Blackbutt State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State School Strategy
Department of Education

Queensland
Government

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School overview

Blackbutt State School, learning is the work (Fullan). The school is a vibrant learning community committed to helping every child improve their learning every day, every week, every month, every term, every semester and every year. We aim to achieve this by providing curriculum programs that are intellectually challenging within a supportive Kidsmatter's school environment. Our educators are dedicated, highly trained professionals who are committed to achieving the best possible results for each and every student. At the end of each day, every staff member asks the question "What has been my impact on learning today?"

The curriculum is based on the latest teaching and learning research. We are implementing the recommendations of researchers such as Hattie, Sharratt and Fullan. Our staff are skilled in the most effective teaching strategies such as Explicit Instruction and High Impact strategies to maximise learning. We use the National Curriculum.

We have strong partnerships with our two neighbouring early childhood education centres, four cluster primary schools, and two high schools to ensure a seamless transition for our students into Prep and beyond our school into the Junior Secondary phase of learning.

At Blackbutt State School, we highly value parent - school partnerships to ensure each child reaches their potential. Parents are encouraged to become actively involved through our Parents and Citizens Association, classroom volunteer programs and school events. The school is very active within the community contributing to the Blackbutt Show and the Blackbutt Avocado Festival. Our chaplain addresses pastoral care.

At Blackbutt State School, every child in every classroom is learning and growing every day; together we create a rich and connected learning community where local children can thrive.

School progress towards its goals in 2018

This School Annual Report offers an overview of Blackbutt 's State School's strategic directions and operations throughout 2018. It includes information about the school profile, priorities, achievements, values, trends, and school highlights. It highlights our strengths and identifies areas for development and improvement for 2018. It reports on the achievements of our school against declared systemic and school priorities as outlined in our 2018 Annual Implementation Plan.

The 2018 sharp and narrow focus of our explicit improvement agenda at Blackbutt State School was to continue to improve reading outcomes for every student. In 2018, we identified improving the teaching and learning of writing as our second priority.

In reading we achieved our 2018 goal with more students achieving results in the Upper Two Bands for reading since the school started participating in NAPLAN a decade ago.

Our belief:
Every student succeeding and Every Child Matters Every Day at Blackbutt Ss.

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 every child can be the best that they can be.

School progress towards its goals in 2018:

2018 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 and consolidation of Personalised Learning

	Improvement Programs (PLIPs) for every child, whole school data walls, individual student reading goals using a SMART goal framework, succes criteria for students to achieve their learning goals, child friendly placemats to chart student progress and alignment to the P-10 Literacy Continuum continued to be key developments in 2018.
Learning is the work	A shift to focussing on learning as opposed to focussing on teaching began in term 4 2016 and is an ongoing shift. To celebrate that learning is the work, we held our first Learning Expo in June 2018 where parents, carers and visitors were invited to walk through the classrooms and students were able to showcase the learning they did in each classroom.
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. The 2018 attendance target continues to be 93%. Throughout the year, our overall attendance has fluctuated, but stays within a range of 90 to 94%.
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 strategies.
Writing	Increased focus on developing a whole school approach to the teaching of writing that includes an in-depth look at the areas of writing from the NAPLAN marking guide 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	Early Years Transitions A new process is implemented in semester two call **Ready, Set, Prep**. This process involves 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 2018 preppies showed 100% satisfaction in this program in preparing them and their child/ren for Prep. The Cluster Junior Secondary Transition Plan has yielded strong connections between schools benefiting the students and their families. Blackbutt State School is able to offer the Archie Muir Bursary to two selected year 6 students at their graduation celebration. The successful students receive their own laptop to use for their high school studies.
Closing the Gap	Effective resourcing and planning time for teachers enabled personalized learning goals around effective learning engagement.
High Quality Teaching Practices	Use of the signature pedagogy of Explicit Instruction was consolidated throughout 2018. 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. A comprehensive professional development program for staff yielded stronger teaching capability using Teach Like A Champion teaching techniques.
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. In 2018, all members of school staff participated in the school's one rounds of coaching and feedback called Blackbutt State School ObChat per term. Class teachers also participated in Principal ObChat, providing written feedback to teachers from the principal.
Social and Emotional	The School Charter of Expectations was refined to better reflect the improved outcomes of the Kids Matter and Parent and Community Engagement Framework. A review

Wellbeing **Kids Matter**	process of the Whole School Positive Behaviour plan was initiated with increased outcomes being evidenced in behaviour improvement data. The school's whole school behaviour plan was reviewed and refined to include support strategies for children with chronic trauma. In Semester two, a focus on behavioural expectations at play times and before and after school was developed.

