

Bluewater State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The School Annual Report contains the following:

- Outline of progress towards our goals
- Future Outlook
- School Profile
- Curriculum Offering
- Social Climate
- Parent, student and staff satisfaction with the school
- Involving parents in their child's education
- Reducing the school's environmental footprint
- Staff composition, including Indigenous staff
- Expenditure on and teacher participation in professional development
- Average staff attendance
- Proportion of staff retained from the previous school year
- School income broken down by funding source
- Student attendance
- Description of how non-attendance is managed by the school

Bluewater State School, provides a quality education for children from the Preparatory Year to Year 6. Our school community is dedicated towards achieving excellent results for our students and school. Our school motto; Nothing but the Best is indicative of the philosophy we share as a learning organisation.

We are committed to achieving the best for our students in academic, sporting, artistic and cultural fields. We strive purposely to improve on the quality of education that we deliver through strategies that encourage continuous improvement in every student.

We are committed to fostering a community of lifelong learners that are willing and able to contribute to an active society. We provide an academic curriculum that develops a broad range of knowledge across a range of fundamental areas while we also successfully cater for students who either need to be extended or supported. Our school delivers this curriculum in an environment that is both supportive and challenging.

We hold high expectations for our students both in their schoolwork and behaviour. These expectations are complemented by our school values that guide our actions and behaviours throughout the school. Our values: **Respect, Responsibility and Resilience** are shared across all parties in our school community and are evident across our school.

In partnership with the school community, Bluewater State School endeavours to provide a challenging, supportive and responsive educational environment from which the academic, social, emotional, physical and cultural growth of our children will foster lifelong learning and active citizenship in a changing society.

Bluewater State School's vision of excellence and accountability is demonstrated through:

- Providing a quality curriculum that contributes to students leading morally responsible and productive lives in society;
- Effective teaching that aims to provide excellence in learning and teaching in order to achieve the best student outcomes;
- Improvement in learning outcomes in the areas of numeracy and literacy;
- Improvement in community satisfaction with state Department of Education and Training (DETE) enhancement of student transition to higher education and training;
- Provision of instruction in information technology, to prepare students for active and productive participation in a computer-orientated society;
- Fair and equitable practices;
- Sensitivity to cultural diversity;
- Productive partnerships to achieve common goals; and
- Innovative, responsive and accountable leadership and management according to the goals of Department of Education.

At Bluewater State School, we strive to develop a creative and clever Queensland built on a quality education system and a vibrant and innovative arts and cultural sector. We will achieve this through a commitment to Professionalism, Respect, Innovation and Creativity, Diversity and Inclusiveness and Excellence.

On behalf of everyone here at Bluewater State Primary School, I would like to extend to you a warm welcome. Here at Bluewater, we support the individual in dynamic classrooms, which are focused on Literacy and Numeracy along with other Key Learning Areas.

We are co-educational catering for students in Prep to Year 6 and we have a Kindergarten (C & K) on site. Our experienced, enthusiastic and professional staff ensures that all students work towards their full potential.

School progress towards its goals in 2014

The key priorities of the school in 2014 were

- Development of the 2014 – 2017 QSR
- Teaching and Learning Audit
- Discipline Audit
- Staff Roles
- Personalised Learning
- Reading
- Spelling

We are very pleased with the outstanding results that were achieved in the Teaching and Learning Audit and Discipline Audit. You can access the results on the link. [Teaching and Learning Audit](#) and the [Discipline Audit](#). We developed our vision for the next 4 years with the completion of the Quadrennial School Review.



2015 SCHOOL IMPROVEMENT AGENDA



Overall Aims

- ✓ Improve teacher capacity and increase student achievement in reading.
- ✓ Support teachers in engagement, deepening and pedagogy.
- ✓ Personalise learning for all students, through goal setting, mentoring and short term data cycles
- ✓ Personalise learning for all students, through goal setting, mentoring and short term data cycles
- ✓ Maintain focus on increasing student achievement and improving pedagogy in reading and writing
- ✓ Improve and support teacher practice through the consistent implementation of the Bluewater Pedagogical Framework, engagement and pedagogy.

