Principal's foreword

Introduction

Balaclava State School provides students with an environment in which to achieve quality learning outcomes each and every day. The diverse cultural identities within the school create a strong foundation to providing a supportive caring environment for children to achieve. Our school is proud to have a multicultural community which currently includes students from The South Pacific, New Zealand, Solomon Islands, Chinese, and Korean as well as Torres Strait Islanders and Indigenous students.

We endeavour to ensure that every student reaches his or her potential in physical, social, emotional and moral development. We recognise that our overall focus is literacy and numeracy as supported by the district’s service commitment - and that prep and primary provide the fundamental building blocks upon which lifelong learning is constructed.

Our Mission Statement is as follows: Balaclava State School respects diversity and empowers children to become self-directed learners and valuable members in society. Our collaborative learning environment recognises each child as an individual. We encourage each child to reach their full potential by providing effective and purposeful opportunities for students to develop socially, emotionally, intellectually and physically.

The focus of 2015 was the continued consolidation of varying initiatives and developments implemented as a result to NP. Literacy and Numeracy continued to be our main focus with professional coaching for staff leading to increased student academic outcomes.

2015 saw both the Acting Principal and Acting Deputy Principal become substantive, the second year of Great Results Guarantee (GRG) funding, and the introduction of a Master Teacher. This provided the school with consistency and expertise to enable to school improvement work whih had been planned.

In March, the school also commenced a Priorty Review from the School Improvement Unit.

With so much hard work and commitment shown by the staff, students, families and community, Balaclava State School is looking to 2015 with optimism and sure success

School progress towards its goals in 2015

In 2015 the school goals were to Improve LITERACY and NUMERACY outcomes for all students. With a goal to improve our NAPLAN data. This was achieved with measurable results.

• 2015 saw the biggest increase in NAPLAN data for years 3 and 5 since 2008
• For the first time in 3 years Balaclava school achieved similar to the National average in 3 strands

NUMERACY
• The school achieved similar to the Nation in Numeracy in both years 3 and 5 which has not occurred in previous NAPLAN tests
The school has reduced the gap between the National average data and school data by 30 percentile points from 2014-2015 in both year 3 and year 5.

A gap of only 15 points exists between Indigenous and Non-Indigenous in year Numeracy this year.

There are only 50 points difference in year 3 between Indigenous and Non-Indigenous student outcomes in Numeracy.

Year 5 Indigenous data is the best data that the school has achieved to date.

**WRITING**
- The school achieved similar to the National cohort in the U2B in writing in year 5
- Indigenous year 5 students produced the best data that the Indigenous students have achieved at Balaclava State school since 2008

**SPELLING**
- Year 5 spelling data was similar to the National average.
- The school achieved similar to the National cohort in the U2B in spelling in year 5 at 24.2%. This is the highest percent the school has ever achieved.
- While our year 3 spelling data was at a low point, 17% achieved in the U2B
- The Gap between Indigenous and Non-Indigenous has been reduced in the last three years
- 36.5% of our Indigenous students were in the U2B in 2015
- The year 5 Non-Indigenous students outperformed the National average (498) with 510 points.

NAPLAN data - we have ensured that our planning/teaching/assessment cycling has matched the needs of the students and the curriculum.

