Balaclava State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

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School Overview

Balaclava State School's expansive grounds are situated in Central Cairns with our school population reflecting the multi-cultural face of Cairns. At Balaclava State School we strive to develop strong relationships between school, home and the wider community to maximise our learning environment. We are committed to the Far North Queensland (FNQ) Region of the Department of Education and Training Service Commitment to students. This Service Commitment meets the training and skilling needs of population, industries and communities in FNQ.

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, Korean, Indonesian, Burmese, Vietnamese, and Indian 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 our current data, and that prep and primary provide the fundamental building blocks upon which lifelong learning is constructed.

Literacy and Numeracy continued to be our main focus with professional coaching for staff leading to increased student academic outcomes.

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. Our vision is for every students to achieve a pathway along the "Highway to Success" which is our school's motto.

2016 saw the second year of Great Results Guarantee (GRG) funding – (Now called I4S – Investing for Students). This provided the funds to enable consistency with staff so we could have the right people doing the right work, therefore contributing to the work which had been planned through our Explicit Improvement Agenda.

With so much hard work and commitment shown by the staff, students, families and community, Balaclava State School is looking to 2017 with optimism and sure success.

School Progress towards its goals in 2016
THE GOOD
- 2016 saw another increase in our relative gain in our NAPLAN data for years 3 and 5 since 2008.
- Overall, year 3 data is the best the school has ever had.
- Improved in 8 our 10 areas against the Nation – (not writing and spelling for year 5).
- Improved in 7 out of 10 against the State – (not writing, spelling and numeracy year 5).
- In the 12 months the school has achieved above National Improvement – year 3 - Spelling, Writing, G&P.
- U2B – year 3 G&P – data is statistically similar to the Nation – in the blue.

NUMERACY
- Just as it was last year - Year 3 Indigenous data is the best data that the school has achieved to date.

WRITING
- Year 3 writing data is the best ever.

SPELLING
- 100% of our year 3 students were at or above for year 3 Spelling.

READING
•   Closed the Gap to only 19 Mean Scale points from 2014 yr 3 – 2016 yr 5.
SCHOOL RESPONSE TO THE DATA
•   AIP – 2017 will focus on Reading, Numeracy and Capability development.
•   Continue the unrelenting focus on reading and Explicit Teaching utilizing I4S funding.
•   Continuation of the implementation of the Soundway spelling program in the junior years to improve year 3.
         spelling data.
•   Continuation of coaching and feedback sessions to - class teachers
•   Continuation of the ET focus across all school areas including the work with John Fleming – consolidations, CFU
•   Targeted PD for all teachers and T/A's with a focus on content in both Literacy and Numeracy
•   Targeted PD for all T/A's to improve capability in Literacy and Numeracy support Literacy and Numeracy
•   Continue research based intervention to improve outcomes for students below NMS
•   Continue the implementation of recommendation and plans that have been developed through SIU, AIP and Strategic Plan 2014-2018

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.
•   Continued with the implementation of School Wide Positive Behaviour Support program (PBL - Positive Behaviour for Learning) – Our focus with PBL 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 PBL 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 and behaviour profiling.
•   Improve curriculum delivery - This was achieved through the:
    •   Employing a HOC with I4S, 0.5 Master teacher, a technology teacher and a Behaviour Coach.
    •   Implementing the position of a Master teacher
    •   Regular curriculum planning times for all class teachers
    •   Clear focus and expectation on the embedding of the 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

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- o 4.2 % increase in attendance from 2013 – 2015, Increased the indigenous attendance rate by 3.3% 2014 - 2015.
  - o 2015   Term 1- 57% of our students had attendance in 90-100% category (305 students)
  - o 2016   Term1 – 64% of our students were in this category (out of 362 students)

- • ENROLMENTS
  - o 2016 once again saw an increase in enrolments.

Future Outlook

2017, 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 I4S 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 PBL.

