Blenheim State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

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School overview

Blenheim State School, a primary school catering for P to 6, is situated in the Lockyer Valley, 80kms west of Brisbane. The school was established in 1879. The excellent resources of the school include an interactive whiteboard in each classroom, laptop computers, desktop computers, state-of-the-art interactive software, air conditioned teaching spaces and library, multipurpose court, new sand pit, new playground equipment with rubberflex soft fall, greenhouse, covered play shed, cricket practice nets and two ovals. Students at the school are drawn from Mt Berryman, Blenheim, Laidley and the Lakes Estate area and comprise children from rural, semi-rural, acreage and semi-urban settings. Most students travel 8-10 kilometres on the bus to Laidley State High School for their secondary years. Blenheim is a small rural community consisting of a community hall, rural fire shed and school. The main industries are the growing of beetroot and broccoli, dairy farming and horse studs. The major service centres are Gatton (15km) and Laidley (8kms).

Our Vision:
Every student in every classroom is learning and achieving every day.

Our Purpose:
Providing high quality learning opportunities focussed on preparing Blenheim students with the knowledge, skills and confidence to be effective, responsible and respectful citizens.

At Blenheim State School, our behavioural expectations are based around our 4 Positive Values:
- ✓ Positive Language
- ✓ Positive Relationships
- ✓ Positive Action
- ✓ Positive Place

School progress towards its goals in 2018

Improvement Priority- Reading

- Targeted resources which align to support implementation. ACHIEVED

- Classroom visits and feedback sessions and time with principal and peers to support capacity building. ACHIEVED

- Data literacy development through staff release for data conversations and analysis. ACHIEVED

Improvement Priority – Writing

- Review and revise School Curriculum Plan and assessment and planning processes for Writing ACHIEVED

- Embed the 'Blenheim Way of Teaching Writing' through a coaching, observation and feedback cycle ACHIEVED

- Data literacy development through staff release for data conversations and analysis of writing. ACHIEVED

Improvement Priority – Numeracy

- Data literacy development through staff release for data conversations and analysis and other PD opportunities. ACHIEVED

Improvement Priority – Science

- Principal and staff develops a policy setting out the agreed 'Blenheim Way of Teaching Science' ONGOING

- Review and revise School Curriculum Plan and assessment and planning processes for Science ACHIEVED
- In-service all staff on the 'Blenheim Way of Teaching Science' during SFD ONGOING

Improvement Priority – Transition

- Networks are established between early childhood providers and the school. ACHIEVED
- Pre-prep program is explored and implemented to support transitions ACHIEVED
- Students are supported in participating in secondary school orientation programs. ACHIEVED
- Networks are built between upper primary and junior secondary teachers. ACHIEVED

Improvement Priority – Curriculum

- Engage regional support to ensure curriculum documentation is standards based with clear alignment in yearly, unit and weekly plans. Review yearly to allow for ACARA updates. ACHIEVED

Improvement Priority – Closing the Gap

- Data analysis is used to ensure teaching practice supports academic improvement for indigenous students. ACHIEVED
- Indigenous students are taught to write specific learning goals in collaboration with teachers. ACHIEVED

Improvement Priority – Pedagogy

- Development of a Professional Learning Plan that aligns with school improvement plan. ACHIEVED
- Observations and feedback of pedagogy. ONGOING

Improvement Priority – School Culture

- Publicise Respectful Relationships initiative in school community through newsletters and notice boards. ONGOING
- The Respectful Relationships content and teaching materials are incorporated into the School Curriculum Plan. ONGOING

Improvement Priority – Attendance

- Rewards for individuals, classes and school wide for attendance. ACHIEVED
- Communication to school community through newsletters on class and school attendance data. A

Future outlook

Improvement Priority – Reading

- Develop a culture of feedback through class visits from Principal and peers.
- Teachers meet with Principal to discuss different data of school and students.
- Distribute resources where greatest need is required.

Improvement Priority – Writing

- Update curriculum plan according to Blenheim planning and assessment for writing.
- Teachers meet with Principal to discuss different data of school and students.
- Observation of writing framework in action.

Improvement Priority – Numeracy

- Teachers meet with Principal to discuss different data of school and students.

