Bluff State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

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From the Principal

School overview

Established in 1907, Bluff State School continues to nurture the learning and personal development of young people. The school provides a well-resourced learning environment, preparing students for their future.

At Bluff State School, we embrace the following core values:

- *Every student should feel a sense of belonging here.*
- *Every student can learn.*
- *Every student should experience success in their learning.*

Our staff embody our motto of 'Learning and Growing Together' to provide an inclusive and positive learning environment with a focus on high expectations, engaged learning and critical thinking, and that is student-centred in every way. We aim to provide a quality education to provide students with a life of choice, not a life of chance.

In 2019, after extensive consultation with our school community, we unveiled our new logo and motto to reflect what we do as a school, now and into the future.

We provide learning opportunities aimed at developing well citizens, with integrated technology and personalised learning.

School progress towards its goals in 2018

Improvement Priority 1. Reading

100% of students at or above National Minimum Standards All students accessing Guided Reading four times a week

100% students having regularly monitored and updated data to demonstrate gains 100% of staff involved in PD

100% of teachers using data to inform practice

Strategy:	Establishing a culture of consistent, high quality rigorous and collaborative approaches to teaching reading.		
Actions		**Timeline**	**Responsible Officer(s)**
Continue to implement a whole school approach to teaching reading with an emphasis on developing students' knowledge and skills in comprehension through implementing the Sheena Cameron approach		Ongoing	Tash Mallory, Peta McNamara
All staff will receive professional development on reading comprehension.		Ongoing	Principal
Guided reading will be delivered across all year levels.		Ongoing	Tash Mallory, Peta McNamara
Reading goals will be developed from the Literacy Continuum for each child		Ongoing	Tash Mallory, Peta McNamara

Strategy:	Skilling staff to interrogate data to inform the teaching process of reading.		
Actions		**Timeline**	**Responsible Officer(s)**

Using professional development, build staff skills and knowledge around effective reading practice across the KLA's	Ongoing	Principal
Participate in 5 week data cycle meetings to explore the data trends.	Ongoing	Tash Mallory, Peta McNamara

Strategy:	Data is used by staff to inform teaching and to respond to learning needs of all students	
Actions	**Timeline**	**Responsible Officer(s)**
Utilise the 2018 assessment schedule and the year level benchmarks for P-6 focusing on PAT R, NAPLAN resits, Words Their Way, Running Records	Ongoing	Principal
Continue to implement data analysis and discussions regarding students' data on a five-weekly rotation.	Ongoing	Tash Mallory, Peta McNamara

Strategy:	Developing community partnerships around the teaching of reading comprehension	
Actions	**Timeline**	**Responsible Officer(s)**
Provide opportunities for goal setting interviews with teachers, parents and students.	Ongoing	Tash Mallory, Peta McNamara
Using the school communication networks, building a positive culture that values the importance of reading.	Ongoing	Principal

Improvement Priority 2. Numeracy

Targets

Continue to embed the five critical number concepts into the RUCSAC program for problem solving

100% of staff to utilize open-ended questioning in their maths lessons

85% of students achieving a "B" level

100% of students achieving a "C" level

ALL students to set goals

100% of teachers using data to inform practice.

Strategy:	Providing Professional Development to all staff so that a a common language is utalised	
Actions	**Timeline**	**Responsible Officer(s)**
Using professional development, build staff skills and knowledge around effective mathematics practice.	Ongoing	Principal
Continue to have an observation and feedback cycle for staff to improve their practice	Term 2	Tash Mallory, Peta McNamara
Establish school wide approaches to foster open ended problem-solving questions from all staff	Term 2	Principal

Strategy:	Establishing school wide approaches to assessment and data

Actions	Timeline	Responsible Officer(s)
Track all students against the Australian Curriculum achievement standards	Ongoing	Tash Mallory, Peta McNamara
Set individual maths goals for students aligned to the 5 critical number concepts of the Australian curriculum: quantity, partitioning, place value, multiplicative thinking and proportional reasoning	Ongoing	Tash Mallory, Peta McNamara
Analyse student data to monitor progress, guide teaching practice and prompt early intervention. (NAPLAN resit, Bluff State School Diagnostic, Numeracy Indicators)	Ongoing	Tash Mallory, Peta McNamara

Strategy:	Establishing a school wide approach to problem solving using the RUCSAC method	
Actions	**Timeline**	**Responsible Officer(s)**
Continue to embed the five critical number concepts into the RUCSAC problem solving program: quantity, partitioning, place value, multiplicative thinking, and proportional reasoning.	Ongoing	Tash Mallory, Peta McNamara
Further embed RUCSAC lessons on a weekly basis.	Ongoing	Tash Mallory, Peta McNamara

In 2018, the School underwent a number of staffing changes, with a new permanent principal appointed and the second classroom teacher transferring out at the end of Semester 1. Continued recruitment difficulties meant that the School was restructured to a single classroom model.

