

Bluewater State School

Queensland State School Reporting

2015 School Annual Report



Nothing but the best

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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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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 2015

Reading

- *Bluewater Reading Framework*
- *Bluewater Bluey Strategies (embedded)*
- *Analyse and use Cars and Stars Data to explicitly teach comprehension strategies*
- *Analyse and implement Reading Data, PM data, PAT R (SWAIMS)*
- *Work with Literacy Coach*
- *Jolly Phonics*

Spelling

- *Develop spelling observation and feedback in line with Bluewater Spelling Framework*
- *Vary assessment of spelling in action and in monitoring*
- *Research Whole School Program*

Writing

- *Work with the Bluewater State School Writing Framework*
- *Understand and use NAPLAN guide*
- *Short Term Data Cycle focus Term 2.*
- *Whole School Bluewater Editing Guide*
- *Jolly Phonics*

Coaching and Mentoring Model

- *For all teaching staff*
- *Induction*
- *Mentors*
- *Walkthroughs*

Australian Professional Standards

- *Familiarise*
- *Development plans*
- *Professional development is linked to each standard*

Engagement

- *HOD of wellbeing*
- *Cooperative strategies and Higher order Thinking*
- *Challenge and risk-taking*

Future outlook

The work that was done in 2015 will continue to be the work done in 2016.

Reading

- *Bluewater Reading Framework*
- *Bluewater Bluey Strategies (embedded)*
- *Analyse and use Cars and Stars Data to explicitly teach comprehension strategies*
- *Analyse and implement Reading Data, PM data, PAT R (SWAIMS)*
- *Work with Literacy Coach*
- *Jolly Phonics*
- *Cueing systems and Australian Curriculum*

Spelling

- *Develop spelling observation and feedback in line with Bluewater Spelling Framework*
- *Vary assessment of spelling in action and in monitoring*
- *Research Whole School Program*

Writing

- *Work with the Bluewater State School Writing Framework*
- *Short Term Data Cycle focus Term 2.*
- *Whole School Bluewater Editing Guide*
- *Jolly Phonics*
- *7 steps to writing*
- *Cueing systems and Australian Curriculum*

Coaching and Mentoring Model

- *For all teaching staff*
- *Induction*
- *Mentors*
- *Walkthroughs*

Australian Professional Standards

- *Development plans*
- *Professional development is linked to each standard*

Engagement

- *STEAMo introduction and strategic Plan*
- *HOD of wellbeing*
- *Cooperative strategies and Higher order Thinking*
- *Challenge and risk-taking*

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	332	154	178	35	89%
2014	394	182	212	36	93%
2015	423	207	216	35	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

Schools may choose to describe their programs under the 'Curriculum Delivery' section below.

*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:

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		
	2013	2014	2015
Prep – Year 3	25	22	24
Year 4 – Year 7 Primary	25	26	25
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	24	21	14

Long Suspensions - 6 to 20 days	3	3	0
Exclusions	0	1	0
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.

Curriculum delivery

Our approach to curriculum delivery

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 –6
 - 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 6 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 6
- Choir
- Education Week
- Leadership Opportunities
- Excursions
- Under 8's Day Activities
- Arts Council Performances
- Challenge Games for Students with Disabilities

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How Information and Communication Technologies are used to improve 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.

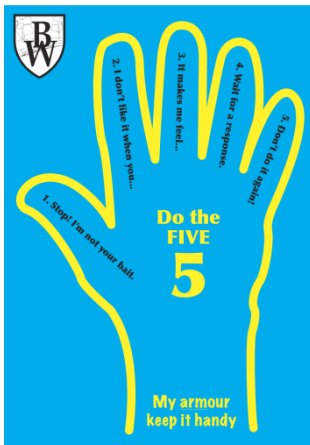
In 2015 Bluewater School we have 105 iPads or 5 per class, which will be used in each classroom utilising apps for reinforcement of reading, sounds, mathematics, place value, video editing, research and entertainment. 2016 will be an exciting year for school integrating ICT's in the curriculum.

