



# Bluewater State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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## School Overview

Bluewater State School is located on the banks of Bluewater Creek, 32 kilometres north of Townsville. The school was opened in June 1957. There were 19 students when the school opened. The original school building and original Principal's house still stand today.

Bluewater State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Our school values – Respect, Responsibility and Resilience - are shared across our school community and are evident throughout our school policies and practices. Our school prides itself on having a small school atmosphere where students can feel safe and supported through the 'Positive Behaviour for Learning' approach to rise to their potential.

Explicit classroom teaching is supported by specialist teachers for Languages (Japanese), The Arts and Health and Physical Education. There are many opportunities for students to showcase their special talents as we actively promote participation in a range of academic, sporting and cultural events.

The 'Bluewater Way' incorporates a love of the environment and a desire to ensure sustainability of resources into the future. Students take great pride in developing and maintaining garden beds around the school.

Our school has a strong focus on Information and Communication Technologies (ICTs) and our students and teachers have access to fully wireless, networked classrooms, a computer lab, Ipads, laptops and state-of-the-art resources such as drones and 3D printers.

Bluewater SS students participate in regular inter-house and interschool sports competitions and carnivals. We are a SunSmart school so students must ensure they have a bucket hat to access the extensive outdoor playground options, including three adventure playgrounds and a flying fox. Instrumental music is also offered to students, with expert teaching available in strings, brass, percussion and woodwind.

There is a strong student leadership program at Bluewater SS which gives our students in Years 5 and 6 the opportunity to develop life-long skills and confidence in influencing others and contributing to society in a thoughtful and productive way. Transition to secondary school programs are also offered for Year 6 students.

Before and after school hours care is available on the school site through a partnership with PCYC. Vacation care programs are also offered.

The Bluewater C&K is also located on site at Bluewater SS. Transition to prep programs are offered for in-catchment students during Semester 2 each year.

## Principal's Foreword

### Introduction

Currently we have approximately 430 students from Prep-Year 6 enrolled at Bluewater SS. Our school is dedicated to providing a quality personalised education for each and every student. Our school motto, 'Nothing but the best' is indicative of the philosophy we share as a collaborative teaching and learning community. We are focussed on assisting students to achieve their personal best whether that be in academic, sporting, artistic and/or cultural fields. This proud tradition of striving for excellence continued in the 2017 school year.

### School Progress towards its goals in 2017

Annual Implementation Plan Priority	School Strategy	Progress in 2017
<b>Successful Learners</b>	<p><b>Embed Whole school Writing improvement</b></p> <ul style="list-style-type: none"> <li>Employ STLN (FTE 2.8)</li> <li>Embed Short Term Data Cycles – Collaborative Enquiry</li> <li>Master Teacher focus is Writing</li> </ul> <p><b>Maintain and Review Whole School Reading improvement</b></p> <ul style="list-style-type: none"> <li>Focus on reading demands in Australian Curriculum</li> <li>Review and support 4 lesson sequence model in Prep – Year 1</li> </ul>	Implemented in 2017 and continuing focus in 2018

	<p><b>Refine school attendance strategy to engage all learners</b></p> <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 support plans</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> <li>Support PBL team – Whole School approach</li> </ul> <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> <li>Investigate evidence portfolios for LOA</li> </ul>	
<b>Teaching Quality</b>	<p><b>Collaboratively develop high yield strategies to maximise every student's 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 STLaNs and across cohorts</li> <li>Embed use of school EdStudio</li> <li>Develop feedback processes for teacher- student, student – teacher</li> </ul> <p><b>Implement, monitor and review Individual Performance Plans</b></p>	Implemented in 2017 and continuing focus in 2018
<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>	Implemented in 2017 and continuing focus in 2018
<b>Local Decision-Making</b>	<p><b>Continue to support Transition opportunities for Early Years and Secondary school</b></p> <ul style="list-style-type: none"> <li>Kindergarten visits to local catchment</li> <li>Local transition days to catchment Secondary Schools</li> </ul> <p><b>Build the confidence of parents and the wider community in the school's performance and student achievement</b></p> <ul style="list-style-type: none"> <li>Encourage support from parents and the wider community</li> <li>Engage in local partnerships to support students in experiencing the school curriculum in real-life contexts</li> <li>Engage in JCU Pre-service teacher training programs</li> </ul>	Implemented in 2017 and continuing focus in 2018

