

Our school at a glance



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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 7. 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 organization.

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 Education Queensland 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 7 and we have a Kindergarten (C & K) on site. Our experienced, enthusiastic and professional staff ensures that all students work towards their full potential.

Our school at a glance

We offer exceptional intervention programs for all children in any area of their schooling with a particular focus on learning support. Feel free to join in at parade, in classroom parent-help programs, at Parents and Citizens Association meetings or in any other way that you feel comfortable.

We look forward to a busy and rewarding year as we work together for all our students.

School progress towards its goals in 2013

The key priorities of the school in 2013 were

- Personalising Learning – focus on feedback
- C2C implementation – Pedagogical Framework
- Professional teams and leadership development
- Higher Order Thinking & Differentiation
- Spelling
- Reading
- Place Value - Mathematics
- Aboriginal and Torres Strait Islander involvement

School Improvement Agenda

- *Improve teacher capacity and increase student achievement in reading*
- *Continue to implement Australian Curriculum: English Mathematics, Science, History and Geography*
- *Personalise learning for all students, through goal setting, monitoring and short term data cycles*
- *Maintain focus on increasing student achievement and improving pedagogy in reading and writing*
- *Improve and support teacher practice through the consistent implementation of the Bluewater Pedagogical Framework*

See Table Below

Expectations at Bluewater State School

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

Commenced	Consolidated	Embedded
<p>Feedback</p> <ul style="list-style-type: none"> • Student to Student and student to teacher • Teacher to student and teacher to teacher • Align Observation process with the North Queensland Observation Tracking Tool • Colleague to Colleague • Self-reflection • AITSL professional Standards • Walkthroughs – checking for whole school approaches 	<p>Reading</p> <ul style="list-style-type: none"> • 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 	<p>School Wide Positive Support</p> <ul style="list-style-type: none"> • Responsible Behaviour Plan • Class Management Plans • Gotcha System • Do the 5 – Victim empowerment • Values: Respect, Responsibility and Resilience • Individual Behaviour Support and Risk Management Plans • PBL Meetings • PBL Focus: Whole School Approaches, Explicit Teaching lessons
<p>Spelling</p> <ul style="list-style-type: none"> • Develop spelling observation and feedback in line with Bluewater Spelling Framework • Vary assessment of spelling in action and in monitoring • Researching Wholes School Program 	<p>Short Term Data Cycle</p> <ul style="list-style-type: none"> • Writing improvement Sem 1, Reading Semester 2 • Whole school approaches • Understanding data and using data • Improving outcomes for students • Improving pedagogy using high yield strategies 	<p>Curriculum</p> <ul style="list-style-type: none"> • HIC with The HOC (Highly Intelligent Conversations with the Head of Curriculum) • Pedagogical Framework • Bluewater Curriculum Plan
<p>Numeracy</p> <ul style="list-style-type: none"> • Implement a Numeracy framework • Develop and implement mental computation and place value expectations • Assessment Formative and Summative • Working with Numeracy Coach 	<p>Writing</p> <ul style="list-style-type: none"> • Working with the Bluewater State School Writing Framework • Understanding and using NAPLAN guide • Short Term Data Cycle focus Term 2. • Whole School Bluewater Editing Guide • Jolly Phonics 	<p>SWAIMS</p> <p>(School Wide Achievement Internal Monitoring System)</p> <ul style="list-style-type: none"> • Student improvement in: <ul style="list-style-type: none"> ○ Reading, Writing, Spelling, Letter Recognition, Concepts about Print, English, Mathematics, Science, Geography, History, reading Comprehension. • identifies specific concepts for STDC meetings and priorities <ul style="list-style-type: none"> • informs strategic decisions about: <ul style="list-style-type: none"> ▪ HR Resourcing ▪ Resourcing ▪ Professional Development ▪ P & C Focus ▪ Student referrals to Student Services
<p>0-5 Plan</p> <ul style="list-style-type: none"> • Professional relationship with C & K Kind, and Goodstart Early Learning Centre • Playgroup 	<p>Developing Performance Frameworks</p> <ul style="list-style-type: none"> • Principal and Leadership Team • Teachers, Teacher aides and Auxiliary staff • Staff Meeting Monday Professional Development is Linked to AIP: <ul style="list-style-type: none"> ○ Reading, Writing, Spelling, Mathematics, Attendance. <p>Voluntary Professional development (embedded)</p> <ul style="list-style-type: none"> • Identified needs • Staff led 	<p>Target Setting</p> <p>Students at Bluewater State School will set targets for:</p> <ul style="list-style-type: none"> • Reading • Writing • Sight Words • Personal Goals • Behaviour • Mathematics • Short Term Data Improvement • Teachers will set "Lesson Intentions" for each lesson and gain student feedback of what they learnt.
	<p>Student Services</p> <ul style="list-style-type: none"> • Individual • Whole School Data analysis • Intervention Programs • Assessments • Monitoring and Accountability of Individual students • Lower Juncture • Professional Development for the SWD and Students with Needs 	<p>Differentiation</p> <p>Differentiate through:</p> <ul style="list-style-type: none"> • through curriculum • through teaching • through assessment • through learning environment <p>Individual Learning Plans for:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait islander Students • Special Needs students

