



Blackbutt State School

ANNUAL REPORT

2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Blackbutt SS is a rural school situated at the southern entrance of the South Burnett Region. The school has a long, rich and proud history of excellence in education. Students are supported and served by an extensive team of talented, dedicated, enthusiastic, caring staff and the community. Blackbutt SS offers a multi-age, co-educational curriculum program across years P to 6, using the National Curriculum including Indonesian, early intervention strategies and learning and special needs support. Teaching programs are balanced and innovative without ever losing sight of the foundations of English and Mathematics. The school works within a whole school positive behaviour support framework called Kidsmatter and has embedded effective, positive behavioural program to support students. The school is very active within the community and our chaplain and RE teachers address pastoral care. At Blackbutt State School we highly value the role parents/carers play in the education of their children as partners in learning and we have open communication.

Principal's Foreward

Introduction

School Progress towards its goals in 2016

This report provides parents, caregivers and members of the community with information about the school's activities and performance during the 2016 school year. It highlights our strengths and identifies areas for development and improvement for 2017. It reports on the achievements of our school against declared systemic and school priorities as outlined in our 2016 Annual Implementation Plan.

Our belief:

Every student succeeding and Every Child Matters Every Day at Blackbutt State School.

Our School Mantra:

Every decision we make and every action we take will be for the benefit of the child as a whole; socially, emotionally and academically.

Our School Motto:

Imagine – Innovate - Inspire

Our Collective Moral Purpose:

We aim to turn learning cannots into learning cans so that our children can be the best that they can be.

School progress towards its goals in 2016:

2016 Priority	Key Actions Accomplished
Reading	Investing for Success funding supported the targeted use of school resources and ongoing review of student progress data achieved informed curriculum planning, oral language development and a re-invigoration of the teaching and learning of Reading. This re-invigoration is underpinned by the research of Lynn Sharratt, Michael Fullan and Professor Hattie. The development of Personalised Learning Improvement Programs (PLIPs) for every child, whole school data walls, individual student reading goals using a SMART goal framework, success criteria for students to achieve their learning goals, child friendly placemats to chart student progress and alignment to the P-10 Literacy Continuum were key developments in semester two 2016.

Learning is the work	A shift to focussing on learning as opposed to focussing on teaching began in term 4 2016.
Attendance	Whole school celebrations for high attendance has yielded positive home and school partnerships and improved overall school attendance. The use of a daily messaging system called Message Media was implemented in term 3 2016. This enables school staff to send daily SMS messages to parents/carers asking where their child is if the absence is unexplained.
Spelling	Focussed Professional Development in purposeful use of data achieved stronger consistency across all year levels in the teaching of Spelling. This was evidenced in sequential and developmental teaching and learning, specifically targeted group work using the Words Their Way framework.
Writing	Targeted extension programs including Booster and Unify and short term intervention programs with dedicated staffing engaged identified students. Increased focus on developing a whole school approach to the teaching of writing will continue to feature in the school's improvement agenda.
Numeracy	Collaborative curriculum planning evidenced an increased capacity of teachers to innovate teaching plans towards visible and accountable differentiation. Analysis of student performance data facilitated a sharp and narrow focus for end of term planning decisions and NAPLAN preparation.
Science	Continued implementation of explicit teaching practices has generated a raised profile of Science in the curriculum.
Transitions in the Early Years and in year 6 to high school	<p>Early Years Transitions</p> <p>A new process was implemented in semester two call Ready, Set, Prep. This process involved close communication between the prep teacher and the two Early Childhood Centres at Blackbutt. Prep to be students participated in Under 8's day with our school and joined in a comprehensive orientation program to prepare our preppies to be comfortable when they enrolled as Prep students at our school. Feedback from the parents of our 2017 preppies showed 100% satisfaction in this program in preparing them and their child/ren for Prep.</p> <p>All year 6 students including enhanced processes for students with additional needs was consolidated in semester two 2016. The Cluster Junior Secondary Transition Plan has yielded strong connections between schools benefiting the students and their families.</p> <p>For the first time, Blackbutt State School was able to offer the Archie Muir Bursary to two selected year 6 students at their graduation celebration. The successful students received their own laptop to use for their high school studies valued at \$1500.00 per device.</p>
Closing the Gap	Effective resourcing and planning time for teachers enabled personalized learning goals around effective learning engagement.
High Quality Teaching Practices	<p>The positive impact of innovative resourcing was evidenced through the work of the Acting Head of Curriculum, and a review process of the school's pedagogical framework.</p> <p>Use of the signature pedagogy of Explicit Instruction was consolidated throughout 2016.</p> <p>Teachers provided timely feedback to students and tracked student progress to better inform the direction for targeted teaching and direct support interventions for student learning.</p> <p>A comprehensive professional development program for staff yielded stronger teaching capability using Teach Like A Champion teaching techniques.</p>