Expectations at Bluewater State School

- Students know their data, Teachers know their students, Teachers know what to teach and Students know what they are learning
- Analyse and use data to improve teaching and learning- data sheets, OneSchool Dashboard, NAPLAN data
- Teachers are using "Whole School approaches" to Reading, Writing, Mathematics, Spelling, Target Setting, Positive Behaviour Learning and Pedagogical Framework

	Commenced	Consolidated	Embedded
Teaching and learning	Feedback <ul style="list-style-type: none"> ▪ Student to student and student to teacher ▪ Teacher to student and teacher to teacher ▪ Align observation process with the North Queensland Observation Tracking Tool ▪ Colleague to colleague ▪ Self-reflection ▪ AITSL professional Standards ▪ Walkthroughs – checking for whole school approaches 	Embed Pedagogical Framework Consistency across all year levels in: <ul style="list-style-type: none"> ▪ Curriculum intent ▪ Pedagogy ▪ Assessment and Making Judgements ▪ Feedback and Reporting 	Differentiation Differentiate: <ul style="list-style-type: none"> ▪ through curriculum ▪ through teaching ▪ through assessment ▪ through learning environment Individual Learning Plans for: <ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islander Students ▪ Special Needs students ▪ BEST (Bluewater Extension Support Team) ▪ Upper 2 Band Group ▪ Lower Juncture students
	Numeracy <ul style="list-style-type: none"> ▪ Implement a Numeracy framework ▪ Develop and implement mental computation and place value expectations ▪ Assessment Formative and Summative ▪ Working with Numeracy Coach 	Short Term Data Cycles <ul style="list-style-type: none"> ▪ Writing Improvement Sem 1, Reading Sem 2 ▪ Whole school approaches ▪ Understanding and using data ▪ Improving outcomes for students ▪ Improving pedagogy using high yield strategies 	School Wide Positive Support <ul style="list-style-type: none"> ▪ Responsible Behaviour Plan ▪ Class Management Plans ▪ Gatcha System ▪ Do the 5 – Victim empowerment ▪ Values: Respect, Responsibility and Resilience ▪ Individual Behaviour Support and Risk Management Plans ▪ PBL Meetings ▪ PBL Focus: Whole School Approaches, Explicit Teaching lessons
	Monitor the progress of Aboriginal and Torres Strait Islander students <ul style="list-style-type: none"> ▪ Case manage students ▪ Implement links in curriculum ▪ Develop resources and local contacts ▪ Employment: Identify a person or contact that can assist in developing student and teacher knowledge ▪ Develop staff knowledge and skills in culturally appropriate teaching and learning strategies 		SWAIMS (School Wide Achievement Internal Monitoring System) <ul style="list-style-type: none"> ▪ Student improvement in: <ul style="list-style-type: none"> ▪ Reading, Writing, Spelling, Letter Recognition, Concepts about Print, English, Mathematics, Science, Geography, History, reading Comprehension. ▪ Identifies specific concepts for STDC meetings and priorities ▪ Informs strategic decisions about: <ul style="list-style-type: none"> ▪ HR Resourcing ▪ Resourcing ▪ Professional Development ▪ P & C Focus ▪ Student referrals to Student Services
Parent and Community	Partnerships Create partnerships with community groups to benefit the school ad group <ul style="list-style-type: none"> ▪ Landcare ▪ NQ Dry Tropics ▪ Townsville City Council ▪ Caltex service station ▪ James Cook University ▪ Others 	Every day Counts <ul style="list-style-type: none"> ▪ Rewards and acknowledgement ▪ Follow up ▪ Targeted 	
		Primary to Secondary <ul style="list-style-type: none"> ▪ Participate in transitions ▪ Work with Northern Beaches State High School ▪ Share information 	
		Parent Information Days <ul style="list-style-type: none"> ▪ Behaviour and Positive Learning ▪ Curriculum ▪ Daniel Marcombe Curriculum ▪ Reading and Spelling 	
		Parent and Community <ul style="list-style-type: none"> ▪ P & C ▪ Bluewater Bugle ▪ Website ▪ Facebook ▪ Parent target meetings ▪ Parent information nights ▪ Parent information sessions <ul style="list-style-type: none"> ○ Reading ○ Sight Words ○ Daniel Marcombe Curriculum ▪ Positive Behaviour Learning 	

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	272	126	146	92%
2013	332	154	178	89%
2014	394	182	212	93%

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

Characteristics of the student body:

In 2014, Bluewater State School had a total enrolment of 394 of which 11.2% of the student population recognising themselves as Aboriginal or Torres Strait Islander Background. 46.2% of students were female and 53.8% male. Bluewater students are drawn from rural area of Bluewater, Yabula and Black River communities, the Beach communities of Saunders Beach, Toolakea Beach, Toomula Beach, Balgal Beach, and Bushland Beach communities, and residential communities of Jensen, Deeragun, Burdell and North Shore. Bluewater has 19 communities (suburbs) that students come from, making it a very diverse and interesting school.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	25	22
Year 4 – Year 7 Primary	26	25	26

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	28	24	21
Long Suspensions - 6 to 20 days	0	3	3
Exclusions [#]	0	0	1
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our Curriculum derives from what matters:

- Teachers and the work they do with children
- Quality learning experiences
- Assessment and reporting that is easily understood and authentic
- The purpose of the Roadmap is to:
 - Develop a common curriculum plan as a base for consistency of planning
 - Create a co-ordinated approach to ensure a balanced curriculum is delivered
 - Support principal accountability regarding curriculum delivery
 - Present opportunities to un clutter the curriculum and have seamless delivery from Years Prep –7
 - Maximise opportunities for teachers to focus on the teaching/learning process by minimising the demands for planning
 - Form a platform for the development of quality teaching through an inquiry based approach
 - Develop rigour and deep learning though assessment which drives programming and planning, teaching and learning
 - Ensure implementation of the Australian Curriculum in English, Mathematics, Science, and History while integrating where appropriate other subjects of SOSE, Technology, and Visual Arts.

Key Learning Areas:

- English/Mathematics/Science and History
- Dance and Drama/LOTE /HPE – Physical Education
- Technology, Media, Visual Arts and Drama are included in the integrated studies curriculum if matched to the curriculum intent of the organiser/Integrate ICT's across all Key Learning Areas

Bluewater State School also provides and maintains:

- Learning Support programs for identified students
- Special Needs Program for Students with Disabilities

Transition programs for pre-school age students entering Prep; and for year 7 students entering High School

Extra curricula activities

- Instrumental Music Program
- Inter-house Athletics
- Interhouse Sport
- Year 5/6 School Camp
- Transition days to Northern Beaches High School for Year 7
- Choir
- Education Week
- Leadership Opportunities
- Excursions
- Under 8's Day Activities
- Arts Council Performances
- Challenge Games for Students with Disabilities

How Information and Communication Technologies are used to assist learning

Our school's ICT program develops student's ICT and information literacy skills through learning and assessment activities. The HOC collaboratively plans with class teachers to support teachers in their teaching of ICT skills to students and staff in an integrated approach to learning and assessment. Computers are used in classrooms by students to complete their outcomes based learning assessment tasks and culminating activities. Students use online content and services to support their learning. Other multimedia resources such as digital cameras, movie making equipment and data projectors are used in conjunction with computers for student learning.

At Bluewater State School technology is a valuable and important tool that greatly enhances the learning process. It is of valuable assistance in modelling complex and abstract processes, teaching problem solving and drilling on basic skills. It has proven to be an equalizer in the voice of the student; thereby enhancing the ability of special needs students to communicate. It has also improved skills in group interaction, teamwork and especially individual resourcefulness, but it has not been a cure-all. Teachers are still the ones who teach, the technology is a teaching tool.

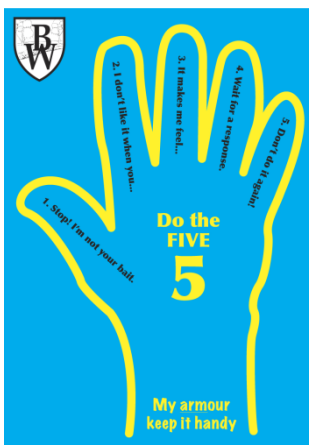
In 2014 Bluewater School we have 85 iPads or 5 per class, which will be used in each classroom utilising apps for reinforcement of reading, sounds, mathematics, place value, video editing, research and entertainment. 2015 will be an exciting year for school integrating ICT's in the curriculum.

Social Climate

Bluewater State School is committed to ensuring that each student's intellectual physical, emotional, social and cultural wellbeing is nurtured within a supportive school environment. Bluewater State School has started in 2011, becoming a School Wide Positive Behaviour Support School. Through this process we have put in place to encourage high expectations for positive behaviour and therefore academic success. All students at Bluewater are entitled to and do receive effective and positive behaviour support, further specialised behavioural strategies are implemented for students who may require further intervention to achieve schooling success.

