


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Blackall State School (0299)

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### Principal's foreword

#### Introduction

The purpose of this annual report is to provide the reader with a snapshot of the 2010 school year at Blackall State School. This report is available online (website) and is also available in hard copy form from the school office.

Blackall State School has a shared vision. Strong Foundations, Broad Horizons is the vision driving Blackall State School. It reflects our values and beliefs about education and community. Our school teachers are committed to ensuring that all our students develop strong foundations. Teams have been set up within our school to address key objectives and goals. Team leaders in conjunction with their team members have established areas of responsibilities and actions required.

A Prep-12 school has many dimensions that a typical secondary or primary school does not have. Secondary students become role models to our prep and primary students, so from the outset students have additional responsibilities as a member of our school.

We encourage all students to discover their talents, and to develop them to their full potential.

Strategic directions from the School Strategic Plan to be of key focus for 2010:

Teaching and Learning – Literacy and Numeracy / Whole School Curriculum

Closing the Gap

Improving Blackall SS's science performance – student access, specialist teachers, prioritising with Literacy and Numeracy

Improving retention rate of students in rural / remote area from 8-12, to challenge the trend of parents sending children to metropolitan boarding schools after Yr 7.

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## Blackall State School (0299)

### School progress towards its goals in 2010

We improved NAPLAN Literacy and Numeracy results from past year and cohort year in Years 3,5,7,9.

We finalised the whole school curriculum and begun an audit of QCAR curriculum compared to the emerging ACARA curriculum

We closed the Gap in all areas

We employed a specialist secondary science teacher (scholarship graduate), timetabled yr 7 students with a secondary science teacher once per week, opened science lab to whole school, organised specialist science lessons for primary students taught by sec science teacher and assisted by senior science students.

### Future outlook

Blackall State School's purpose is to promote the academic, cultural, physical and social development of each child. Students are encouraged and taught to become self-motivated learners who can work independently, co-operatively and happily to gain the skills they need to make choices about their lives, now, and in the future.

School Strategic Priorities 2011 - 2012

- Improvement Agenda
- Science, History
- Teaching and Learning – Literacy and Numeracy
- Australian curriculum development (P-10) – English, Maths,
- 2010 Teaching and Learning Audit review and response
- Improving attendance rates – 'Every Day Counts'

Blackall State School will become a National Partnership (Low SES) in 2012.

## Our school at a glance

### School Profile

Coeducational or single sex: Co-educational

Year levels offered: P-12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
165	80	85	84%

Characteristics of the student body:

48% female

52% male

10% Indigenous

3% Students with Disabilities

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	100%	100%	0%	0%
Year 4 – Year 10	9	100%	100%	0%	0%
Year 11 – Year 12	4	100%	100%	0%	0%
All Classes	7	100%	100%	0%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	4
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

## Our school at a glance

### Curriculum offerings

#### Our distinctive curriculum offerings

##### PRIMARY

English, Mathematics, Science, SOSE, Technology (Home Economics and Manual Arts – including mechanics and welding), HPE, The Arts (Visual Art, Dance, Drama, Media, Music).

##### SECONDARY

[Accounting](#)

[Agricultural Science](#)

[Ancient History - Distance Ed](#)

[Biology](#)

[Business SAS](#)

[Chemistry - VSS](#)

[Creative Arts](#)

[Drama](#)

[Economics - VSS](#)

[Eng Com SAS](#)

[English](#)

[Geography - Distance Ed](#)

[Graphics - Distance Ed](#)

[Hospitality SAS](#)

[ICT SAS](#)

[IPT - VSS](#)

[Legal Studies](#)

[Manufacturing SAS](#)

[Maths A](#)

[Maths B](#)

[Modern History](#)

[Physical Education](#)

[Physics - VSS](#)

[Pre Vocational Maths SAS](#)

[Recreation Studies SAS](#)

[Visual Art - Distance Ed](#)

#### Years 8/9 Core Subjects

English

Mathematics

Science

Studies of Society & Environment

Arts

Health and Physical Education

ICT / Business

Sport

#### Year 10 Core Subjects

English

Mathematics

Tutor

Sport

Elective Subjects

Sciences – Biology / Chemistry / Physics /

Agricultural

History / Geography

Creative Arts

Recreational Studies

Industrial Design Skills - Manufacturing

Drama

Business Studies (Cert II)

Information & Communications Technology

Graphics (Distance Ed)

Range of Distance Ed subjects

### Elective Subjects

Recreational Studies

Media Studies

Home Economics (Food and Textiles)

Industrial Technology Skills – Manufacturing

### Extra curricula activities

- Instrumental Music
- Dance
- Sport
- Arts
- Wakikirri
- Eisteddfod
- Choir
- Gymkhana
- Community partnership program
- Arts Evenings

### How Information and Communication Technologies are used to assist learning

Blackall SS has a computer:student ratio of 1:2. We embed ICTs into our curriculum planning, across all KLAs and year levels. Blackall SS has 8 interactive whiteboards which are used to engage our students in a virtual learning environment while using higher order problem solving skills and encouraging creativity to complete tasks.

