



## Bluewater State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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## School Overview

Bluewater provides a quality education for children from Prep to Year 7. Our school is dedicated towards achieving excellent results for our students. Our school motto, 'Nothing but the Best' is indicative of the philosophy we share as a learning organization. We are committed to achieving the best in academic, sporting, artistic and cultural fields. We strive to improve on the quality of education through strategies that encourage improvement in every student. We are committed to fostering a community of lifelong learners that 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 school work and behaviour. These expectations are complemented by our school values that guide our actions and behaviours. Our values: Respect, Responsibility and Resilience are shared across our school community and are evident throughout our school.

## Principal's Forward

### 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

## School Progress towards its goals 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
- 

## Future Outlook 2017

DETE Strategic Plan 2014-2018	State School Strategy 2016-2020	Strategies
<b>Successful Learners</b>	<b>Successful Learners</b>	<b>Embed Whole school Writing improvement</b> <ul style="list-style-type: none"> <li>• Employ STLN (FTE 2.8) *</li> <li>• Embed Short Term Data Cycles – Collaborative Enquiry *</li> </ul> Master Teacher focus is Writing
		<b>Maintain and Review Whole School Reading improvement</b> <ul style="list-style-type: none"> <li>• Focus on reading demands in Australian Curriculum</li> </ul> Review and support 4 lesson sequence model in Prep – Year 1
		<b>Refine school attendance strategy to engage all learners</b> <ul style="list-style-type: none"> <li>• Review and refine the school's attendance policy to improve attendance and engagement for students &lt;85%</li> <li>• Implement and monitor same day notification (SMS) for absence</li> <li>• Monitor students &lt;85% - individual plan</li> </ul>

		<p><b>Support Whole School Behaviour Support System</b></p> <ul style="list-style-type: none"> <li>• Support Classroom Profiling and Essential Skills coaching</li> <li>• Training of teachers in Non Violent Crisis Intervention, classroom profiling, essential skills in line with the Responsible behaviour Plan for students</li> </ul> <p>Support PBL team – Whole School approach</p>
		<p><b>Implement evidence based portfolios for student achievement</b></p> <ul style="list-style-type: none"> <li>• Short Term Data Cycles- bringing evidence to the table*</li> </ul> <p>Investigate evidence portfolios for LOA</p>
<b>Great People</b>	<b>Teaching Quality</b>	<p><b>Collaboratively develop high yield strategies to maximise every students opportunity to achieve at their full potential*</b></p> <ul style="list-style-type: none"> <li>• Assessment Literate Learners</li> <li>• Learning walls</li> <li>• Know and Do Tables</li> <li>• Case Management of students</li> </ul>
		<p><b>Implement a performance system to enhance Quality Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Use collaborative planning with STLN’s and across cohorts</li> <li>• Embed use of school EdStudio</li> <li>• Develop feedback for Teacher- student, student – teacher</li> <li>• Teachers completing Developing Performance Plan</li> </ul>
	<b>Leadership &amp; Performance</b>	<p><b>Implement monitor and review Individual Performance Plans</b></p>
<b>High Standards</b>	<b>School Performance</b>	<p><b>Support PLC Black initiatives (4 Pillars)</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Inclusive Education</li> <li>• Principal network</li> <li>• Moderation</li> </ul> <p>Seek opportunities to support other schools, leaders and teachers</p>
<b>Engaged Partners</b>	<b>Local Decision Making</b>	<p><b>Continue to support Transition opportunities for Early years and High school</b></p> <ul style="list-style-type: none"> <li>• Kindergarten visits to local catchment</li> <li>• Local transition days to catchment High Schools</li> </ul>
		<p><b>Building the confidence of Parents and the wider community in the schools performance and student achievement</b></p> <ul style="list-style-type: none"> <li>• Embrace the support from Parents and the wider community</li> <li>• Engage local partnerships to support students to engage with the school curriculum</li> <li>• Engage JCU Pre-service teacher training</li> </ul>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	394	182	212	36	93%
<b>2015*</b>	423	207	216	35	94%
<b>2016</b>	422	208	214	43	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 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	23
Year 4 – Year 7	26	25	25
Year 8 – Year 10			
Year 11 – Year 12			

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

## Curriculum Delivery

### Our Approach to Curriculum Delivery

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

**Co-curricular Activities**

- Instrumental Music Program
- Inter-house Athletics
- Inter-house 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
- STEAM(o) Science, Technology, Engineering and Mathematics and Outdoors Educations clubs

**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 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.

At Bluewater School we have 105 iPads or 5 per class, which are used in each classroom utilising apps for reinforcement of reading, sounds, mathematics, place value, video editing, research and entertainment.