Improvement Priority – Science

- Update curriculum plan according to Blenheim planning and assessment for Science.
- PD session to formalise teaching of Science.
- Collaboration of staff for curriculum consistency.

Improvement Priority – Transition

- Continued relationship with local day care centre around expectations of prep entry children.
- Design of supportive requirements for starting school.
- Year 6 students to be encouraged to attend local high school experience and transition days.
- Participation in cluster events that promote collaborative work between primary and secondary teachers.

Improvement Priority – Curriculum

- Review curriculum framework and consult with regional staff to ensure document is current as per ACARA guidelines.

Improvement Priority – Closing the Gap

- Data conversations specifically related to Indigenous students achievement.
- Teachers and Indigenous students collaboratively identify and write learning goals.

Improvement Priority – Pedagogy

- Develop a plan and culture of observations by Principal and peers.
- Professional development plan created.

Improvement Priority – School Culture

- Share information regarding domestic violence through normal communication processes.
- Respectful Relationship content added to School Curriculum Document.

Improvement Priority – Attendance

- Continued rewards for 100% attendance for students and class groups.
- Continued publishing of weekly and term results in newsletter, on notice boards and in staff newsletter.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	89	84	81
Girls	40	42	44
Boys	49	42	37
Indigenous	3	2	3
Enrolment continuity (Feb. – Nov.)	98%	85%	85%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The students at Blenheim State School come from a range of family backgrounds. 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. Blenheim State School operates under an Enrolment Management Plan as per Queensland Government guidelines and has strict procedures to follow when enrolling new students in regards to their residency.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	21	19
Year 4 – Year 6	21	22	22

Note:

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

Curriculum delivery

Our approach to curriculum delivery

- We continued to align our whole school plans with priorities identified in "United in our Pursuit of Excellence" that focuses on School Improvement from 2016-2019.
- We continued our Regional Focus in DDSW on improving reading results across the region with a focus on Explicit Teaching, Coaching and Feedback and Purposeful Use of Data.
- We continue to use C2C units to ensure students are exposed to all facets of the Australian Curriculum.

Co-curricular activities

- "Positive!" behaviour management system based on a symbolic values approach for all students in the school.
- Curriculum related excursions (Prep – Year 6)
- Curriculum-based camp for Year 4-6 (biannual)
- Community engagement through: ANZAC Parade, Laidley Spring Carnival Street Parade, local agricultural show displays and competitions.
- Transition activities for Year 6 students with the local High School to assist our students' transition into the high school setting.
- Swimming lessons (Prep – Year 6)

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, iPads, digital cameras and interactive whiteboards allows windows to be opened up to the world. Students enjoy a high ratio of students to laptop computers (2:1). Students are exposed to a variety of programs to provide them with multiple tools to enhance their learning experiences. IPads are also a functional tool for learning in our lower, middle and upper classrooms with students accessing a bank of 40 iPads for learning.

Social climate

Overview

Blenheim State School prides itself with it provision of a safe and supportive learning environment for its students and community. 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. Blenheim SS is a proud supporter of the National Day Against Bullying in Schools and also Bravehearts Day.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	77%	67%	79%
• this is a good school (S2035)	85%	78%	86%
• their child likes being at this school* (S2001)	100%	89%	93%
• their child feels safe at this school* (S2002)	100%	89%	93%
• their child's learning needs are being met at this school* (S2003)	77%	78%	79%
• their child is making good progress at this school* (S2004)	77%	89%	79%
• teachers at this school expect their child to do his or her best* (S2005)	85%	78%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	69%	67%	71%
• teachers at this school motivate their child to learn* (S2007)	77%	78%	79%
• teachers at this school treat students fairly* (S2008)	62%	67%	71%
• they can talk to their child's teachers about their concerns* (S2009)	77%	67%	93%
• this school works with them to support their child's learning* (S2010)	77%	67%	93%
• this school takes parents' opinions seriously* (S2011)	75%	67%	86%
• student behaviour is well managed at this school* (S2012)	92%	78%	86%
• this school looks for ways to improve* (S2013)	69%	67%	77%
• this school is well maintained* (S2014)	92%	89%	79%