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			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	96%	100%
this is a good school (S2035)	100%	98%	100%
their child likes being at this school (S2001)	97%	98%	96%
their child feels safe at this school (S2002)	100%	100%	93%
their child's learning needs are being met at this school (S2003)	92%	89%	89%
their child is making good progress at this school (S2004)	97%	89%	93%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	91%	89%
teachers at this school motivate their child to learn (S2007)	95%	93%	96%
teachers at this school treat students fairly (S2008)	94%	98%	93%
they can talk to their child's teachers about their concerns (S2009)	97%	95%	93%
this school works with them to support their child's learning (S2010)	92%	95%	96%
this school takes parents' opinions seriously (S2011)	100%	95%	92%
student behaviour is well managed at this school (S2012)	100%	95%	89%
this school looks for ways to improve (S2013)	100%	98%	96%
this school is well maintained (S2014)	100%	98%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	99%	97%
they like being at their school (S2036)	98%	99%	97%
they feel safe at their school (S2037)	100%	100%	96%
their teachers motivate them to learn (S2038)	100%	97%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	97%	99%
teachers treat students fairly at their school (S2041)	100%	94%	97%
they can talk to their teachers about their concerns (S2042)	94%	97%	96%
their school takes students' opinions seriously (S2043)	100%	96%	100%
student behaviour is well managed at their school (S2044)	100%	96%	96%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	96%	99%	97%
their school gives them opportunities to do interesting things (S2047)	98%	99%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	100%	100%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	97%	100%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	97%	100%	97%
their school takes staff opinions seriously (S2076)	97%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	100%	100%

'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

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
2012-2013	162,678	13,127
2013-2014	171,177	18,732
2014-2015	166,364	

*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.

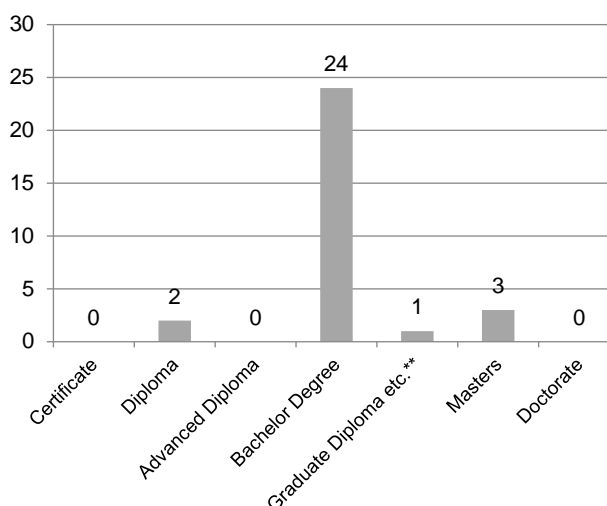
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	26	24	0
Full-time equivalents	25	12	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.**	1
Masters	3
Doctorate	0
Total	30



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$29,458.38

The major professional development initiatives are as follows:

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 2015 in School Wide Positive Support Training, Reading and Spelling.

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

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

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

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	94%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

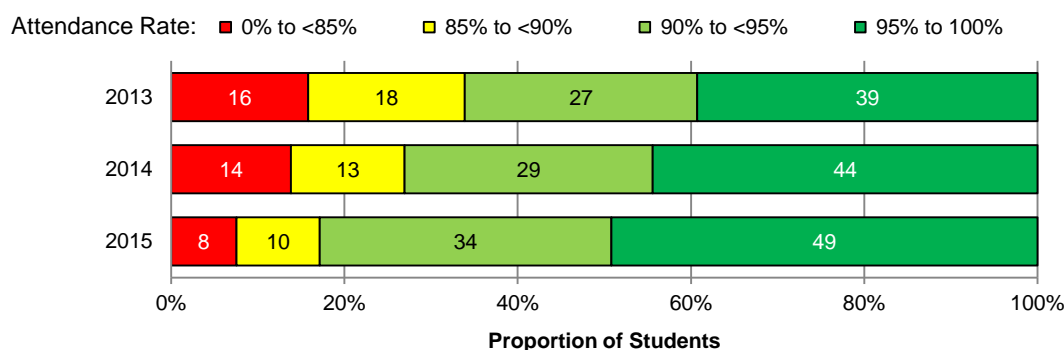
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	90%	92%	93%	90%	92%	91%	91%					
2014	93%	92%	92%	92%	94%	92%	91%	92%					
2015	95%	94%	94%	94%	93%	94%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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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.

Find a school

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School 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.