### Future Outlook

Key Priorities for 2018	Success Indicators and Key Targets for 2018
<p><b>Review Whole School Reading improvement plan</b></p> <ul style="list-style-type: none"> <li>Implement P-6 reading expectations component of school pedagogical framework</li> <li>Continue to implement and support 4 lesson sequence model in Prep – Year 2</li> </ul>	<ul style="list-style-type: none"> <li>% of students achieving at or above year level reading benchmarks (80%0</li> <li>% of Year 3 and 5 students achieving at or above National Minimum Standard in Reading (Year 3 &amp; Year 5 – 95%)</li> <li>% of Year 3 and 5 students achieving U2B in Reading (Year 3 – 40% ; Year 5 – 30%)</li> <li>% of P-6 students achieving A-C in English LOA each semester – 85%</li> </ul>

<p><b>Embed Whole School Writing improvement plan</b></p> <ul style="list-style-type: none"> <li>• Implement P-6 writing expectations component of school pedagogical framework</li> <li>• Implement Independent Daily Writing (IDW) P-6</li> </ul>	<p>% of Year 3 and 5 students achieving U2B in Writing (Year 3 - 40%; year 5 - 10%)</p> <p>% of Year 3 and 5 students achieving at or above National Minimum Standard in Writing (Year 3 -100% ; Year 5 - 90%)</p> <p>% of P-6 students achieving A-C in English LOA each semester (85%)</p> <p>Parent Survey: My child's English Skills are being developed at this school (S2017) – 100%</p>
<p><b>Provide a school-based professional learning program</b> and access to external professional learning opportunities as aligned to school priorities and APDPs for both teaching and non-teaching staff</p> <p><u>Foci:</u></p> <ul style="list-style-type: none"> <li>➤ Reading</li> <li>➤ Writing</li> <li>➤ Pedagogical Framework</li> </ul> <p>Develop and embed use of school ' 2018 BSS Pedagogical Framework' edStudio to facilitate sharing of resources</p>	<p>Staff Survey: I have access to quality professional development (S2086) – 95%</p> <p>Staff Survey: Staff at my school are actively involved in Developing Performance discussions (S3215) – 100%</p> <p>2018 Bluewater SS Pedagogical Framework edStudio developed</p>
<p><b>Engage in Full School Review with SIU Team</b></p> <ul style="list-style-type: none"> <li>• Incorporate recommendations into QSR processes</li> </ul>	<p>Principal, Leadership Team, Staff, Parents &amp; Students engaged in review consultation processes</p>
<p><b>Engage in Quadrennial School Review</b></p> <ul style="list-style-type: none"> <li>• Review 2015-2018 BSS Strategic Plan</li> <li>• Develop 2019-2022 BSS Strategic Plan</li> </ul>	<p>Principal, Leadership Team, Staff, Parents &amp; Students engaged in review consultation processes</p>

# 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 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	423	207	216	35	94%
<b>2016</b>	422	208	214	43	94%
<b>2017</b>	438	216	222	49	96%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Bluewater State School students are drawn from very diverse backgrounds, including approximately 11% students of Aboriginal and Torres Strait Islander descent. The school is enrolment managed and students are primarily drawn from the catchment areas of both the rural areas of Bluewater, Yabulu and Black River and the beach communities of Saunders Beach, Toolakea Beach, Toomula Beach, Balgal Beach and Bushland Beach, making it a very diverse and interesting school. The school index of Community Socio-Educational Advantage (ICSEA) value is 982, while the average ICSEA value is 1000. Many of our students travel to school by bus or car.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	24
Year 4 – Year 6	25	25	25
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Bluewater State School implements the Australian Curriculum in Prep-Year 6. The school follows the curriculum, assessment and reporting requirements and guidelines outlined in the P-12 Curriculum, Assessment and Reporting Framework (CARF) and supporting documentation.

The Whole School Curriculum Plan provides detail around the provision and timing of delivery of the whole curriculum across the eight learning areas in each year level/band. Summative assessment tasks are planned and scheduled to be effective in

gathering evidence of student work that demonstrates the achievement standards for each year level/band and learning area within reporting timeframes.