- Implement strategies for preparing students for the year 3/5 NAPLAN test with a focus on teaching the testing discourse – students were taken as year level groups with intensive teaching in the areas of numeracy and literacy.
- Focus on behaviour management – we did reduce and improve the behaviour data throughout the year. A clear reduction in suspensions in semester two. The school recorded no exclusions in 2015.
- Continued with the implementation of School Wide Positive Behaviour Support program – Our focus with SWPBS has continued with a dedicated focus. There has been a noticeable decrease in negative behaviour recorded and an increase (as our data reflects) of positive behaviour incidents being recognised.
- Continued development of SWPBS implementation focusing on Positive Rewards in and outside the Classroom.
- Promote positive working relationships between staff and students – this has been done through our Facebook, website, newsletters, awards, parade, and general acknowledgments and interactions.
- Strengthen partnerships between all members of our school community through continued communication whole school celebrations, and community wide invitations to school events.
- Classroom Profiling and ESCM (Essential Skills Classroom Management.) - Continued support provided for teachers, Teacher aides, JCU students and others were profiled and supported to use the ESCM.
- Improve curriculum delivery - This was achieved through the:
  - Employing a HOC with GRG
  - Implementing the position of a Master teacher
  - Regular curriculum planning times for all class teachers
  - Clear focus and expectation on the embedding of the FNQ Explicit Teaching Model as the signature pedagogy at Balaclava SS.
  - Development and staged implementation of school wide consolidation strategy.
  - Teacher support offered for the implementation of C2C curriculum through Professional Development.
  - Consolidation of the delivery of our mandated Foundation Programs to obtain consistency and mastery.

**ATTENDANCE**
- 4.2% increase in attendance from 2013 – 2015, Increased the indigenous attendance rate by 3.3% 2014 - 2015.
- 2015 Term 1 - 57% of our students had attendance in 90-100% category (305 students)
- 2016 Term 1 – 64% of our students were in this category (out of 362 students)

**ENROLMENTS**
- 2015 saw an 18% increase in enrolments. This meant that although our year 7 students had moved into High School at the end of 2014 thereby reducing the school population, the school had recovered these numbers by the middle of the year. Two additional teachers were employed as a result.

Future outlook

2016, Balaclava State School will continue to invest heavily across the following areas by focusing on;
• All curriculum frameworks and pedagogy – specifically Reading – HOC employed through GRG Explicit teaching practices in all classrooms;
  o The targeted teaching of reading, writing and numeracy;
  o Teachers refining and embedding the C2C curriculum and foundational learning programs;
  o Leaders coaching and supervising teachers;
  o Refining and embedding data based decision making;
  o Using data to set school benchmarks, targets and short term individual student goals;
  o Measuring and monitoring school and student improvement;
  o Provide a quality school program that meets the students’ diverse needs by continuing the implementation of the C2C programs and the Australian National Curriculum;
  o Provide explicit instruction in all classrooms to improve the delivery of teaching - promoting student learning outcomes, as supported by targeted improvements and appropriate data in the areas of Literacy and Numeracy;
  o Continue the delivery of Direct and Explicit teaching programs in Numeracy and Literacy – specifically spelling, reading and comprehension;
  o Provide strategies, support and inclusive practice for all students including those with Identified Higher Intellectual skills:

• Writing and coach – Master teacher - Action Plan
  o Our Master teacher also coaches and mentors teachers through the capability Framework

• Numeracy
• Increase attendance by 2.5%
• Behaviour – reduce behaviour incidents, specifically suspensions – Implement a new PBL system that includes learning as a feature
• Positive marketing of the school to increase enrolments.
  o Continue to provide a safe, tolerant and disciplined learning environment through the focus of “School Wide Positive Behaviour Support Program.”
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>316</td>
<td>154</td>
<td>162</td>
<td>204</td>
<td>83%</td>
</tr>
<tr>
<td>2014</td>
<td>327</td>
<td>169</td>
<td>158</td>
<td>203</td>
<td>82%</td>
</tr>
<tr>
<td>2015</td>
<td>329</td>
<td>162</td>
<td>167</td>
<td>200</td>
<td>88%</td>
</tr>
</tbody>
</table>

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 2015, 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:

Balaclava State School caters for the learning needs of students from Prep to Year 6, in multi-aged learning environments. Our school values a multicultural student cohort inclusive of approximately 63% Aboriginal or Torres Strait Islander descent.

While the school population during the year can at times reflect mobility the total student enrolment remains fairly consistent. Mobility in our location is indicative of the economic, social, cultural and emotional pressures many Australian communities are currently experiencing. In 2015 there was an 18% increase in our student population. This can be attributed to our positive marketing plan through which we hope to continue to improve the current student population of our school. Our multi-age classrooms cater explicitly for student diversity.