Coaching and Feedback	Investment of supportive responses for teachers to engage in collaborative inquiry cycles achieved momentum in shared responsibility and decision-making with benefits being evidenced in a collegial and collaborative school culture of high expectations in teaching practices.
Social and Emotional Wellbeing Kids Matter	The School Charter of Expectations was refined to better reflect the improved outcomes of the Kids Matter and Parent and Community Engagement Framework. Enhanced Dress Code expectations reflected school pride and community partnership. A review process of the Whole School Positive Behaviour plan was initiated with increased outcomes being evidenced in behaviour improvement data. In Semester two, a focus on behavioural expectations at play times and before and after school was developed.

Future Outlook

Improve student performance in Reading:

We want to improve the learning for every child at Blackbutt State School. We are building and improving the knowledge and understanding of teachers and teacher aides to diagnose reading misconceptions and misunderstandings and turn every child's reading can'ts into reading cans. In the early years, we are teaching our children to read, so that as they grow older they will use reading to learn. We have a collective moral purpose to improve the learning of reading for every child.

We will do the 'right' work and identify the learning impact and effect size for high impact teaching techniques and strategies as we shift our focus to learning as opposed to teaching.

Teach Like A Champion

The powerful teaching techniques of the Teach Like A Champion approach and the use of a differentiation placemat when teachers are planning lessons will enable teachers to deepen their knowledge and understanding and improve their teaching effectiveness.

Kids Matters:

We will expand and enrich the whole school positive behaviour for learning framework and implement strategies to increase daily attendance and increase teaching time by reducing student disengagement.

Strengthen Parent and Community Engagement:

We will create opportunities to build sustainability in parent/ caregivers participation in classroom learning programs, Parent and Citizen Association events and decision making, whole school parades and special occasions. Our school will enhance the facilities and practices of the school to make the most of the welcoming and friendly environment to encourage increased parent/carer participation.

Consolidate Early Years and Year 6 to High School Transitions:

A new process was implemented in semester two 2016 called **Ready, Set, Prep**. This process involved close communication between the prep teacher and the two Early Childhood Centres at Blackbutt. Prep to be students participated in Under 8's day with our school and joined in a comprehensive orientation program to prepare our preppies to be to be comfortable when they enrolled as Prep students at our school. Feedback from the parents of our 2017 preppies showed 100% satisfaction in this program in preparing them and their child/ren for Prep. This process will be consolidated in 2017.

The **Cluster Junior Secondary Transition Plan** has yielded strong connections between schools benefiting our year six students and their families as they transition into the high school of their choice.

We will continue to offer the Archie Muir Bursary to two graduating year 6 students. The successful students receive their own laptop to use for their high school studies valued at \$1500.00 per device.

Re-shape the Blackbutt State School Curriculum Plan:

We will endorse high expectations with feedback, use student performance data to focus on learning in every classroom and have visible inclusive practices embedded in our pedagogy. Our understanding of school expectations for pedagogical practice and delivery strategies, assessment and reporting, differentiation and monitoring student progress will be outlined in the collaboratively developed whole school curriculum plan. We will shift our focus to learning as opposed to teaching and begin to implement data analysis that calculates effect size and impact. In this way we can examine whether we are achieving a minimum of one year's learning growth for one year at school for every student.