**Bluewater State School also provides and maintains:**

- Intervention programs for identified students in reading and/or writing
- Support provisions and differentiated program offerings for students with disabilities
- Early Years Transition Programs and Year 6 Transition to Secondary Programs

**Co-curricular Activities**

- Instrumental Music (Brass, Woodwind and Strings)
- Inter-House Athletics
- Inter-House Swimming
- Eisteddfod
- Creekwatch
- Challenge Games for Students with Disabilities
- STEAM(o) Science, Technology, Engineering and Mathematics Club
- Environmental Club
- Coding Club
- Year 6 School Camp – Canberra
- Year 4 Camp – Paluma
- Year 5 Excursion – Charters Towers
- Choir
- Grip Leadership Program
- Year 6 Leadership Camp
- Arts Council Performances
- Band
- Swimming Lessons
- Rugby Union Development Program
- Bluestone Cup – Touch Football competition Vs Rollingstone SS

**How Information and Communication Technologies are used to Assist Learning**

At Bluewater SS technology is a valuable tool that greatly enhances the teaching and learning process. Computers are used in classrooms by students to research online content and complete assessment tasks through publishing via a range of Windows based applications. Each classroom has full-time access to at least 5 ipads. The school computer lab in the Library also provides access to a class set of desktop computers and/or laptops. Other multi-media resources such as digital cameras, movie making equipment, data projectors and televisions are used in conjunction with computers for student learning. The school is additionally well resourced with a range of ICT equipment including 3D printer, robotics equipment, bee-bots and drones.

All teachers have been issued with a laptop from the 'Computers for Teachers' (C4T) initiative which they use to deliver highly engaging teaching and learning experiences to students. The school has wireless capability which promotes the effective use of ICTs around the school.

## Social Climate

### Overview

Our whole school Responsible Behaviour Plan for Students clearly outlines our expectations for conduct at school and provides support and assistance to all children to make positive choices to be Responsible, Respectful and Resilient.

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 commenced becoming a School Wide Positive Behaviour Support School (SWPBS) in 2011. Through the SWPBS (now Positive Behaviour for Learning – PBL) process we have put in place strategies to encourage high expectations around positive behaviour and academic success. All students at Bluewater State School receive effective and positive behaviour support, with specialised behavioural strategies being implemented for students who may require further intervention to achieve schooling success. Weekly PBL lessons occur in classrooms around a specific foci which children have modelled for the school on Parade.

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 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…” (Say exactly what they said or did)
3. “It makes me feel…”
4. “What’s your response?” (Wait for their response)
5. Tell them “Don’t do it again!” (This should be said with a firm voice to convey emotion and a ‘stop it’ hand signal)

When this process is unable to resolve an issue between students, the students must seek out the nearest teacher. If that still doesn’t work, then students are encouraged to seek out the principal/deputy 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/deputy 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 positives.

Bluewater SS has a part-time School Chaplain (2 days per week) who has a pastoral care role in supporting students. Our school also has access to Guidance Officer support 2 days per week and a part-time Defence Schools Transition Aide (DSTA) (2 days per week) who supports children of Defence Force families in transitioning and coping with such circumstances as parental overseas deployment or frequent absences from home. Students in Out of Home Care (OOHC) also receive additional inter-agency support.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	92%	95%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school* (S2001)	96%	100%	89%
their child feels safe at this school* (S2002)	93%	100%	92%
their child’s learning needs are being met at this school* (S2003)	89%	92%	86%
their child is making good progress at this school* (S2004)	93%	92%	92%
teachers at this school expect their child to do his or her best* (S2005)	96%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	94%	97%
teachers at this school motivate their child to learn* (S2007)	96%	92%	92%
teachers at this school treat students fairly* (S2008)	93%	92%	89%
they can talk to their child’s teachers about their concerns* (S2009)	93%	98%	92%
this school works with them to support their child’s learning* (S2010)	96%	90%	92%
this school takes parents’ opinions seriously* (S2011)	92%	93%	84%
student behaviour is well managed at this school* (S2012)	89%	94%	89%
this school looks for ways to improve* (S2013)	96%	100%	89%
this school is well maintained* (S2014)	96%	100%	92%