Whilst our school remains the third smallest in the immediate Cairns area, we have become the school of choice for many families as they seek a supportive school environment which values identity, individuality and promotes potential.

The diversity of cultural backgrounds and family structures within the fabric of the school impact on many aspects of school life including communication between home and school with Languages Other than English spoken at home.

Balaclava State School reflects the multicultural diversity of Cairns. Cultural identities include; Aboriginal, Torres Strait Islanders, Non-Indigenous Australians, Pacific Islanders, Japanese, PNG, Sri Lankan, Malaysian, Indonesian and New Zealanders. A significant proportion of our students are bilingual. For the ‘Characteristics of the student body’, provide a broad statement that outlines the demographic/ socio-economic characteristics of your student body. This could include ethnicity, cultural background, religious backgrounds, remote/rural/urban, indigenous/non-indigenous, diversity, disability, student/community representation, family occupation/background, enrolment continuity, family composition, percentage of English as an Additional Language or Dialect, etc.

Asian | 17 | 4.9% |
Kiwi  | 7  | 2%  |
PNG   | 6  | 1.7% |
Anglo | 57 | 16.7% |
Indigenous | 205 | 60.11% |
Cook Islander | 49 | 14.3% |
### Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>27</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.

### School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>2013</th>
<th>2014*</th>
<th>2015**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>54</td>
<td>40</td>
<td>53</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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.

### Curriculum delivery

#### Our approach to curriculum delivery

- ICP’s (Individual Curriculum Programs) are developed for students who have difficulty accessing the standard curriculum
- Foundation Learning programs which support Literacy and Numeracy
- Intervention program: Student requiring support receive daily 1:1 literacy lessons using the MULTILIT program
- School Wide Positive Behaviour Strategy incorporated into the curriculum
- In class learning support
- Education support for ESL students
- Education support for Children in Care
- Special education programs for verified students with hearing, visual, speech language and intellectual impairments
- Units of work taught in classrooms are adapted from C2C while maintaining the integrity of the National Curriculum

### Extra curricula activities

- Leadership camps at Holloways Beach Environment Centre.
- Student Council charity events – including fundraising activities:
- Year 5/6/7 camp – Mungalli Falls
- Community Disco - End of NAPLAN Disco and the annual Halloween disco organised by the Student Council.
- Community breakfasts four times a term.
- Instrumental Music Tuition
- After School Care based on school site
- Excursions linked to curriculum
- Drumming
- Chaplaincy program
- Morning breakfast reading program
- Good Start – Pacific Islander activity after school program
- After school dance program
- C&K on site
- Prep Open Day – promotion of our Prep program and an opportunity for potential families to join our school community.
- ANZAC Day whole school commemorative day.
- World Teachers Day.
- World Teacher Aides Day.
- World Cleaner’s Day
- World Volunteers’ Day
- World P&C Day
- World tuckshop Day
- Christmas concert – Students had an opportunity to showcase: singing, dancing and poetry to the parents as well as receive awards for academia, behaviour, and attendance.

How Information and Communication Technologies are used to improve learning

All learning environments across the school are encouraged to incorporate ICT’s into their respective areas. There is a fully equipped computer lab with 28 computers and a projector utilised by classes for lessons, research and teaching students the ICT Indicator skills and knowledge. Classes have access to laptop trolleys and all Prep students have their own personal XO Laptop for in class learning. The library has a smaller bank of sixteen computers which are utilised by smaller groups for learning. The school has also purchased ICT devices for use within the school including iPads and iPods.

Social Climate

Our school continuously strives to provide an open and welcoming environment to students, parents, career and visitors. Input from parents and carers is always welcome with families and carers encouraged to contact teachers and/or visit classrooms.

Our behaviour management program is built around our three core values of Respect, Responsibility and Relationships that were arrived at after wide consultation with the community. Key components of our pastoral care and student support are listed below.