Continue to use a Case Conference Approach:

We will consolidate our case conference process; use whole school data walls, complete Personalised Learning Improvement Plans for every student; and communicate more frequently with our parents and carers about learning progress for every child.

Value student voice:

There is a strong sense of belonging, student voice and pride reflected in bookwork presentation, standards of behaviour, support for inclusive practices and peer relationships. We will enrich this school culture through active valuing of Student Council, Student Leadership program, community partnerships, support for extra-curricular activities, training of student Leaders in Peer Skills to support other students at break times and participation in the Bella Program (Chaplain led) for year 6 girls and the Guy Group for year 6 boys.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	203	97	106	18	87%
2015*	164	88	76	11	86%
2016	167	85	82	13	86%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Blackbutt State School is a rural school situated at the southern entrance of the South Burnett Region. The school offers a co-educational curriculum program across years Prep to Year 6, implemented through the Australian Curriculum and innovative learning support and enrichment



programs. Indonesian is the LOTE subject. Teaching programs are balanced and explicitly delivered, based on a strong instructional focus for English, Mathematics and Science teaching and learning, enhanced with innovative curriculum plans for other Key Learning Areas. The teaching and learning plans reflect collaborative planning and purposeful use of student performance data.

The social demographics of the area is changing as increased numbers of families relocate from the outer areas of the metropolitan centre of Brisbane, in response to families seeking more affordable housing. Our enrolment trend shows movement throughout the year.

Student attendance has required significant support from the school to achieve a satisfactory outcome. Many factors impact on student attendance. The school has a positive partnership with the Blackbutt community adding strength to the ways of meeting the needs of transient families and ensuring every day counts at school.

Our school currently has an indigenous population of less than 10%. Our students have a strong sense of school pride. The standard of uniform is high. Attendance in community events is proactive and engagement in extra-curricular activities is well supported.

Classes at Blackbutt State School are organised around traditional year level groupings with a minimal number of composite classes over adjacent year levels in order to meet human resourcing allocations.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	19	25
Year 4 – Year 7	24	24	23
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Blackbutt State School, effective curriculum delivery is founded on the following:

Teacher accountable learning, Explicit instruction, Short term to long term memory, daily evaluation of student learning and Respectful Relationships.

Teaching and Learning requirements are from the Australian Curriculum. Guidelines and resources are based on the Australian Curriculum Year level descriptions and organization sections, assisting teachers in the planning and assessment cycles.

The signature pedagogy is Explicit Instruction based on the Gradual Release of Responsibility model and reinforced through Teach Like a Champion techniques.

Explicit Instruction is highly structured and focusses on three distinct stages that a student 'moves through': I Do (modelled), We Do (guided) and You Do (Independent).

There is an expectation that classroom delivery includes differentiation, where support, scaffolding and extension is provided so that all students can achieve to their maximum potential.

Our teachers use a number of standardised and diagnostic assessments to determine learning needs, achievement and teaching focus. These assessments are outlined in the Whole School Data Plan.

Health and Physical Education and The Arts is delivered by a specialist teacher.

- Technology is integrated into all subject areas.
 - Kids Matter ethos and content is interwoven throughout daily teaching and learning as well as explicit weekly lessons.
 - Buzz Buttons is a positive whole school reward system.

Co-curricular Activities

- Choir
 - Guitar Club
- Recorder Band
- Breakfast Club (an initiative of the school's P&C Association)
- Lunchtime sport competitions
- Community participation in events such as Blackbutt Show, Bloomin' Beautiful Festival, ANZAC Day, Under 8's Day, Friendship Club.
- Comprehensive Positive Behaviour Rewards Suite including Platinum Level parties, celebration parades and weekly awards, Champion's BBQ, positive postcards, Buzz Buttons
- Well co-ordinated year level excursion and school camp policy
- Well supported sporting carnivals and events that provide further support for outside of school sporting club participation

How Information and Communication Technologies are used to Assist Learning

At Blackbutt State School, ICT is used as an integral part of the learning cycle. 100% of students and staff have access to computers and the internet services. All classrooms have electronic whiteboards and associated software.