### Student opinion survey



Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	97%	98%
they like being at their school* (S2036)	97%	96%	90%
they feel safe at their school* (S2037)	96%	96%	94%
their teachers motivate them to learn* (S2038)	100%	97%	96%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	98%
teachers treat students fairly at their school* (S2041)	97%	92%	68%
they can talk to their teachers about their concerns* (S2042)	96%	94%	86%
their school takes students' opinions seriously* (S2043)	100%	93%	86%
student behaviour is well managed at their school* (S2044)	96%	93%	70%
their school looks for ways to improve* (S2045)	100%	98%	98%
their school is well maintained* (S2046)	97%	98%	98%
their school gives them opportunities to do interesting things* (S2047)	100%	96%	94%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	95%
they receive useful feedback about their work at their school (S2071)	97%	100%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	89%	85%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	100%	100%	95%
staff are well supported at their school (S2075)	97%	100%	81%
their school takes staff opinions seriously (S2076)	100%	100%	95%
their school looks for ways to improve (S2077)	100%	97%	98%
their school is well maintained (S2078)	100%	100%	95%
their school gives them opportunities to do interesting things (S2079)	100%	100%	93%

\* Nationally agreed student and parent/caregiver items

# '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 focused on developing excellence in teaching and learning. Parents are actively involved in a range of activities and roles at Bluewater State School. 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.

Parents and community members are very welcome as classroom volunteers and the Parents and Citizens Association is active and committed. The P&C meet regularly on the second Tuesday evening of each month at 6:30pm in the Library. The

P&C have a number of subcommittees which manage a tuckshop, fundraising and other school improvement projects. Parents are encouraged to participate either with the general committee or subcommittees. At Bluewater State School we believe a parent who is interested in their child's education, makes a child interested in their own education.

There are a wide variety of events held each year to encourage and celebrate parent and community engagement.

**Parents can become involved at Bluewater State School by:**

- Consulting the school website and fortnightly newsletter (now distributed electronically on a Wednesday)
- Consulting the school facebook page and the school noticeboard
- Attending our parades held on a Monday afternoon at 2:10pm
- Helping out in the school tuckshop and with fundraising ventures
- Attending parent/teacher interviews and 'Meet the Teacher' sessions
- Attending parent information and induction sessions
- Volunteering in the classroom
- Attending Sports Days, Swimming Carnivals, Celebration Events (e.g. Easter Bonnet Parade) and Cultural Days (e.g. NAIDOC Week)

We report student academic progress to parents/caregivers four times per year. Written reports are issued at the end of Term 2 and 4 each year, with progress reports delivered during scheduled parent-teacher-student meetings in Term 1 and 3.

**Respectful relationships programs**

Bluewater State School has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The Respectful Relationships Education Program and the Daniel Morcombe Child Safety Curriculum are embedded into the Whole School Curriculum Plan through the Australian Curriculum Health and Physical Education Learning Area.

Every class P-6 participates in the Daniel Morcombe Child Safety Curriculum, highlighting the Recognise, React, Report message of personal safety and awareness. Respectful relationships, inclusivity, power and relationships (gender inequality) and seeking help by reporting safety fears and concerns are all topics discussed. This is done via Health lessons, Classroom teacher-led discussions and Positive Behaviour for Learning (PBL) lessons. As part of the school's inclusive approach adjustments to the delivery of lessons are made to assist students with diverse needs to access the curriculum and participate fully.

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. We believe a safe and orderly school environment is important to learning and promote the student use of 'Do the Five' at school as the first response to rule breaches by other students against them. Additional social and emotional support is offered at Bluewater SS through programs run by the Guidance Officer, Inclusion Teacher, School Chaplain and Defence Support Transition Aide.

**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	2015	2016	2017
Short Suspensions – 1 to 10 days	14	7	23
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

**Environmental Footprint**

**Reducing the school's environmental footprint**

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns.

The school curriculum includes a focus on environmental education and the related concepts of sustainability. Bluewater State School offers an environmental precinct which includes sustainable gardens, living cycles (butterfly gardens), wicking gardens and a dedicated area for environmental projects. The compost, worm farm and orchard were completed in a community partnership with Bunnings. Gardens are regularly mulched to reduce water consumption.

The school has an Environmental Leader and Environmental Club who are focused on looking for ways to save the planet by reducing water consumption, utilizing rainwater tanks, turning off lights and using windows instead of air conditioning where appropriate.

Electricity usage is monitored and reported to staff to promote understanding of the necessity for reduction of consumption.