* Nationally agreed student and parent/caregiver items. # 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	90%	90%
• they like being at their school* (S2036)	97%	87%	85%
• they feel safe at their school* (S2037)	89%	90%	100%
• their teachers motivate them to learn* (S2038)	97%	90%	100%
• their teachers expect them to do their best* (S2039)	100%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	87%	100%
• teachers treat students fairly at their school* (S2041)	93%	73%	90%
• they can talk to their teachers about their concerns* (S2042)	83%	83%	90%
• their school takes students' opinions seriously* (S2043)	79%	80%	90%
• student behaviour is well managed at their school* (S2044)	83%	86%	85%
• their school looks for ways to improve* (S2045)	89%	87%	95%
• their school is well maintained* (S2046)	100%	90%	100%
• their school gives them opportunities to do interesting things* (S2047)	89%	87%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	67%	100%	80%
• they feel that their school is a safe place in which to work (S2070)	89%	100%	100%
• they receive useful feedback about their work at their school (S2071)	67%	100%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
• students are encouraged to do their best at their school (S2072)	89%	100%	100%
• students are treated fairly at their school (S2073)	89%	100%	100%
• student behaviour is well managed at their school (S2074)	78%	100%	80%
• staff are well supported at their school (S2075)	56%	100%	100%
• their school takes staff opinions seriously (S2076)	56%	86%	100%
• their school looks for ways to improve (S2077)	78%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	86%	100%

* 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

Parents are encouraged to become active participants 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 the year 6 graduation ceremony are very much looked forward to by the Community as a whole.

Respectful relationships education programs

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

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	23	15	9
Long suspensions – 11 to 20 days	0	0	0
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

The Blenheim State School community utilised rainwater collections (drinking water) and bore water (toilets and gardens) in 2016. The school purchased extra water tanks to increase our water storage capacity. 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	33,183	11,787	22,574
Water (kL)			

Note:

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

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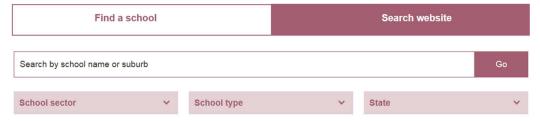
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

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	6	5	0
Full-time equivalents	5	4	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	5
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $2614

The major professional development initiatives are as follows:

- Reading, writing and Maths
- Leadership

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	93%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 81% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	95%	93%
Attendance rate for Indigenous** students at this school	85%	90%	80%

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

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

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

Year level	2016	2017	2018
Prep	92%	96%	95%
Year 1	96%	93%	95%
Year 2	93%	96%	87%
Year 3	95%	95%	96%
Year 4	94%	94%	96%
Year 5	95%	95%	92%
Year 6	95%	94%	92%

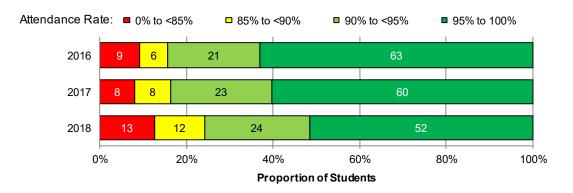| Year level	2016	2017	2018
Year 7	100%		
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	9	6	21	63
2017	8	8	23	60
2018	13	12	24	52

Proportion of Students

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.
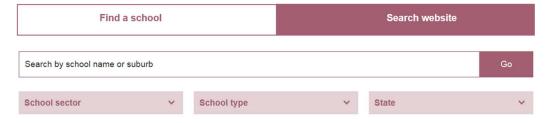
Class Rolls are marked at 9.00 am and 2:15 pm for each class on each school day. Parents are contacted, by phone, if a valid reason has not been given for a child's absence. Students away for 3 days or more require a medical certificate to substantiate their absence. A meeting with the Parent and Principal is conducted if there is a continued pattern of absences. 100% attendance certificates are awarded to students at the end of each term. Attendance for each year level is tracked weekly and communicated through the fortnightly newsletter and posted on the notice board.

NAPLAN

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

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

| School sector ⌄ | School type ⌄ | State ⌄ |

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

View School Profile

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.