In Semester 2, the School underwent its Quadrennial School Review and has its review with the School Improvement Unit.

Future outlook

In 2019, Bluff State School will continue to implement its improvement agenda in areas including:

- The effective implementation of the Australian Curriculum

- Improving teacher quality through ongoing professional development and a comprehensive Pedagogical Framework

- Developing students as assessment-capable learners

- Continue to invest funds in staffing and resourcing to ensure sustainability in programs as student numbers continue to decrease.

- Continue to develop strong, positive and supportive relationships with parents, the local community and other stakeholders.

In 2019, Bluff State Schools begins its new four-year Strategic Plan, with the following four areas of improvement:

1. **Australian Curriculum (Successful Learners)** - Bluff State School aligns its teaching to the Learning Areas of the Australia Curriculum, in readiness for full implementation from 2020.

2. **Parent and Community Engagement (Local Decision-Making)** - Increase Parent and Community Engagement positively, measured by the School Opinion Survey

3. **Quality Teaching (Teaching Quality)** - Bluff State School has comprehensive policy documents covering Pedagogy, Professional Development and Responsible Behaviour for enactment by all staff

4. **Assessment Data (School Performance)** - Bluff State School has an Assessment Plan which articulates key assessment types, their purposes, and time frames for use.

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	30	15	11
Girls	10	5	5
Boys	20	10	6
Indigenous	8	1	2
Enrolment continuity (Feb. – Nov.)	89%	56%	64%

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 student population of Bluff State School has experienced considerable fluctuation over the last five years, with key factors including the employment opportunities available to families and the option to access a bus service to Blackwater and its schools. In December 2018, a new coal mine opened on the outskirts of Bluff; some new students joined the schools with their parents involved in support services for the mine. Several students also attend from Blackwater and surrounding properties.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	14	16	2
Year 4 – Year 6			10
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 delivery

Our approach to curriculum delivery

At Bluff State School, we aim to provide rigorous and effective learning opportunities for all students to allow them to access the Australian Curriculum. We do this by developing a comprehensive understanding of the Australian Curriculum, particularly its Content Descriptors and Achievement Standards, enacted through the C2C resources provided by Education Queensland.

As an active participant in the Capricorn Highway Cluster of Schools, we work collaboratively with other schools to support student learning and staff development.

Some curricular learning activities are provided in conjunction with other schools, including LOTE (Japanese) and PE/Health.

Co-curricular activities

Bluff State School continues to provide a range of extra- and co-curricular activities for students, including:
- IMPACT programs for students
- Musical performances by visiting artists
- visiting Science exhibition
- NAIDOC Week visits and experiences
- Learn to Swim program
- ANZAC Day commemorations
- Memorial Fun Run
- Art Exhibition

How information and communication technologies are used to assist learning

Bluff State School is increasingly moving towards digital platforms for student learning. In 2018, the School continued to invest in digital resources, including interactive TVs. Students in Years 3/4/5 have access to individual laptops to enhance and support learning, and the School began trialling OneNote Classroom. Staff continue to develop their capabilities with regard to the effective use of technology.

Social climate

Overview

Bluff State School is committed to creating and maintain a safe, supportive and disciplined learning environment. In 2018, the School adopted the You Can Do It! Program as the basis of our school behaviour management policy. This has led to the adoption of the key elements of the program as our school rules:

- We are confident

- We get along

- We are organised

- We are persistent

- We are resilient.

Using the principles of Positive Behaviour for Learning (PBL), the School refocused its behaviour management policy on recognising and rewarding positive behaviours, rather than focusing on addressing and correcting negative behaviours. Students engaging in positive behaviour are given positive behaviour cards, which can be redeemed for prizes and certificates.

Students are encouraged to take on leadership positions within the School and develop the skills to be positive role models and effective leaders.

There is a strong emphasis on supporting students as individuals and recognising their strengths and providing them opportunities to engage in activities that support these. There is also a strong focus on developing appropriate problem solving skills when engaging with others socially. Bluff State School takes a zero tolerance approach to bullying, while recognising that interpersonal conflict is a normal part of life and learning how to solve such conflict is a valuable and necessary life skill. With our increased focus on technology, the School is also working to develop student understanding of the risks of online activities and cyberbullying, and how to recognise and report this.