Staff are continually updating pedagogy and skills to ensure high yield teaching techniques are enhanced through the innovative use of ICT.

Blackbutt State School utilises school-wide internet and network coverage to bring to the classroom top quality learning materials, including multi-media and on-line learning, and embracing the flexibility and interactivity offered via desktop computers, laptop computers and iPads.

An increased emphasis on STEM (Science, Technology, Engineering and Mathematics) led to the appointment of a Stem Champion in Training (class teacher) in semester two 2016 to provide guidance to other staff members around the STEM agenda.

Social Climate

Overview

The provision of pastoral care and the development of the students' social growth are very important to our school community. The social climate of the school experiences changes as families move to the area for a variety of reasons. The school has a diverse mix of family groups from those that have been in the local area for generations and those that are moving here as a lifestyle choice.

Student Leadership

Leadership qualities are strongly reinforced in students at Blackbutt State School. Students are encouraged to be active learners, to be organised, show initiative, treat others fairly and with respect and display courage and resilience. Students consider themselves to be ambassadors of the school whenever they are in uniform and to be responsible and positive role models to other children.

The student leadership program provides students in Years 5 and 6 with opportunities to grow and develop leadership values and qualities and to contribute to school decisions. Peer leaders and Student Leaders provide guidance to younger students with games and social skills as well as raising awareness for the "behaviour buzz button fundraising" for the nominated charity.

Positive behaviour for better learning is reinforced every day. Students are actively supported to develop healthy self- concepts. This is further supported with the services of a visiting School Chaplain and a visiting Guidance Officer.

The school's Responsible Behaviour Plan for Students outlines the strategies used to ensure incidences are dealt with in a timely and responsive manner.

The students, staff and parents/caregivers of Blackbutt State School work co-operatively and collaboratively to grow a culture of trust and respectful support.

The school's investment in the Kids Matter program provides a rigorous focus on recognition and reward for positive behaviour. A move to restorative practices and circle time in every classroom began in semester two 2016.

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	100%	89%
this is a good school (S2035)	95%	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%	94%
their child is making good progress at this school* (S2004)	95%	100%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%	89%
teachers at this school motivate their child to learn* (S2007)	95%	100%	94%
teachers at this school treat students fairly* (S2008)	86%	100%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	94%
this school works with them to support their child's learning* (S2010)	95%	100%	89%
this school takes parents' opinions seriously* (S2011)	90%	88%	94%
student behaviour is well managed at this school* (S2012)	95%	88%	89%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	95%	100%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	96%	95%
they like being at their school* (S2036)	96%	96%	94%
they feel safe at their school* (S2037)	96%	89%	84%
their teachers motivate them to learn* (S2038)	96%	95%	94%
their teachers expect them to do their best* (S2039)	96%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	96%	92%
teachers treat students fairly at their school* (S2041)	91%	89%	95%
they can talk to their teachers about their concerns* (S2042)	93%	88%	89%
their school takes students' opinions seriously* (S2043)	96%	89%	85%
student behaviour is well managed at their school* (S2044)	87%	82%	84%
their school looks for ways to improve* (S2045)	96%	95%	95%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school is well maintained* (S2046)	96%	94%	95%
their school gives them opportunities to do interesting things* (S2047)	99%	96%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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)	100%	96%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	80%	78%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	96%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	96%	100%
their school takes staff opinions seriously (S2076)	100%	96%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	96%
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

Parent and community engagement in our school's improvement agenda and participation in the student's learning is highly valued and strongly encouraged throughout the year. Opportunities for involvement are outlined at enrolment interviews, orientation sessions, parent and teacher welcome events, information posted on the school website and in the school newsletters.

The philosophy of Blackbutt State School emphasises communication and relationship building between school and home. We are a learning community that nurtures a learning partnership between school staff and parents/carers to achieve the best results for our children. Teacher directed activities involving regular parent participation are organised.

