Bluewater State School
Queensland State School Reporting
2014 School Annual Report

Postal address  Buckby Street Bluewater 4818
Phone          (07) 4751 2333
Fax            (07) 4751 2300
Email          the.principal@bluewatess.eq.edu.au
Webpages       Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person Chris Anderson, Principal

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.
### Future outlook

#### Department of Education and Training

**2015 School Improvement Agenda**

**Overall Aims**
- Meet student achievement and growth targets set in achievement planning.
- Support student engagement, choice and ownership.
- Maintain safety and wellbeing, reducing and responding to incidents.
- Foster learning by all students through creative, meaningful, relevant and challenging teaching strategies.
- Progress student thinking, enabling growth, developing thinking, reasoning and learning.
- Support and develop teachers through the ongoing implementation of the School Pedagogy Framework and classroom practice.

#### Expectations at Bluewater State School

- Student, teacher, and student data. Teachers know when students are achieving and when they are not.
- Teachers are using 'Whole-school approaches' in Reading, Writing, Mathematics, Spelling, Target Setting, Positive Behavioural Learning and Pedagogical Framework.

#### Commenced

<table>
<thead>
<tr>
<th>Reading</th>
<th>Data Analysis</th>
<th>Supporting Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bluewater Reading Framework</td>
<td>Data Analysis using School Wide and</td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
<tr>
<td>Bluewater Wise Strategies (Embedded)</td>
<td>Internet Monitoring Systems, data needs, internal monitoring (term data and Short Term Data-Slices), external data (NAPLAN)</td>
<td>Student Improvement in Reading, Writing, Spelling, Numeracy, General Numeracy, Planning, Strategic Decisions-making</td>
</tr>
<tr>
<td>Analyse and use Gaps and Spot Data to explicitly teach comprehensives strategies</td>
<td>and analysed data to inform future teaching</td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
<tr>
<td>Analyse and implement Reading data, PM data, PAT A (BiemOlt)</td>
<td></td>
<td>Teacher Improvement in Reading, Writing, Spelling, Numeracy, General Numeracy, Planning, Strategic Decisions-making</td>
</tr>
<tr>
<td>Whole-class Literacy Coach</td>
<td></td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
<tr>
<td>Active Phases</td>
<td></td>
<td>Student Improvement in Reading, Writing, Spelling, Numeracy, General Numeracy, Planning, Strategic Decisions-making</td>
</tr>
</tbody>
</table>

#### Consolidated

<table>
<thead>
<tr>
<th>Writing</th>
<th>Curriculum</th>
<th>ATAR/Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bluewater Wise Strategies (Embedded)</td>
<td>Writing Australian Curriculum in use with the Curriculum and Reporting Framework</td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
<tr>
<td>Use with the Bluewater State School Writing Framework</td>
<td>Update and maintain the Pedagogical Framework</td>
<td>Teacher Improvement in Reading, Writing, Spelling, Numeracy, General Numeracy, Planning, Strategic Decisions-making</td>
</tr>
<tr>
<td>Understand other NAPLAN/goals</td>
<td></td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
<tr>
<td>Short Term Data (APT Year 2)</td>
<td></td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
<tr>
<td>Whole School Writing Online Course</td>
<td></td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
<tr>
<td>Whole School Writing Online Course</td>
<td></td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
<tr>
<td>Whole School Writing Online Course</td>
<td></td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
</tbody>
</table>

#### Embedded

<table>
<thead>
<tr>
<th>O.D.P.</th>
<th>Curriculum</th>
<th>ATAR/Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional relationship with C.E.A. Organ and School Staff</td>
<td>Classroom Knowledge</td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
<tr>
<td>Leadership Centre</td>
<td>Assessment Knowledge</td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>Planning of curriculum</td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
<tr>
<td>Group</td>
<td>Activities of classroom initiatives (i.e., reading groups)</td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
<tr>
<td>Grade 8-12</td>
<td>Professional development</td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
<tr>
<td>Teachers, Teachers and Assistants</td>
<td></td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
<tr>
<td>School Improvement Agenda 2015</td>
<td></td>
<td>NAPLAN (School Wide Approach Internal Monitoring Schedule)</td>
</tr>
</tbody>
</table>