We believe students who display inappropriate behaviours need to be identified and a range of strategies developed to support them as learners. It is our aim that the students of Bluewater State School will maximise their own learning and the learning of others in a disruption free environment where staff, students and parents feel safe, happy and supported.

At Bluewater State School, we strongly encourage all students to act responsibly, resiliently, and respectfully. We strongly encourage students to take ownership of their and others behaviours through modelled and consistent use of Bluewater's 'DO THE FIVE'. This whole school language promotes self-management and focuses on individual conflict resolution between students.



"DO THE FIVE"

1. Say "***Stop it! I'm not your bait!***"
2. "I don't like it when you..." (Exactly what they said or did)
3. "It makes me feel..."
4. Wait for their response.
5. Tell them "***Don't do it again!***" (This should be said with a firm voice to convey emotion)

When this process is unable to be resolved by the students involved, the students must seek out the nearest teacher.

If that still doesn't work, then students are encouraged to seek out the principal.

We encourage the students to always talk to Mum and Dad and Mum and Dad will remind them to "do the 5", see a teacher or see the principal.

We also believe that it is essential to recognise and celebrate the positive behaviours and achievements in our school community. Students need to see themselves as having an important role in ensuring that their school environment is a safe, pleasant and happy place to learn.

At Bluewater State School, we emphasise the partnership between home and school, and the role of each in preparing our students for life. We recognise the importance of parents as partners in their children's education. We place a strong emphasis on keeping parents informed through all stages of behaviour management, particularly when celebrating the positive.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	97%	96%
this is a good school (S2035)	97%	100%	98%
their child likes being at this school* (S2001)	100%	97%	98%
their child feels safe at this school* (S2002)	97%	100%	100%
their child's learning needs are being met at this school* (S2003)	89%	92%	89%
their child is making good progress at this school* (S2004)	94%	97%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	97%	91%
teachers at this school motivate their child to learn* (S2007)	86%	95%	93%
teachers at this school treat students fairly* (S2008)	86%	94%	98%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	95%
this school works with them to support their child's learning* (S2010)	92%	92%	95%
this school takes parents' opinions seriously* (S2011)	97%	100%	95%
student behaviour is well managed at this school* (S2012)	86%	100%	95%
this school looks for ways to improve* (S2013)	97%	100%	98%
this school is well maintained* (S2014)	100%	100%	98%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	99%
they like being at their school* (S2036)	97%	98%	99%
they feel safe at their school* (S2037)	90%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	97%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	96%	97%
teachers treat students fairly at their school* (S2041)	100%	100%	94%
they can talk to their teachers about their concerns* (S2042)	94%	94%	97%
their school takes students' opinions seriously* (S2043)	94%	100%	96%
student behaviour is well managed at their school* (S2044)	94%	100%	96%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	96%	99%
their school gives them opportunities to do interesting things* (S2047)	100%	98%	99%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	100%
they feel that their school is a safe place in which to work (S2070)		97%	100%
they receive useful feedback about their work at their school (S2071)		97%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		97%	100%
their school takes staff opinions seriously (S2076)		97%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		97%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Bluewater State School enjoys a strong, positive reputation within the community as a caring school with a positive approach to managing student behaviour. Parents are actively involved in a range of activities and roles at Bluewater State School. We have an active Parents and Citizens' Association which manages a tuckshop, fundraising and school improvement projects and oversees the management of the school and a wide range of parent involvement as classroom tutors and supporting school activities. Training is offered regularly to parents who wish to assist in the school – or who might like to improve their knowledge and skills to work with their own children at home.

Our school P&C Association allows for maximum parental involvement in the traditional form of school fundraising through to the other end of the spectrum with school policy decision making authority. No policy, report or school plan is implemented without prior support and sharing with the school P&C Association. Currently at Bluewater State School our P&C Association works in collaboration with teachers to develop and create some of the most innovative and sustainable school policies in the State.

All of our classrooms operate on an 'open door' policy whereby parents are welcomed into the rooms to participate in their child's education. At Bluewater State School we believe a parent who is interested in their child's education, makes a child interested in their own education.