Parents and caregivers are encouraged to join with the school community to share their knowledge and expertise. The school has an active Parents and Citizens Association offering weekly tuckshop, Breakfast Club, Uniform Shop and support for transition programs into our school and onto neighbouring secondary schools. This is a highlight of the collective responsibility ethos of the Association.

The various sub-committees of the Parent and Citizen's Association are vital connections between the school and community and the considerable work of this army of quiet achievers is an outstanding feature of Blackbutt State School.

Communication with parents, caregivers and the wider community is well respected with our weekly newsletter, published every Wednesday in a number of ways, electronically, paper copies are available in the school reception area, uploaded onto the school website and the school Facebook page.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. The Social and Emotional Well-Being Program focuses on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others are unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	13	11	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Efforts are made to reduce the school's environmental footprint. We make every effort to conserve water and electricity.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	79,122	0
2014-2015	81,839	
2015-2016		

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

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 <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.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	13	17	0
Full-time Equivalents	11	8	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	9
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$21,000.00.

The major professional development initiatives are as follows:

Whole of staff training in explicit Model of Instruction- Teach Like A Champion

- Curriculum - Term Curriculum Overviews and Planning
- Moderation practices and processes on a school and cluster level
- Understanding and planning for differentiation
- Teacher networking- Junior Secondary Transitions, Into Prep Transitions, Students with Disabilities and Mental Wellbeing needs, Early Years Education
- Whole of school training in Pedagogy delivered by Acting Head of Curriculum
- Assessment and Reporting – progress report card processes and practices, whole school assessment and monitoring schedule
- Inclusive Education- Positive Behaviour for learning, Students with Disabilities
- Coaching and Mentoring
- Purposeful Use of Data
- Workplace Health and Safety
- Mandatory Induction

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 62% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	87%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

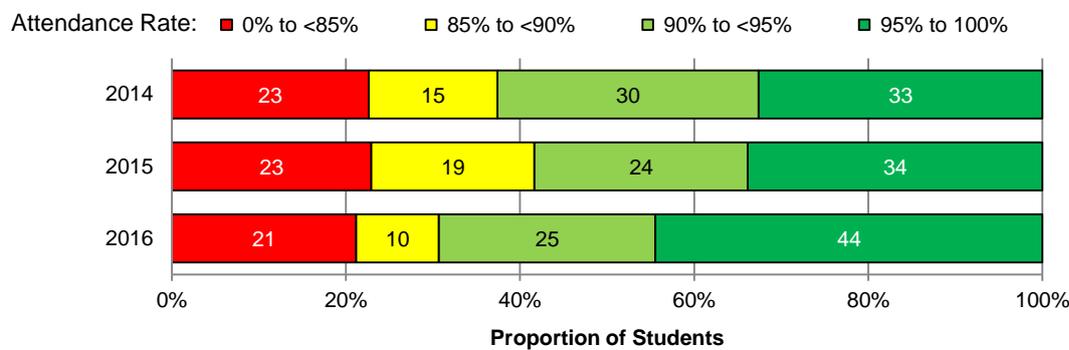
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	90%	88%	86%	91%	88%	93%	92%					
2015	88%	88%	90%	91%	88%	92%	93%						
2016	95%	90%	92%	94%	90%	90%	92%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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 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.

Blackbutt State School actively monitors attendance every day. Rolls are electronically marked twice per day using prescribed codes. Attendance targets are set as described in the school strategic plan. A range of strategies have been implemented to increase attendance rates as well as daily follow up procedures for unexplained absences.

When requirements for compulsory schooling are not met by a student, the school follows clearly defined procedures to support students and families to meet this obligation. If the compulsory schooling obligation is still not met, without reasonable excuse, departmental procedures are followed. The full policy can be accessed from the school, however the following are key strategies:

- Key message - Every Day Counts is rigorously communicated in the newsletter, parade, P&C Meetings, school notice boards.
- School staff monitor and follow up with phone calls and daily SMS messages for all unexplained absences every day followed by Principal involvement if required.
- Advertisement of full process to school community on a regular basis.
- Tracking and analysis of data using One School.
- Effective communication and support to parents and students provided as required.

NAPLAN

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**.

Find a school

School name GO

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.