All classrooms have a minimum of four (4) computers and a maximum of eight (8). All teaching staff have their ICT Certificate. We have a Senior School teacher in charge of our Information Communication Technology course we offer in our Middle and Senior Phases. Our computer lab (20) is available to all classes on a 'booking' system, as is the library with 14 computers.

We engage students in multimedia technology through specialist teaching of film, media and television. Students are taught how to develop their own short film, from the ideas stage, through script writing, filming, editing and production stages. Students use software platforms such as Photo Story 3, Photo Impact X3, Microsoft Movie Maker, Nero film suite and a range of other programs to create multimedia presentations across all Key Learning Areas.

## Our school at a glance

### Social climate

At Blackall State School all staff and students share a common language of respect, responsibility, tolerance and inclusion derived from our School Values. We offer a pastoral care program for each year level cohort, which sees our secondary pastoral care teacher stay with their care group class for their entire secondary education journey. Our student services include students with disabilities teacher, students with learning difficulties teacher, school based health nurse, school chaplain, guidance officer and a local adopt-a-cop. The student services team provides additional support for students and works very closely with parents, community and school staff to ensure success both in school and for the future as a well-rounded citizen.

### Parent, student and teacher satisfaction with the school

The upward trend of student, parent and staff satisfaction of Blackall State School is a very good indication of the improvements we have made in a short time. Students, parents and staff are very satisfied with Blackall State School, and are confident in the school providing a nurturing, challenging and rewarding educational experience which will ultimately lead to very positive futures for our students.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	85%
Percentage of students satisfied that they are getting a good education at school	92%
Percentage of parents/caregivers satisfied with their child's school	88%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	88%
Percentage of staff members satisfied with morale in the school	97%

## Our school at a glance

### Involving parents in their child's education.

At Blackall State School we involve our parents in every facet of their child's education. We are very transparent with school operations, future directions, educational school targets and individual student goal setting.

We report to parents on a weekly basis (Year 1-7) through a weekly reporting system which denotes the student's goals for the week in spelling and maths, and for the term in reading. Goals are set by students in conjunction with teacher and parent input. Students are also reported on their in-class behaviour, effort and homework completion. This weekly reporting system has generated many parent / teacher / student meetings which normally would have been addressed at the end of term or semester.

We communicate to parents through our regular newsletter 'Barcoo-ee' (website and hardcopy) and on our school website. We formally report on students' progress at the end of each semester and hold two formal parent / teacher interviews a year. We also correspond to parents through informal and formal telephone conversations, teleconferences and video conferences, and we have a comprehensive mailing system designed to inform parents of a student's excellence, improvement or area of concern in a particular subject area.

Each year we hold subject selection evenings for our Year 7s to 8 and other secondary students and their parents. These evenings are an opportunity for our students to showcase their talents and share in the promotion of subjects on offer at Blackall State School.

Year 10, 11 and 12 students have two scheduled meetings a year to discuss their SET (Senior Education and Training) plan. This meeting is held with parents, a teacher mentor and either the Senior Phase Leader and/or Principal. SET plans are occasionally amended depending on the student's future goals.

We invite parents to become part of the learning process by volunteering their time to assist with reading groups and in other areas of the school. We also have a parents' open day once a year, when we invite parents to experience life as a student in the 21<sup>st</sup> century.

Blackall State School has a very active Parents' and Citizens' Association which meets monthly. The principal provides a detailed report of the previous month's activities and upcoming events.

Parents are also involved in a range of extra-curricular activities and planned days such as Under 8s Day, music, dance and sport programs, school excursions and camps, arts appreciation evenings, musicals, fundraising etc..

## Our school at a glance

### Reducing the school's environmental footprint

Blackall State School teachers turn off lights when not required, use ceiling fans instead of air conditioners when appropriate and teach students about being energy efficient. We have put window tinting around the school to reduce the sun's heat and installed solar panels to feed energy back into the power grid. Blackall SS has also been successful in receiving a \$35 000 grant to install more solar panels, 3 water tanks and ceiling fans in the Administration building.