Our school at a glance

		<ul style="list-style-type: none"> • BEST (Bluewater Extension Support Team) • Upper 2 Band Group • Lower Juncture
	<p>Parent and Community</p> <ul style="list-style-type: none"> • P & C • Bluewater Bugle • Website • Facebook • Parent Target meetings • Parent information nights • Parent information sessions <ul style="list-style-type: none"> ○ Reading ○ Sight Words ○ Daniel Morecombe Curriculum ○ Positive Behaviour Learning 	<p>HIC with HOC</p> <p>Teachers meet with the HOC regularly to work through:</p> <ul style="list-style-type: none"> • Curriculum knowledge • Assessment knowledge • Teaching of curriculum • Structures of classroom initiatives (i.e. reading groups) • Professional development • Moderation • Coaching • Reporting
		<p>Moderation</p> <ul style="list-style-type: none"> • School Moderation • Cluster Moderation • State Moderation (consolidating) • Interstate Moderation (commenced)
<p>Future outlook</p>		
<ul style="list-style-type: none"> • Development of the 2014 – 2017 QSR • Teaching and Learning Audit • Discipline Audit • Staff Roles • Personalised Learning • Reading • Spelling 		

Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	262	129	133	83%
2012	272	126	146	92%
2013	332	154	178	89%

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

Characteristics of the student body:

In 2013, Bluewater State School had a total enrolment of 334 of which 10% of the student population recognising themselves as Aboriginal or Torres Strait Islander Background. 49% of students were female and 51% male. Bluewater students are drawn from rural area of Bluewater, Yabula and Black River communities, the Beach communities of Saunders Beach, Toolakea Beach, Toomula Beach, Balgal Beach, and Bushland Beach communities, and residential communities of Jensen, Deeragun, Burdell and North Shore. Bluewater has 19 communities (suburbs) that students come from, making it a very diverse and interesting school.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	21	25
Year 4 – Year 7 Primary	24	26	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	28	28	24
Long Suspensions - 6 to 20 days	0	0	3

Our school at a glance

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Our Curriculum derives from what matters:

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

Key Learning Areas:

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

Bluewater State School also provides and maintains:

- Learning Support programs for identified students
- Special Needs Program for students with disabilities

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

Extra curricula activities

Our school at a glance

-
- Instrumental Music Program
 - Inter-house Athletics
 - Interhouse Sport
 - Toomulla Environmental Restoration Project
 - Readers Cup
 - Year 6/7 School Camp
 - Transition days to Northern Beaches High School for Year 7
 - Eisteddfod
 - Choir
 - Education Week
 - Leadership Opportunities (Student Council)
 - Excursions
 - Under 8's Day Activities
 - Arts Council Performances

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 2013 Bluewater School purchased 82 iPads, 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. 2014 will be an exciting year for school integrating ICT's in the curriculum.

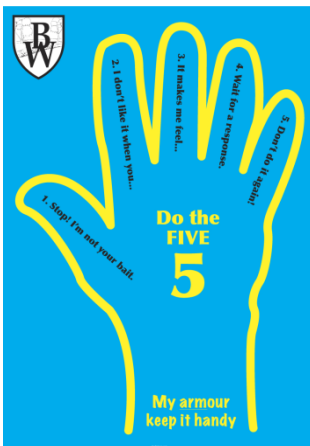
Social climate

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 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 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.

Our school at a glance

Parent, student and staff satisfaction with the school

Our student and parent body are very supportive through this process, in the 2013 School opinion survey, 100% of Parents are satisfied with the way behaviour is managed, 100% of parents feel that their child's teacher are interested in their child's wellbeing. 100% of parents believe that this school is a good school. 98% of Students believe that this school is a good school and 100% believe that behaviour is well managed at this school. 100% of students feel that their teacher cares about them. Our staff enjoy working at the school with 100% of staff saying that this school is a good school. We are very proud of the work that we do as staff, parents and students to make Bluewater State School a special place.

Performance measure (Nationally agreed items shown*)

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

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	97%	98%
they feel safe at their school* (S2037)	90%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%

Our school at a glance

their teachers provide them with useful feedback about their school work* (S2040)	97%	96%
teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	94%	94%
their school takes students' opinions seriously* (S2043)	94%	100%
student behaviour is well managed at their school* (S2044)	94%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	96%
their school gives them opportunities to do interesting things* (S2047)	100%	98%

Performance measure

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

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

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.