#### Curriculum

**O.D.P.**
- Professional relationship with C.E.A. Organ and School Staff
- Leadership Centre
- Professional Learning

**Group**
- Classroom Knowledge
- Assessment Knowledge
- Planning of curriculum

**Grade 8-12**
- Activities of classroom initiatives (i.e., reading groups)
- Professional development

#### Developing Performance Frameworks

- Principal and Leadership Team
- Teachers, Teacher aides and Assistant staff
- Staff Meeting Monday: Professional Development in School twice a week
- NAPLAN
- School Improvement Agenda 2015

#### Voluntary Professional development (embodied)
- Whole School Numeracy from NAPLAN
- Whole School Writing from NAPLAN

#### Supporting Curriculum

- WC with WC
- Pedagogical Framework
- Bluewater Curriculum Plan

#### NAPLAN (School Wide Approach Internal Monitoring Schedule)

- Student Improvement in Reading, Writing, Spelling, Numeracy, General Numeracy, Planning, Strategic Decisions-making
- NAPLAN (School Wide Approach Internal Monitoring Schedule)
- Teacher Improvement in Reading, Writing, Spelling, Numeracy, General Numeracy, Planning, Strategic Decisions-making
- NAPLAN (School Wide Approach Internal Monitoring Schedule)
- Teacher Improvement in Reading, Writing, Spelling, Numeracy, General Numeracy, Planning, Strategic Decisions-making
- NAPLAN (School Wide Approach Internal Monitoring Schedule)

#### ATAR/Higher

- Classroom Knowledge
- Assessment Knowledge
- Planning of curriculum
- Activities of classroom initiatives (i.e., reading groups)
- Professional development
- Classroom Knowledge
- Assessment Knowledge
- Planning of curriculum
# 2015 School Improvement Agenda

**Overall Aims**

- Promote student leadership and ownership of learning.
- Support mathematics in-depth and across years.
- Deeper learning for students through project-based and short term projects.
- Prepare students for a society that expects lifelong learning in a short term.
- Focus on student learning outcomes with emphasis on problem solving, reasoning and writing.
- Support a student's topic project through a coherent implementation of the Australian Curriculum framework, implementation and evaluation.

## 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 analysis.
- One School Dashboard, NAPLAN.
- Teachers are using Whole School approaches to Reading, Writing, Mathematics, Spelling, Target Setting, Positive Behavioural Learning and Pedagogical Framework.

### Feedback

<table>
<thead>
<tr>
<th>Target</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student to student and student to teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher to student and teacher to teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Align observation process with the North Queensland Observation Tracking Tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative in planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole school - checking for whole school approaches</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Pedagogical Framework

**Consistency across all year levels in:**

- Pedagogy
- Assessment and Formative Judgements
- Feedback and Reporting

### Differentiation

- Differentiated
  - Through curriculum
  - Through teaching
  - Through assessment
  - Through learning environment

### Individual Learning Plans

- Aboriginal and Torres Strait Islander Students
- Gifted and Talented Students
- NAPLAN (Bluewater Extension Support Team)
- Open 2 Mind Group
- Lower Attaining Students

### Short Term Data Focuses

- Writing Improvement: Sem 2, Reading: Semi 2
- Whole school approaches
- Understanding and using data
- Improving outcomes for students
- Improving pedagogy using high profile strategies

### School Wide Positive Support

- NAPLAN-like Behaviour Plan
- Goal Management Plan
- Restriction System
- Do the 5: Victoria empowerment
- Others: Resilience, Responsibility and Respect
- Individual Behavioural Support and Risk Management Plan
- MT Meetings
- MAB for 6: Whole School Approaches