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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	327	169	158	203	82%
2015*	329	162	167	200	88%
2016	351	175	176	217	85%

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

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 Island 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 2016 there was a 10% 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,

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Japanese, PNG, Sri Lankan, Malaysian, Indonesian, Burmese, and New Zealanders. A significant proportion of our students are bilingual.

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	23	25	23
Year 4 – Year 7	26	27	25
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
- The pedagogy at Balaclava State School is predominantly the explicit teaching model with explicit inquiry approaches used for science.
- ICP's (Individual Curriculum Programs) are developed for students who have difficulty accessing the standard curriculum.
- Foundation Learning programs which support Literacy and Numeracy have been implemented effectively.
- Intervention program: Student requiring support receive daily 1:1 literacy lessons using the MULTILIT program.
- PBL Strategy incorporated into the curriculum with the school actively working towards PBL level 2.
- In class learning support provided for all classes with funded accessed from Closing the Gap and I4S.
- 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 and "other" events – including fundraising activities: Day for Daniel, Dress like a Pirate day, Bullying. No Way Day.
- Year 5/6 camp – Holloways Beach Educational Environment Centre.
- Community Disco - End of NAPLAN Disco and the annual Halloween disco organised by the Student Council.
- Student Council Movie nights
- Community breakfasts four times a term.
- Instrumental Music Tuition – woodwind and strings.
- After School Care based on school site.
- Excursions linked to curriculum.
- Drumming.
- Chaplaincy program.

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- 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 show case: 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 Assist 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. 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

Overview

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

Our behaviour management program is built around our four core values of Be Respectful, Be Organized, Be a Learner, and Be Safe. These are the new rules that have been developed collaboratively with staff, students and the wider community. The focus of these rules have been updated to reflect the learning component of our school to reinforce the message that this is what school is for. 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 2016 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 PBL, 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

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- Breakfast 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

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)	87%	100%	93%
this is a good school (S2035)	93%	100%	92%
their child likes being at this school* (S2001)	100%	100%	86%
their child feels safe at this school* (S2002)	100%	100%	93%
their child's learning needs are being met at this school* (S2003)	87%	100%	93%
their child is making good progress at this school* (S2004)	80%	100%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	100%	93%
teachers at this school motivate their child to learn* (S2007)	93%	100%	100%
teachers at this school treat students fairly* (S2008)	87%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	87%	100%	100%
this school works with them to support their child's learning* (S2010)	87%	100%	93%
this school takes parents' opinions seriously* (S2011)	93%	100%	92%
student behaviour is well managed at this school* (S2012)	86%	100%	79%
this school looks for ways to improve* (S2013)	93%	100%	93%
this school is well maintained* (S2014)	93%	100%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	99%	97%
they like being at their school* (S2036)	97%	100%	97%
they feel safe at their school* (S2037)	95%	97%	99%
their teachers motivate them to learn* (S2038)	97%	99%	100%
their teachers expect them to do their best* (S2039)	98%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	90%	98%	97%
teachers treat students fairly at their school* (S2041)	94%	99%	99%
they can talk to their teachers about their concerns* (S2042)	88%	99%	99%
their school takes students' opinions seriously* (S2043)	86%	96%	99%
student behaviour is well managed at their school* (S2044)	70%	92%	92%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school looks for ways to improve* (S2045)	97%	100%	98%
their school is well maintained* (S2046)	92%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	98%	97%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	77%	100%	88%
they feel that their school is a safe place in which to work (S2070)	82%	97%	91%
they receive useful feedback about their work at their school (S2071)	77%	90%	76%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	95%	100%	93%
student behaviour is well managed at their school (S2074)	77%	86%	83%
staff are well supported at their school (S2075)	77%	97%	83%
their school takes staff opinions seriously (S2076)	73%	96%	83%
their school looks for ways to improve (S2077)	95%	100%	93%
their school is well maintained (S2078)	86%	90%	93%
their school gives them opportunities to do interesting things (S2079)	77%	93%	86%

* 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

Balaclava 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 Facebook, Newsletters, Website, Telephone, Post, Hand delivered letters, Parent/Teacher Meetings and School Reports and home visits.

