir Performances, Community Education activities, and Council Educational Services to enrich the Curriculum delivery.
- Support-A-Reader program

Extra curricula activities

- “Readers Cup” Team
- “Positive!” behaviour management system based on a symbolic values approach for all students in the school.
- Curriculum related excursions (Prep – Year 7)
- Curriculum-based camp for Year 4-7 (biannual)
- Local agricultural show displays and competitions.
- Transition activities for Year 7 students with the local High Schools to assist our students’ transition into the high school setting.
- Bike Education
- Swimming lessons (Prep – Year 7)

How Information and Communication Technologies are used to assist learning

At Blenheim State School computers are viewed as essential learning tools to enhance the learning outcomes of students. Student’s confidence in using various Information Technologies including laptops, desktops, digital cameras and interactive whiteboards allows windows to be opened up to the world. Students enjoy a high ratio of computers to students (2.5 : 1) and have access to a bank of 18 laptop computers as well as computers in the classroom. Students are exposed to a variety of programs to provide them with multiple tools to enhance their learning experiences.

Social climate

Blenheim State School prides itself with it provision of a safe and supportive learning environment for its students and community. This is reflection in the 2011 School Opinion Survey in which 96.7% of parents indicated a level of satisfied in response to the School Survey question regarding their child’s safety whilst attending school. Students themselves (95%) indicated that they felt happy to go to this school. Teachers are focused on developing positive relationships with their students and parents in order to establish a supportive environment that meets the needs of individual students and encourages learning.
Parent, student and teacher satisfaction with the school

The overall satisfaction of parents, students and teachers with the school is high. Parents and students both expressed satisfaction that they feel safe and are getting a good education at Blenheim State School. Most staff members are satisfied with the morale in the school which reflects the happy, supportive environment that all participants experience at Blenheim State School.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parents are encouraged to become active participant in their child’s education at Blenheim State School. The very active P&C hold a variety of activities throughout the year to raise valuable funds for school initiatives. Parents support the home reading programs, volunteer with individual reading support in the classroom and are always welcome to become involved in school activities that support student learning and the social development of our students. Parents voluntarily attend excursions, sporting events, and parades which add to the benefit of such activities for the students. Presentation night and Graduation Dinner are very much looked forward to by the Community as a whole.

Reducing the school’s environmental footprint

The Blenheim State School community utilised rainwater collections (drinking water) and bore water (toilets and gardens) in 2011. The school is fitted with solar panels and water saving taps to support sustainability practices. The school also uses paper and cardboard recycling services, recycles printer cartridges through Officeworks collections and has an aluminium can collection point.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>15,958</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>182</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>8668%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.
### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>6</td>
<td>6</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>4</td>
<td>2</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>5</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were $2734.

The major professional development initiatives are as follows:

- First Steps in Reading
- Using ICTs in Education – Interactive Whiteboard Training.
- Science Sparks
- HOC Conferences – Using ICTs in the Classroom
- Principal Conferences and Training
- OneSchool Training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
<td>91%</td>
<td>94%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class Rolls are marked at 9:00 am and 2:15 pm for each class on each school day. Parents are contacted, through their communication book or by phone, if a valid reason has not been given for a child’s absence. Students away for 3 days or more require a medical certificate to substantiate their absence. A meeting with the Parent and Principal is conducted if there is a continued pattern of absences.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

The following progress on closing the gap between the performance of Indigenous and Non-Indigenous students at Blenheim State School was attained in 2010:

- Attendance rate of Indigenous students was 95.0% compared to Non-Indigenous students at 91.2%.
- Retention rate of Indigenous Students was 100% from 2010 – 2011.

2011 NAPLAN results for Indigenous students showed that they outperformed the non-Indigenous cohort in Numeracy, whilst both Literacy and Numeracy results showed that the school met or exceeded system aspirations set by the State.