Our school at a glance

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

Sceptic issues and irrigation issues have plagued the school in 2013. These are being addressed and will lead to better usage in 2014. In 2011 saw the start of environmental projects by the building of the chicken coup. In 2013 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	161,319	68,999
2011-2012	159,647	5,684
2012-2013	162,678	13,127

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

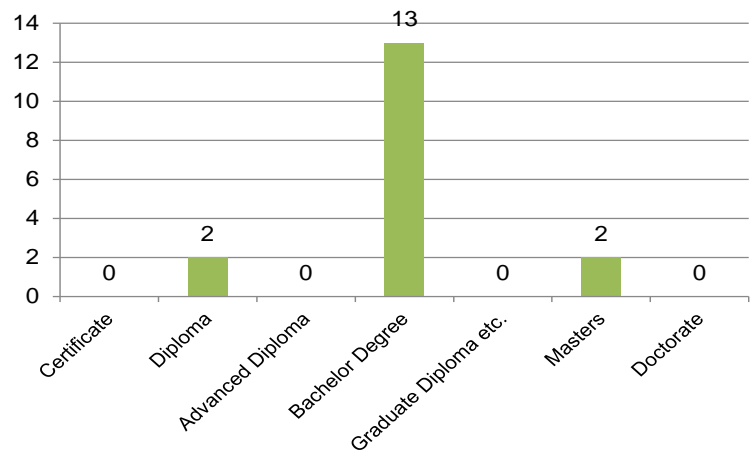
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	20	16	<5
Full-time equivalents	17	9	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	13
Graduate Diploma etc.	0
Masters	2
Doctorate	0
Total	17



* 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 2013 were

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2013 were \$ 20 610. The

Our staff profile

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 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	2011	2012	2013
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, 94% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

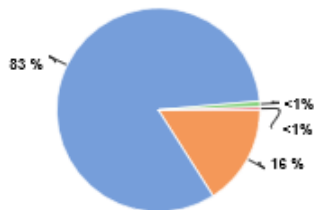
School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

Our staff profile

School finances

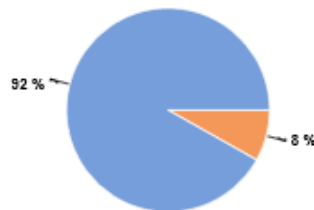
2008	2009	2010	2011	2012	2013
Full-time equivalent enrolments relating to recurrent income and capital expenditure:					272
Interpreting school financial information					
<p>The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the financial limitations. Further information is also available about financial reporting for non-government multi-campus schools.</p>					
Net recurrent income 2012			\$ Total	\$ Per student	
	Australian Government recurrent funding		425,832	1,565	
	State/territory government recurrent funding		2,208,988	8,114	
	Fees, charges and parent contributions		25,364	93	
	Other private sources		11,863	44	
Total gross income (excluding income from government capital grants)			2,669,947	9,816	
Less deductions			0	0	
Total net recurrent income			2,669,947	9,816	
Capital expenditure 2012			\$ Total	\$ Total 2009-2012	
	Australian Government capital expenditure		77,010	1,903,020	
	State/territory government capital expenditure		868,063	1,189,257	
	New school loans		0	0	
	Income allocated to current capital projects		0	0	
	Other		0	0	
Total capital expenditure			945,073	3,092,277	

Total gross income 2012



(excluding income from government capital grants)

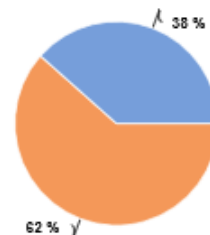
Total capital expenditure 2012



Percentages are rounded and may not add to 100%.

[Further information](#)

Total capital expenditure 2009-2012



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.

Our staff profile

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	86%	91%	91%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

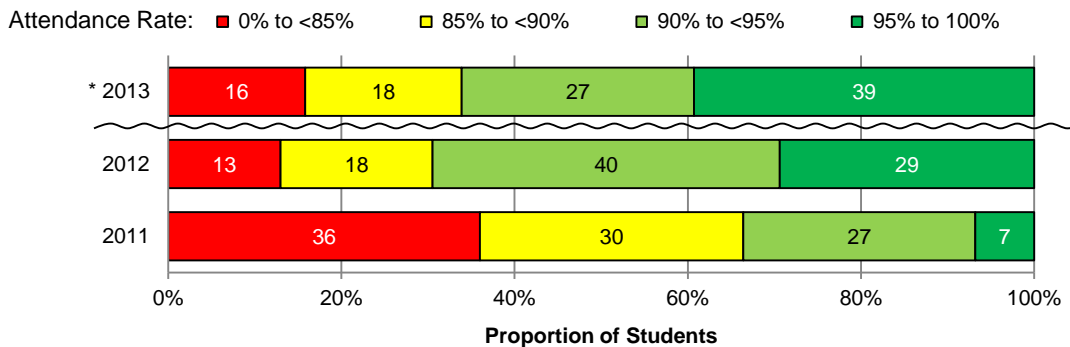
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	85%	83%	86%	88%	87%	86%	87%					
2012	91%	91%	92%	92%	86%	91%	92%					
2013	90%	92%	93%	90%	92%	91%	91%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

Performance of our students

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. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with two options: "Government" (selected) and "Non-government", and a yellow "SEARCH" button.

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.

Performance of our students

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. Attendance rates are below the average with our indigenous students' attendance at 90.9% attendance and the average for the school is 91.3%.