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)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	83%	100%	80%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	83%	100%	100%
• this school takes parents' opinions seriously* (S2011)	67%	100%	80%
• student behaviour is well managed at this school* (S2012)	100%	100%	80%
• this school looks for ways to improve* (S2013)	83%	100%	100%
• this school is well maintained* (S2014)	100%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	83%
• they feel safe at their school* (S2037)	95%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	85%	83%	83%
• they can talk to their teachers about their concerns* (S2042)	89%	67%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	85%	100%	83%
• their school looks for ways to improve* (S2045)	100%	83%	100%
• their school is well maintained* (S2046)	95%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	83%	100%

Percentage of students who agree# that:	2016	2017	2018

* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	83%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
• 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)	83%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	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

Bluff State School welcomes and values parental and community engagement and participation. The School offers an Open Door policy, where parents can see staff about issues at any time to promote and strengthen the relationships. Parents and family members often attend parades and other ceremonies. Despite limited membership numbers, the P & C takes a strong interest in supporting students and their learning.

Respectful relationships education programs

Through its Responsible Behaviour Plan for Students and curriculum areas (such as Health), the School promotes respectful, equitable and healthy relationships. The School regularly promotes community events such as White Ribbon Day and Domestic Violence Awareness Month, as well as the Day for Daniel.

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	0	0	0
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

Bluff State School continues to work towards reducing the School's environmental footprint. We have reduced active use of spare buildings, which substantially decreased our electricity bill. Taps used for watering and air-conditioners are timed to shut off after a period of time. During the drought, watering of the gardens took place in the early mornings and later afternoons and evenings to minimise evaporation and water loss. The School is actively working with BAS to maintain and update lighting and air-conditioning to ensure that the school can reduce its footprint further.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	48,740	52,842	46,555
Water (kL)	804	1,045	2,256

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.

View School 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	2	4	0
Full-time equivalents	2	2	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	1
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 $2000.

The major professional development initiatives are as follows:

- Upskilling staff in the areas of reading and mathematics problem solving
- Engaging with PEA-AC on planning with the Australian Curriculum and C2C in the small school context.

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.	95%	97%	93%

Proportion of staff retained from the previous school year

From the end of the previous school year, 50% 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%	93%	95%
Attendance rate for Indigenous** students at this school	95%	DW	90%

* 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	91%	DW	95%
Year 1	93%	93%	
Year 2	92%	93%	DW
Year 3	98%	95%	95%
Year 4	97%	76%	95%
Year 5	97%		96%
Year 6	97%	94%	

Year level	2016	2017	2018
Year 7			
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	11	7	21	61
2017	5	20	30	45
2018	14	7	29	50

Proportion of Students
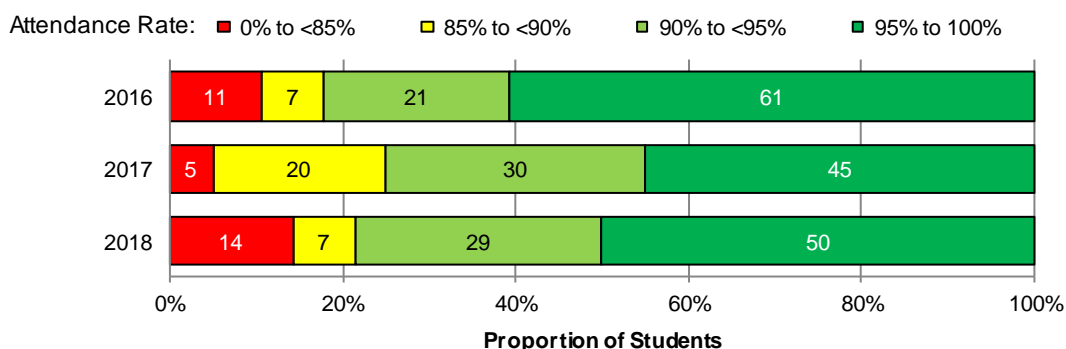
Description of how this school manages non-attendance

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.
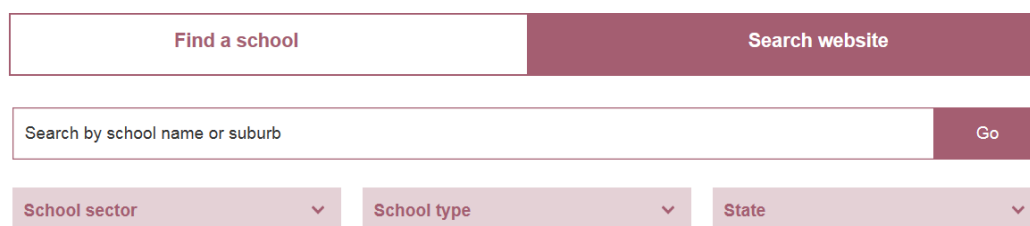
The School contacts parents and carers when a student is absent from school. The School continues to encourage parents and carers to report student absence early, and has worked to reduce the number of Unexplained absences by explaining the acceptable reasons for absence.

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.