Parents can also become involved at Bluewater State School by:

- Reading the fortnightly newsletter
- Reading the noticeboard
- Attending our parades held on a Monday morning at 9 am
- Helping out in the school tuckshop
- Attending parent/teacher interviews
- Attending parent information sessions
- Attending Sports Days, Swimming Carnivals and Cultural Days (NAIDOC Week etc.)

Reducing the school's environmental footprint

In 2011 saw the start of environmental projects by the building of the chicken coup. In 2014 we expanded the environmental precinct to include sustainable gardens, living cycles (chicken, bird and butterfly), energy cycles (wind and solar) and water cycle (rain harvesting). Wicking gardens, butterfly gardens and a dedicated area for the environmental projects has been established. The Compost and Orchard were exceptional projects that we completed with a community partnership with Bunnings. This has further ensured that the school has decreased food waste, utilising the worm farm, compost and chooks.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	159,647	5,684
2012-2013	162,678	13,127
2013-2014	171,177	18,732

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.

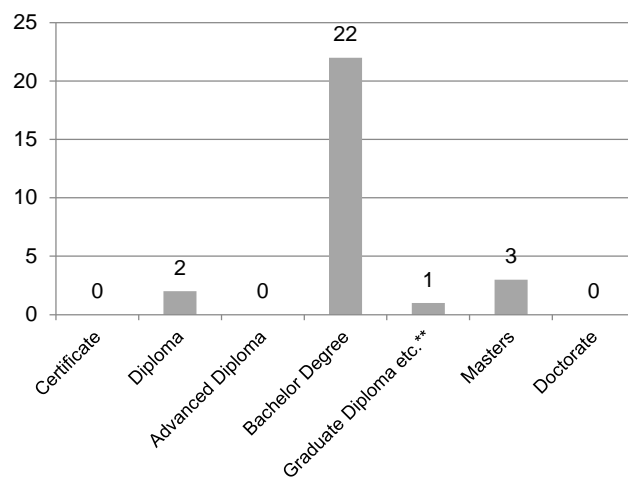
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	26	18	0
Full-time equivalents	22	10	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	22
Graduate Diploma etc.**	1
Masters	3
Doctorate	0
Total	28



*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 2014 were \$ 21 309.34

The major professional development initiatives are as follows:

- Spelling
- Reading
- Peer Mentoring
- School Wide Positive Support Training

The proportion of the teaching staff that had access to quality Professional Development activities during 2013 was 96.8%. All teachers have completed training and school led Professional Development in 2013 in School Wide Positive Support Training, Reading and Spelling.

100% of our staff undertook professional development that was offered by the school.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