Future outlook

The sharp and narrow focus of Blackbutt State School's explicit improvement agenda as outlined in our 2018 Annual Improvement Plan, continues to be improving reading outcomes.

Our goal in 2018 is to achieve at least 80% of students achieving A, B, or C achievement standards for English and at least 30% of students achieving upper 2 band learning achievement in reading.

Continuing to improve student performance in Reading:
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 cannots 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.

Kids Matters:
We continue to use our positive and restorative approach to behaviour management. Our Buzz Button reward system continues to be very effective in encouraging all students to follow the rules.

At play time, every child uses the High Five: Talk Friendly, Talk Firmly, Ignore, Walk away, Report.

Strengthen Parent and Community Engagement:
We continue to welcome parent/ caregivers participation in classroom learning programs, the Blackbutt State School 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 introduced 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 2018 preppies showed 100% satisfaction in this program in preparing them and their child/ren for Prep.

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 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.

Continue to use a Case Conference Approach:
In 2018 we consolidated and refined our case conference process; used whole school data walls, completed Personalised Learning Improvement Plans (PLIPs) for every student; and communicated 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,the 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 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	167	165	166
Girls	85	87	90
Boys	82	78	76
Indigenous	13	9	12
Enrolment continuity (Feb. – Nov.)	86%	93%	89%

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

Our school community is comprised of families from a variety of cultures with the largest representation of students not born in Australia coming from New Zealand (5%). We also have students from England (1%). 4% of our students identify as Indigenous.

Our ICSEA (Index of Community Socio-Educational Advantage) rating is currently 925, placing us below average of 1000.

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 and transience throughout the year.

Our school currently has an indigenous population of less than 4%. 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 one composite classe over adjacent year levels of Prep/Year 1 in order to meet human resourcing allocations.

Average class sizes

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

Phase of schooling	2016	2018	2018
Prep – Year 3	25	23	21
Year 4 – Year 6	23	25	29
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 Blackbutt State School, we have a very strong focus on literacy and numeracy. All students engage in daily literacy and numeracy programs that are designed to meet the needs of each learner. Teachers use a variety of strategies to support students' learning including streaming and peer mentoring where appropriate. Teachers and students are supported in classrooms by skilled teacher aides and support staff who work together with the teacher to cater for individual learning needs. The Australian Curriculum is implemented for all students in Maths, English, Science and HASS. Students in Prep – Year 1 participate in a number of specialised literacy enhancement programs to ensure that all students have the best opportunity to engage with the curriculum. These programs include daily letter identification programs, sight word programs, fine and gross motor programs and phonemic awareness programs.

To maintain our high expectations for student behaviour, all students participate in a weekly Kidsmatters lesson. These lessons teach the students the specific behaviours and skills that are needed to become successful members of our school and wider community. Teachers and students are able to access 'hands on' Science activities.

Teacher accountable learning, Explicit instruction, Short term to long term memory support strategies, daily evaluation of student learning and Respectful Relationships are all part of the landscape of teaching and learning at the school.

Teaching and Learning follows 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 is delivered by a specialist teacher.

- Technology is integrated into all subject areas.

Co-curricular Activities

In addition to our regular school programs, students also have the opportunity to participate in the following programs:

- Read Like a Champion-a weekly intensive intervention program to help children improve their reading
- Year 5 and 6 students participate in the regional Reader's Cup
- Swimming Prep to Year 6-Blackbutt State School has it's own swimming pool so every child participates in learn to swim programs in terms 1 and 4 every year.

- End of term rewards for Buzz Buttons accumulated over the term include lunch with your favourite staff member; milk shake in the park, lunchtime disco, dress ups, Googa Adventure session, etc.
- We are organising to link in with Yarraman P-9 State School's Instrumental music program to offer students the opportunity to learn strings, percussion and woodwind in 2019.
- Blackbutt State School students participate each year in the local Anzac Day ceremonies.
- Our student leaders organise a number of community events throughout the year to raise money for identified charities.
- Student leaders participate in GRIP Leadership and other school events throughout the year.
- Year six students complete Bella Girls and Guy Group helping them to stay emotionally strong and confident
- Guitar Club
- Breakfast Club (an initiative of the school's P&C Association)
- Lunchtime sport competitions
- Community participation in events such as Blackbutt Show, Blackbutt Avocado Festival, ANZAC Day, Under 8's Day, Fun 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 5 and 6 school camps and Prep to year 6 excursions
- 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

Our school currently has a number of classes where students each have access to an iPad and our school also has 1 full size computer lab. In years 4, 5 and 6 – we have two whole class sets of student laptops. Students use these devices on a regular basis.