### SWANS

(A School Wide Achievement External Monitoring System)

- Student improvement:
  - Reading, Writing, Spelling, Numeracy, Science, Geography, History, Reading Comprehension
  - Identify specific strategies for ITC meetings and priorities
  - Identify strategic decisions:
    - MT Reassessing
    - Resource
    - Professional Development
    - P&C Focus

- Student referral to Student Services

### Target Setting

- Students of Bluewater State School will set targets for:
  - Reading
  - Writing
  - Spelling
  - Numeracy

### Mathematics

- Fractions
  - Whole School Target Meeting
  - Parent Information nights
  - Parent Information
  - Number Sense
  - Fractions
  - Problem Solving
  - Positive Behavioural Learning

### Every Day Counts

- Assessment and Self-assessment
- Feedback
- Targeted

### Primary to Secondary

- Participate in Interventions
- Work with North West Beach State High School
- Share Information

### Parent Information Days

- Mathematics and Numeracy
- Curriculum
- Drama/Music/Art Curriculum
- Reading and Language

### Parent and Community

- P&C
- Bluewater Village
- Website
- Facebook
- Parent target meetings
- Parent Information nights
- Parent Information Sessions
  - Reading
  - Spelling
  - Numeracy/Music/Art Curriculum
  - Positive Behavioural Learning

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13 October 2014

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**Government**
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:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>272</td>
<td>126</td>
<td>146</td>
<td>92%</td>
</tr>
<tr>
<td>2013</td>
<td>332</td>
<td>154</td>
<td>178</td>
<td>89%</td>
</tr>
<tr>
<td>2014</td>
<td>394</td>
<td>182</td>
<td>212</td>
<td>93%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td>21</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td></td>
<td>26</td>
<td>25</td>
<td>26</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
<th>2012</th>
<th>2013</th>
<th>2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td></td>
<td>28</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td></td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Exclusions</td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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 unclutter 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

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

**Percentage of students who agree\(^*\) that:**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>they like being at their school(^*) (S2036)</td>
<td>97%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>they feel safe at their school(^*) (S2037)</td>
<td>90%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers motivate them to learn(^*) (S2038)</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>their teachers expect them to do their best(^*) (S2039)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work(^*) (S2040)</td>
<td>97%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school(^*) (S2041)</td>
<td>100%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns(^*) (S2042)</td>
<td>94%</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously(^*) (S2043)</td>
<td>94%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school(^*) (S2044)</td>
<td>94%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>their school looks for ways to improve(^*) (S2045)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained(^*) (S2046)</td>
<td>100%</td>
<td>96%</td>
<td>99%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things(^*) (S2047)</td>
<td>100%</td>
<td>98%</td>
<td>99%</td>
</tr>
</tbody>
</table>

* 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.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>159,647</td>
<td>5,684</td>
</tr>
<tr>
<td>2012-2013</td>
<td>162,678</td>
<td>13,127</td>
</tr>
<tr>
<td>2013-2014</td>
<td>171,177</td>
<td>18,732</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>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>26</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>22</td>
<td>10</td>
<td>0</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>2</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>22</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>28</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 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**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>96%</td>
<td>95%</td>
</tr>
</tbody>
</table>

**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/](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.
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.

## Key student outcomes

### Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>91%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>2</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>3</td>
<td>92%</td>
<td>86%</td>
<td>91%</td>
</tr>
<tr>
<td>4</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>5</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>6</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>7</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>8</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>9</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>10</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>11</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>12</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
</tbody>
</table>

*DW = Data withheld to ensure confidentiality.*

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>91%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>2</td>
<td>90%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>3</td>
<td>93%</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td>4</td>
<td>90%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>5</td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
</tr>
<tr>
<td>6</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>7</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>8</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
</tbody>
</table>

## 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 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.

Non-attendance is managed in state schools in line with the DET 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.

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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector: Government
Non-government

SEARCH
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%.