- Guidance Officer: 9 days a fortnight.
- School Chaplain: 1 day per week at school, on call all week, however, in the latter part of 2015 the school received additional funding for a chaplain which increased the time allocated to us by 2 days.
- Religious Instruction Program: Held across different Christian denominations.
- Adopt a Cop Police Liaison Officer.
- Community relations outreach staff.
- Mobility/Enrolment Support Teacher – supports and assists new families and students in their transition to Balaclava as well as supporting staff with detailed information on their new student identifying their learning strengths and needs.
- Values Education program: integrated into our SWPBS, HPE curriculum
- Student Council: student elected leaders who meet regularly and represent the school
- Hungry Lunches program: students can access sandwiches if no food is available at home
- Breakfats Reading program
- After school dances classes
- Sporting development officers delivering a range of sporting activities after school hours.
- Hearing/Vision screening

We also have a small but very dedicated Parents & Citizens Association

Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>95%</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>90%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>their child likes being at this school (S2001)</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Performance measure

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parent/caregivers who agree that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>86%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child’s learning needs are being met at this school (S2003)</td>
<td>100%</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td>their child is making good progress at this school (S2004)</td>
<td>95%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work (S2006)</td>
<td>100%</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn (S2007)</td>
<td>100%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly (S2008)</td>
<td>100%</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td>they can talk to their child’s teachers about their concerns (S2009)</td>
<td>95%</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td>this school works with them to support their child’s learning (S2010)</td>
<td>95%</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td>this school takes parents’ opinions seriously (S2011)</td>
<td>95%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school (S2012)</td>
<td>81%</td>
<td>86%</td>
<td>100%</td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>95%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>100%</td>
<td>93%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who agree that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>93%</td>
<td>96%</td>
<td>99%</td>
</tr>
<tr>
<td>they like being at their school (S2036)</td>
<td>97%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>they feel safe at their school (S2037)</td>
<td>95%</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>their teachers motivate them to learn (S2038)</td>
<td>95%</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers expect them to do their best (S2039)</td>
<td>98%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work (S2040)</td>
<td>95%</td>
<td>90%</td>
<td>98%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school (S2041)</td>
<td>88%</td>
<td>94%</td>
<td>99%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns (S2042)</td>
<td>88%</td>
<td>88%</td>
<td>99%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously (S2043)</td>
<td>83%</td>
<td>86%</td>
<td>96%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2044)</td>
<td>75%</td>
<td>70%</td>
<td>92%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2045)</td>
<td>92%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained (S2046)</td>
<td>85%</td>
<td>92%</td>
<td>97%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2047)</td>
<td>91%</td>
<td>98%</td>
<td>97%</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of school staff who agree that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>87%</td>
<td>77%</td>
<td>100%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>95%</td>
<td>82%</td>
<td>97%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>92%</td>
<td>77%</td>
<td>90%</td>
</tr>
<tr>
<td>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</td>
<td>100%</td>
<td>100%</td>
<td>92%</td>
</tr>
</tbody>
</table>
Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>87%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>82%</td>
<td>77%</td>
<td>86%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>90%</td>
<td>77%</td>
<td>97%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>90%</td>
<td>73%</td>
<td>97%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>92%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>89%</td>
<td>86%</td>
<td>90%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>87%</td>
<td>77%</td>
<td>93%</td>
</tr>
</tbody>
</table>

* ‘Agree’ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

Parent and Community Engagement

Balclava State School believes that a child’s education is a joint partnership between parents/guardians, the school and the student. We place great importance in parent’s contributions and they are encouraged to maintain regular contact with their child’s class teacher and always welcomed into the school and classroom. We have a small but committed Parents & Citizens Association who ensure the daily operation of our tuck-shop.

The school communicates with parents via Newsletters, Website, Telephone, Post, Hand delivered letters, Parent/Teacher Meetings and School Reports and Facebook. We also have staff who visit families at home weekly.