Each class also has a pod of computers in their room. A small number of iPads are also available to support students with specific learning activities and needs. Interactive whiteboards are used by some teachers to deliver the curriculum content in an engaging way.

Information and Communication Technology skills are integrated in units of work where children have the opportunity to creatively use technological applications to learn and also to display what they have learnt. Students have access to digital cameras, video cameras and a variety of multimedia software packages to enhance learning and present assessment items.

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 teacher leader (class teacher) in 2017 and 2018 to provide guidance to other staff members around the STEM agenda. In 2018, the STEM leader taught every class once per fortnight and the class teacher re-taught the same lesson in the off fortnight.

Social climate

Overview

Blackbutt State School has a supportive community with particular emphasis on student learning and achievement. One artefact that is indicative of the positive climate within our school is the adopted school song-the Blackbutt Benarkin Song. This is sung at each parade and recognises the commitment to be our best. Our school's Responsible Behaviour Plan for Students, based on the Code of School Behaviour clearly outlines our school's high expectations for student behaviour and the support provided for all students to help achieve these standards. Blackbutt's Kidsmatters program led by a committed team of staff members, reinforces the community's behavioural expectations for all students using a consistent and systematic approach. This program ensures that all students are explicitly taught the skills and values that are needed to become both successful learners and future citizens. The lessons taught as part of our Kidsmatters program reflect the expectations outlined in our Responsible Behaviour Plan which encourages all students to be responsible for their own behaviour. They also address a variety of social issues such as bullying, friendships, resilience and personal safety. Our school has a Student Support Team that coordinates the support for students and their families. Our school's Guidance Officer, Inclusion Teacher and Behaviour Coach collaborate with parents and a number of external agencies to provide a quality support program for all students and families. We are privileged to have a chaplain

based at our school for nearly two days per week, who is able to provide significant support to our children. The chaplain forms part of a team of support staff that provide additional help for students and their families

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 that range 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. Every class implements restorative practices and circle time in every classroom.

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)	89%	95%	77%
• this is a good school (S2035)	100%	77%	77%
• their child likes being at this school* (S2001)	100%	91%	87%
• their child feels safe at this school* (S2002)	100%	86%	74%
• their child's learning needs are being met at this school* (S2003)	94%	86%	65%
• their child is making good progress at this school* (S2004)	94%	91%	71%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	84%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	91%	74%
• teachers at this school motivate their child to learn* (S2007)	94%	95%	81%
• teachers at this school treat students fairly* (S2008)	89%	82%	74%
• they can talk to their child's teachers about their concerns* (S2009)	94%	91%	84%
• this school works with them to support their child's learning* (S2010)	89%	86%	74%
• this school takes parents' opinions seriously* (S2011)	94%	71%	52%
• student behaviour is well managed at this school* (S2012)	89%	68%	58%
• this school looks for ways to improve* (S2013)	100%	80%	74%
• this school is well maintained* (S2014)	94%	95%	84%

Percentage of parents/caregivers 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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	87%	89%
• they like being at their school* (S2036)	94%	87%	89%
• they feel safe at their school* (S2037)	84%	87%	77%
• their teachers motivate them to learn* (S2038)	94%	92%	87%
• their teachers expect them to do their best* (S2039)	100%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	100%	88%
• teachers treat students fairly at their school* (S2041)	95%	84%	67%
• they can talk to their teachers about their concerns* (S2042)	89%	84%	76%
• their school takes students' opinions seriously* (S2043)	85%	87%	76%
• student behaviour is well managed at their school* (S2044)	84%	72%	67%
• their school looks for ways to improve* (S2045)	95%	100%	90%
• their school is well maintained* (S2046)	95%	85%	76%
• their school gives them opportunities to do interesting things* (S2047)	84%	82%	81%

* 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%	97%
• 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%	90%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives acroSs the learning areas (S2114)	78%	56%	80%
• students are encouraged to do their best at their school (S2072)	100%	100%	97%
• students are treated fairly at their school (S2073)	100%	100%	86%
• student behaviour is well managed at their school (S2074)	100%	95%	72%
• staff are well supported at their school (S2075)	100%	86%	79%
• their school takes staff opinions seriously (S2076)	100%	81%	82%
• their school looks for ways to improve (S2077)	100%	100%	90%
• their school is well maintained (S2078)	96%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	95%	96%

Percentage of school staff 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.