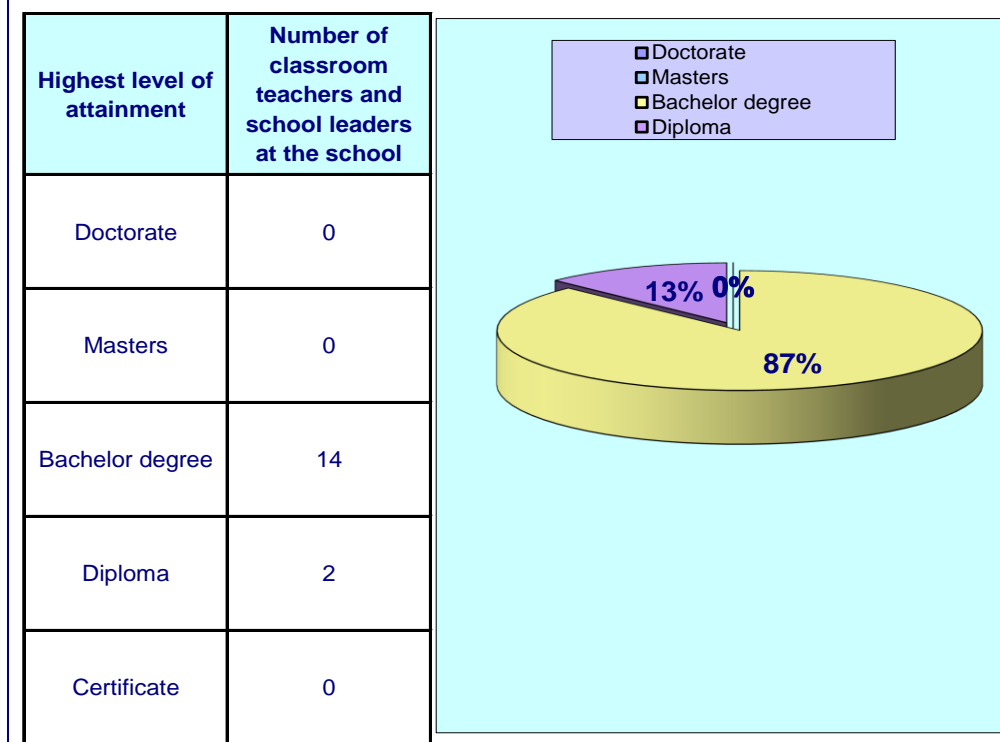
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$41,955	\$30,336	\$3,820	\$3,635	\$4,164	\$0	\$0	158,680	224	0
2009	\$37,364	\$26,801	\$0	\$0	\$3,786	\$0	\$6,777	1,770	224	0
% change 2009 - 2010	12%	13%	N/A	N/A	10%	N/A	-100%	8865%	0%	N/A

## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	16	16	0
Full-time equivalents	15	8	0

### Qualifications of all teachers.



## Our staff profile

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$27 785.

The major professional development initiatives were as follows: Literacy, Numeracy (First Steps), Reading, National Curriculum (ACARA) audit, review and planning, One School – timetabling and finance, Science, ICTs (multimedia), QSA moderation & verification meetings, School and Regional moderation meetings, principal meetings, QSA and First Aid for all staff. Due to geographic location we participate in many online workshops using 'Eluminate' software to network with colleagues who may be 12 hours drive away.

The involvement of the teaching staff in professional development activities during 2010 was 100% as per personal professional development logs and CPD records maintained by QCOT.

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 87% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 90%.

##### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
87%	92%	94%	90%	93%	93%	93%	88%	87%	90%	88%	87%

##### 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.

Rolls are marked in care group before school (8.50am). The rolls are sent to the office to be processed. The admin officer emails all teachers of student absences for the day. The admin officer will flag any student who has had unexplained absences for more than 2 days. The principal or Phase Leader will make contact via telephone with the parent to enquire about the absences.

Primary: Rolls are marked a second time after lunch. Any missing students are reported to the office immediately.

Secondary: Rolls are marked in every lesson. A fractional truancy sheet is sent to the office at 2.30pm, for the Admin officer to check that students have not left school without permission throughout the day.

For major breaches of student attendance the principal will issue a letter to parent (compulsory participation) to inform them of their responsibilities as parents to get their children to attend school.

As Blackall is a small town we have little to no truancy issues.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

Achievements are taken from the 2010 Closing the Gap Report. Blackall State School has closed the gap in Year 3 Mean Scale Score for reading, writing and numeracy. Indigenous attendance rose from 85.7% (2009) to 87.9% (2010).

### Attainment and Achievement – Year 12

#### Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%
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#### Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	7
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	3
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	5
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	4
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	100%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	71%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

## Performance of our students

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
1	0	2	0	0

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
2	2	0

Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### Early leavers information

At Blackall State School we offer a range of opportunities for students who have disengaged from school:

- Students at risk of disengaging school are supported on a fortnightly basis with one-on-one support with staff from Youth Connections & Isa Skills.
- Students are encouraged to commence work experience or a school based traineeship or apprenticeship.
- Students may be referred to the "Get Set Go" program

Students may be placed on a flexible timetable arrangement which gives them opportunity to earn and learn on a weekly basis. Core subjects English and Maths are prioritised.

Process to retain at-risk students at Blackall State School:

SET Plan reviews by Principal and Senior Phase Leader twice a year:

- Initial consultation meeting with student
- Student enters SET Plan information into One School (Intended Learning, personal and Career pathways)
- Copy of the SET Plan is sent to parents for approval then returned to the school and filed.
- Once agreed by parent/student/school teachers & GOs have access to an electronic copy which they can refer to and initiate conversations from.

GO is involved in career counselling at both a class and individual level. SAT Coordinator assists GO by liaising with Industry reps for student work placement

A Peer Support program has been established as well as a Welfare Committee to designed to address key areas of student safety, health and well-being. The committee will liaise with GO and School based Health Nurse, as well as off campus youth and health organisations.

All students exiting Yr 12 update their SET Plan before they leave to ensure their transition is sound and viable. Parents are included in this process. All students will either, enter the workforce (25 hrs or more a wk), attend university / TAFE or study externally and continue their apprenticeship or traineeship.