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	166,364	
2015-2016	74,333	10,402
2016-2017	70,130	8,221

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**

School name

---

Suburb, town or postcode

Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	29	20	<5
Full-time Equivalents	27	12	<5

### Qualification of all teachers

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

\*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 2017 were \$ 31 446.45

The major professional development initiatives are as follows:

- Intra and Inter School Moderation
- Positive Behaviour for Learning
- Release of teachers to engage in professional learning programs with the Head of Curriculum and PLC Black
- State-wide and Regional Principal Professional Learning Days
- QELi PD – Aspiring to Lead
- Developing an Effective Writing Program
- Sensory Autism Workshop
- One School Training
- DrumBeat
- Age Appropriate Pedagogies

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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

From the end of the previous school year, 83% of staff was retained by the school for the entire 2017.

# 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	95%	92%

\*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 2017 for all Queensland Primary schools was 93%.

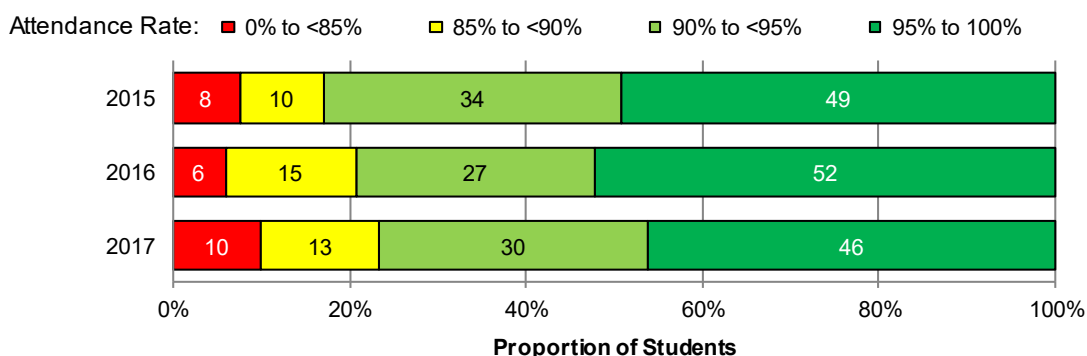
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	94%	94%	94%	93%	94%	92%						
2016	94%	94%	94%	94%	94%	94%	94%						
2017	92%	93%	94%	94%	93%	93%	93%						

\*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 Department of Education 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. The school has developed an Attendance Policy and Roll-Marking Policy in alignment with DoE expectations.

When a student is absent without explanation or a pattern of absences has been identified, Bluewater State School will take the following actions:

- The parent or carer will be contacted via text message to determine if there is a reasonable excuse for the absence/s.
- Records of contact with parents and carers regarding unexplained absences will be recorded in OneSchool.
- If contact cannot be made or further information regarding absences is required the Deputy Principal and/or Principal will make contact with parents/carers via phone call.
- If, after 3 weeks, or extended patterns of absence the student is still not attending school regularly, the school will follow the processes for managing student absences as outlined in the Education (General Provisions) Act 2006 – SMS-PR-043.

At Bluewater State School reports of absence or truanting are taken seriously. Students, parents, members of community and school staff may report an absence in the following ways:

- Telephone
- Email to the school office - [admin@bluewatess.eq.edu.au](mailto:admin@bluewatess.eq.edu.au)
- Signed/dated note sent with the student
- In person to the office or class teacher

In 2018 at Bluewater State School we promote 100% attendance by:

- implementing the Bluewater SS Attendance Policy;
- developing a safe and supportive school environment that promotes positive relationships, including the implementation of programs to develop social skills and to provide support mechanisms for families;
- consistently recording and following up unexplained student absences;
- monitoring the school's attendance data to identify absenteeism trends and individual students with high levels of absenteeism;
- promoting high expectations for school attendance to the school community by communicating that higher school attendance is associated with higher student achievement through school newsletter, parent meetings, school website, school Facebook page, text messaging and parade.

Implementing 'Attendance Incentives':

- Weekly Award – highest attending year level for the week receives the 'Attendance Avengers' trophy.
- Term Reward – pizza party for highest attending year level for the term.
- End of Year Reward – Those students who attend school 95% or higher attend a Reward Session.

## 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**.

## Find a school

Sector:  
 Government  
 Non-government

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 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.

## Conclusion

Thank you for perusing our 2017 School Annual Report. If you have any queries about the content of this report or require further information please contact us at Bluewater State School on 47 512 333.