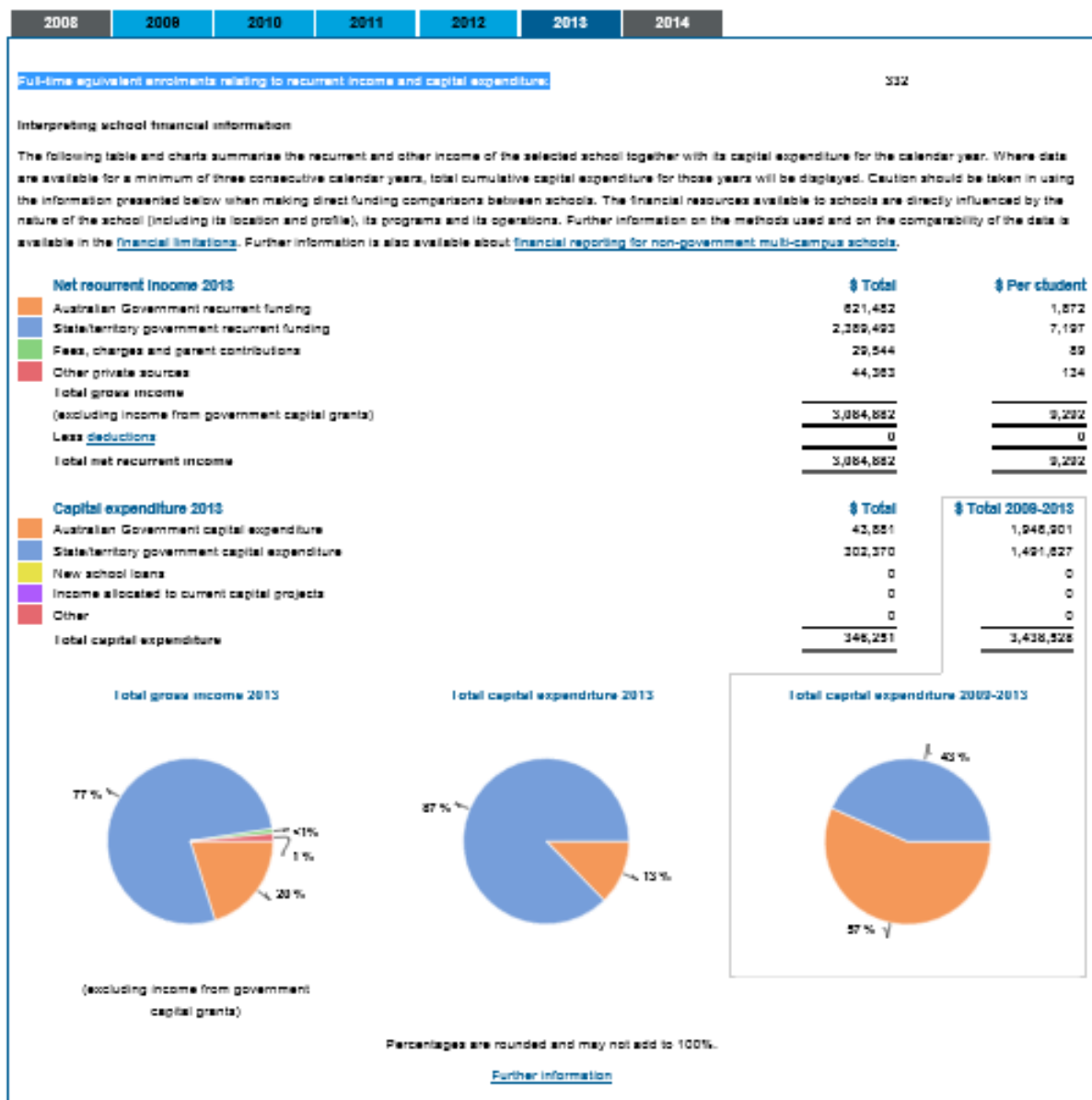
Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 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/>.

School finances



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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	92%

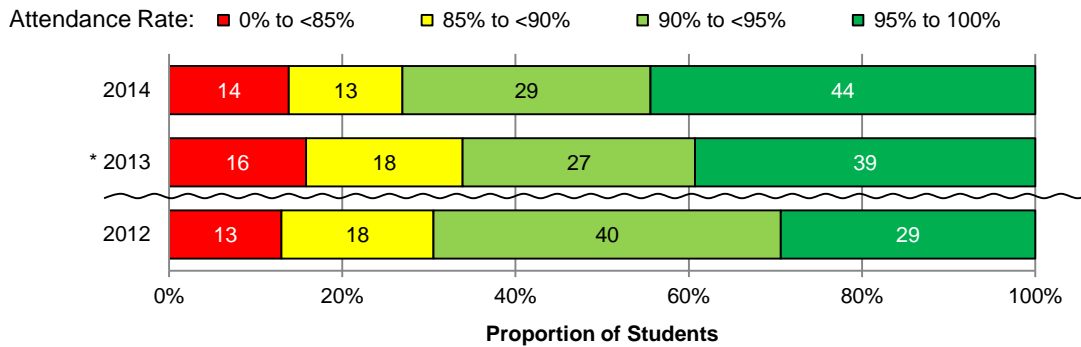
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	91%	92%	92%	86%	91%	92%					
2013	90%	92%	93%	90%	92%	91%	91%					
2014	92%	92%	92%	94%	92%	91%	92%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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Attendance at this school is measured by un-explained absences greater than 3 days from the learning program. An un-explained absence greater than 3 days is defined as 'truancy' and the school manages this in accordance with state school processes.

Every day counts, the school has advertised, through newsletter, and parades the message that every day counts. 2014 will see rewards and incentives introduced for students with high attendance rates.

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/>.

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.

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Search by suburb, town or postcode

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Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Our indigenous students are equal to or better than the student average at the school in Year 3, 5, 7 NAPLAN data except in Yr. 3 Reading which is just below the state average. Attendance rates are below the average with our indigenous students' attendance at 89.9% attendance and the average for the school is 92%.