Parent and community engagement

A strong and productive relationship between the school and the family is essential for a student's wellbeing and success. These partnerships are fostered even before families join our school community through working with early childhood education and care providers to ensure a smooth transition to Prep for families. We strongly encourage all parents to participate in their child's learning by providing a variety of information sessions, encouraging parents to help in the classroom or around the school, join the P&C, attend school functions and class events or communicate regularly with the classroom teacher

We are proud of our reputation in the community and will continually strive to foster a positive relationship between all community members. We believe that every child can learn and will make progress during every year of their education at Blackbutt State School. Blackbutt State School's whole school approach to curriculum provision, using a continuum of support, caters for the learning needs of each and every student.

Parent and community engagement is 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 and carer 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, printed copies are available in the school front office area, uploaded onto the school website and the school Facebook page.

Respectful relationships education programs

Blackbutt State School has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. This is integrated into our Blackbutt State School Kidsmatters initiative. Social emotional learning and kindness is explicitly taught, modelled and practised throughout our school through the Buckets Program. These programs are reinforced daily in classrooms and throughout the school.

The school's 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

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	1	13	23
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 use of electricity and water are closely monitored and maintenance issues promptly rectified to ensure that we are able to reduce our environmental footprint. Strategies aimed at reducing our water and electricity consumption are shared with staff on a regular basis.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2018	2018–2018
Electricity (kWh)		106,657	99,436
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.

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	10	19	0
Full-time equivalents	10	9	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	2
Graduate Diploma etc.*	1
Bachelor degree	8
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 $20,000.00.

The major professional development initiatives are as follows:
- Inclusive Education- Positive Behaviour for learning, Students with Disabilities
- Supporting students with chronic trauma
- Mindfulness for students and staff
- Professional learning teams (collaborative learning in sector teams)
- Collegial visits to peer's classrooms
- Professional development in teaching of writing, reading and number

- 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
- Assessment and Reporting – progress report card processes and practices, whole school assessment and monitoring schedule
- 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 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.	98%	95%	96%

Proportion of staff retained from the previous school year

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	92%	92%	91%
Attendance rate for Indigenous** students at this school	89%	87%	91%

* 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	95%	91%	94%
Year 1	90%	91%	90%
Year 2	92%	91%	91%
Year 3	94%	93%	94%
Year 4	90%	93%	90%
Year 5	90%	90%	91%
Year 6	92%	94%	90%

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
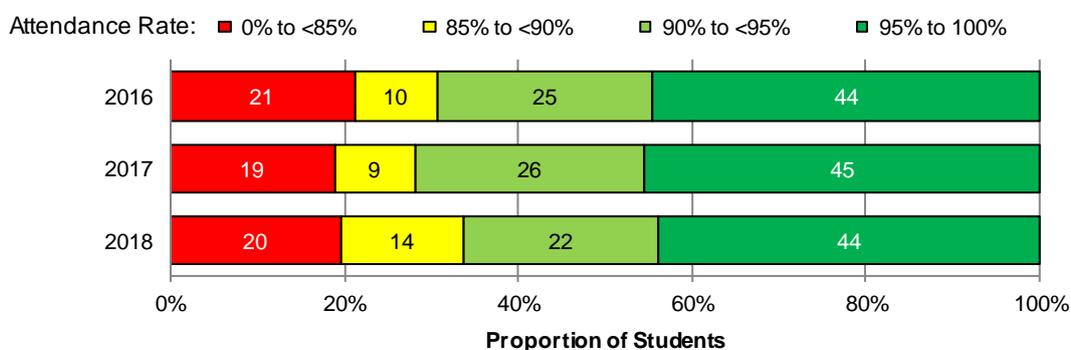
Description of how this school manages non-attendance

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.

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:
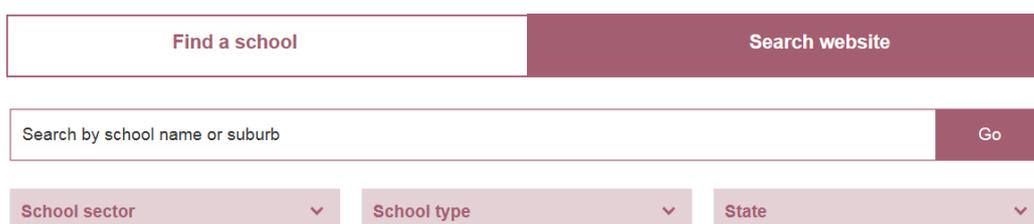
- Key message - Every Day Counts is rigorously communicated in the newsletter, parade, P&C Meetings, school notice boards.
- School staff monitor and follow up with phone calls and daily SMS messages for all unexplained absences every day followed by Principal involvement if required.
- Advertisement 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.
- Best two attending classes each week presented acknowledged each week on parade.
- Letters and phone calls to parents and carers with students attending less than 85%.
- Enforcement of Attendance letters as required.
- Regular discussion of attendance at P&C meetings seeking strategies to improve attendance.

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.