**The Australian Curriculum: Digital Technologies** empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

## Social Climate

### Overview

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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	100%	92%
this is a good school (S2035)	98%	100%	100%
their child likes being at this school* (S2001)	98%	96%	100%
their child feels safe at this school* (S2002)	100%	93%	100%
their child's learning needs are being met at this school* (S2003)	89%	89%	92%
their child is making good progress at this school* (S2004)	89%	93%	92%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	89%	94%
teachers at this school motivate their child to learn* (S2007)	93%	96%	92%
teachers at this school treat students fairly* (S2008)	98%	93%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	93%	98%
this school works with them to support their child's learning* (S2010)	95%	96%	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	95%	92%	93%
student behaviour is well managed at this school* (S2012)	95%	89%	94%
this school looks for ways to improve* (S2013)	98%	96%	100%
this school is well maintained* (S2014)	98%	96%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	97%	97%
they like being at their school* (S2036)	99%	97%	96%
they feel safe at their school* (S2037)	100%	96%	96%
their teachers motivate them to learn* (S2038)	97%	100%	97%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	98%
teachers treat students fairly at their school* (S2041)	94%	97%	92%
they can talk to their teachers about their concerns* (S2042)	97%	96%	94%
their school takes students' opinions seriously* (S2043)	96%	100%	93%
student behaviour is well managed at their school* (S2044)	96%	96%	93%
their school looks for ways to improve* (S2045)	100%	100%	98%
their school is well maintained* (S2046)	99%	97%	98%
their school gives them opportunities to do interesting things* (S2047)	99%	100%	96%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	97%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	89%
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)	100%	97%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	97%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

\* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016

# '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. The P & C have a number of subcommittees that help improve the school. Parents are encouraged to participate either with the general committee or subcommittees. Currently at Bluewater State School our P&C Association works in collaboration with teachers to develop and create one of the most innovative and sustainable schools 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
- Volunteering in the classroom
- Attending Sports Days, Swimming Carnivals and Cultural Days (NAIDOC Week etc.)

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Every class will participate in the Daniel Morcombe Curriculum, highlighting Recognise, React, Report message. This is done via Health lessons, Classroom teacher and Positive Behaviour for Learning (PBL) lessons.

Positive Behaviour for Learning (PBL) is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base and is used in many Queensland state schools. Bluewater State School is a North Queensland

A safe and orderly school environment is important to learning. Disruptive classroom behaviour is known to interfere with learning and is a cause of stress and concern for students, teachers and families.

Most children start school with the social skills they need for success. They have learned these socially valued behaviours from their parents, families, carers, early childhood learning experiences and their social networks. Children learn behaviours very quickly, but often they also learn "misrules" or behavioural errors.

Common examples of behavioural errors include a student swearing when they get something wrong, raising their voice to get teacher attention, crying to avoid doing work, and fighting, threatening or embarrassing others in order to get certain things, social attention from their peers, or to be included in games.

Bluewater State School understands that problem behaviour serves a purpose for their students. The fastest way to turn problem behaviour around is by teaching them acceptable and appropriate ways to get what they need.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	21	14	7
Long Suspensions – 6 to 20 days	3	0	0
Exclusions	1	0	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.

## Environmental Footprint

### Reducing the school's environmental footprint

Bluewater State School offers an environmental precinct which includes 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. 2016 saw the introduction of an Environmental leader and environmental club, who are looking for ways to save the environment, including reminding to switch off, use windows etc.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	171,177	18,732
2014-2015	166,364	
2015-2016	74,333	10,402

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	29	24	0
Full-time Equivalents	27	12	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	26
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$26 475

The major professional development initiatives are as follows:

- Reading,
- Positive Behaviour Learning
- Writing and
- Spelling Professional development.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

## Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	94%	95%

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

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

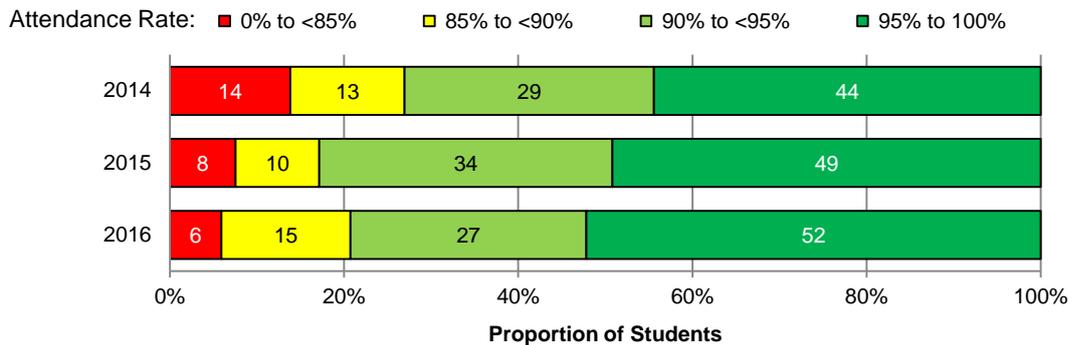
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	92%	92%	92%	94%	92%	91%	92%					
2015	95%	94%	94%	94%	93%	94%	92%						
2016	94%	94%	94%	94%	94%	94%	94%						

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

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### 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.

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.

Every day counts, the school has advertised, through newsletter, and parades the message that every day counts.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

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Non-government

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