Reducing the school’s environmental footprint

There has been an increase in the number of students enrolled at our school, and therefore additional teachers and classrooms are being utilized. I believe that this accounts for the increase in energy consumed in 2015.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>244,943</td>
<td>2,905</td>
</tr>
<tr>
<td>2013-2014</td>
<td>218,817</td>
<td>2,800</td>
</tr>
<tr>
<td>2014-2015</td>
<td>232,112</td>
<td>2,295</td>
</tr>
</tbody>
</table>

*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.

Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2015 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>25</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>22</td>
<td>30</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>
Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>23</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $31646.26

- TRS from the Mentoring Budget $ 8497.59
- TRS days to cover PD $ 9233.73
- Professional Development Budget $13914.94
- **TOTAL** $31646.26

The major professional development initiatives are as follows:

- **EALD –**
  - Behaviour –
    - ESCMS
    - OneSchool Data Behaviour
    - ABC – Functions of Behaviour
    - Calmer Classrooms
    - Profiling
    - Critical points for supervision

- **English**
  - Teaching or reading
  - The teaching of writing
  - How Language works PD
  - writing sentences, grammar tips for NAPLAN
  - Reading hierarchy?
  - Writing, Grammar
  - Reading data analysis and reading PD
  - Reading Strategies
  - FNQ –Improving teaching Systems
  - Explicit Instruction – modules 1,2,3

- **Data**
  - One School – it’s not just about the negative
  - Data – What is it telling you, How can you use it
  - Attendance data
  - Reading data – what is it telling us? Review school targets. – data walls reflect student goals
  - Let’s moderate – present a sample of an A/B/C –review GTMJ,

- **Individual Development Plans – AITSL**
- **Staff- organisational chart, protocols for concerns**
- **Domains SiU timetable**
Mentoring, coaching and Inductions

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>97%</td>
<td>96%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au](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**

Where it says ‘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.

Performance of our students

**Key student outcomes**

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>86%</td>
<td>87%</td>
<td>89%</td>
</tr>
</tbody>
</table>
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 attendance rate in 2015 for all Queensland Primary schools was 93%.

**Student attendance rate for each year level (shown as a percentage)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>83%</td>
<td>87%</td>
<td>85%</td>
<td>86%</td>
<td>89%</td>
<td>88%</td>
<td>80%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>86%</td>
<td>82%</td>
<td>83%</td>
<td>90%</td>
<td>86%</td>
<td>90%</td>
<td>91%</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>89%</td>
<td>91%</td>
<td>88%</td>
<td>87%</td>
<td>88%</td>
<td>87%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

**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.

- The roll at our school is marked twice a day. Parents are reminded regularly through the school’s newsletter that the school must be notified if their child is unable to attend. It is also mentioned on parade that students need to bring a note if they are going to be away or upon return – whichever is more applicable.

- Parents may contact the school through: a personal visit, phone calls, email, letters or text messages. Students who are absent for more than three days, without reason, are checked on by a phone call to either the parents, carer or a member on the emergency contact list if the parents are not available.

- Home visits are done each week.

- Individual students are case managed

- Families are contacted during the week to see if assistance is required in any way and to encourage attendance. If the absence continues past this time a record is kept of each attempt at contact, including the time and date.

- We actively articulate the “Every Day Counts” message through the newsletter, individual postcards sent home and a consistent message of attendance equals achievement.
• Continued absences are also dealt with by a formal letter to the family and/or a report of suspected harm if required.
• Teachers have attendance chains in class.
• Students have clear attendance targets and also track their own attendance.
• Students who are case managed have posters made for their families.
• Work is delivered to the homes of families where a student has been absent for more than three days.
• The Cairns Support Link is used for families who are not engaging with the school.
• Attendance is rewarded each term with a special activity.
• Teacher host attendance parties for students who achieve 90% or more.
• Clear systems and flow charts have been developed for Balaclava state school. It is an expectation that all teachers follow these prescribed systems.

**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 My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

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[Image of a search form]

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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.