In 2016 the school won a Statewide Showcase award for community engagement which acknowledged the work that the school has done with the community. This community engagement has translated into increased enrolments, attendance and student outcomes.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These programs include the work of the Guidance Officer, and the Chaplain program. We work closely with external agencies including the Department of Child Safety to ensure that our schools safety is considered at all times. The school actively supports families who require assistance with parenting or other concerns.

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Administration also discreetly supports the staff who may be at risk of Domestic Violence by following the DET policy and recommendations.

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	40	53	69
Long Suspensions – 6 to 20 days	0	0	5
Exclusions	0	0	1
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

We have decreased our environmental footprint in the last year even though we have increased the number of staff and students. This may be attributed to the upgrade of some assets and facilities.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	218,817	2,800
2014-2015	232,112	2,295
2015-2016	217,952	2,091

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.**

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Find a school

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	29	40	5
Full-time Equivalents	27	31	<5

Qualification of all teachers

Due to the nature of specialists and AVT's based at our school the number below does not match the fulltime headcount. While the AVT's and specialists are based here they do not form part of the immediate workforce of Balaclava State School.

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	0
Bachelor degree	23
Diploma	0
Certificate	0

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

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Professional Development

Expenditure On and Teacher Participation in Professional Development
The total funds expended on teacher professional development in 2016 were:

TRS from the Mentoring Budget	$4 732.10
TRS days to cover PD	$14 170.60
Professional Development Budget	$17 405.80
TOTAL	$36 308.50

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 –
    - Working with John Fleming as a coach to enhance explicit teaching pedagogy.

- 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
- Mentoring, coaching and Inductions

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.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 87% 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).	87%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	87%	87%

*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%.
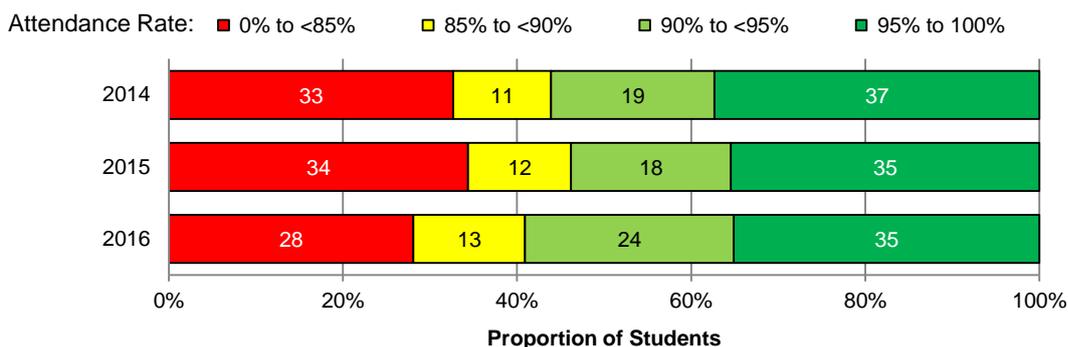
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	86%	82%	83%	90%	86%	90%	91%	86%					
2015	89%	91%	88%	87%	88%	87%	93%						
2016	88%	88%	88%	91%	88%	89%	89%						

*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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	33	11	19	37
2015	34	12	18	35
2016	28	13	24	35

Proportion of Students

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.

Last year we were the reciprocates of a State Showcase award which linked to Community Engagement. Our attendance data was key to this as we have reduced the gap in attendance between Indigenous and non-indigenous students by 6%.

We have show cased our strategies on the "Every day Counts" DET website.

We have also actively taken part in research driven work with University Queensland.

- 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 especial students who we consider to be tier 3 – as in – these students attend for less than 85% of the time

- 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 5 weekly with a special activity.

- Teachers 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.

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.

Queensland
Government