

# Brightwater State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

The intention of this report is to provide parents, staff, students and the community with a comprehensive but concise picture of our school and the progress we have made in our third year of establishment. Brightwater State School opened in January 2012 with a vision to provide a contemporary, personalised and high quality education service to students in Prep to Yr 7. Our Prep to Yr 6 student enrolment in January 2014 was 595 and this grew to 630 students by the end of Term 4.

Our core focus during 2014 was to continue to welcome new families into our school and build strong relationships with local community groups in order to consolidate our school identity and culture of high standards for all.

We were awarded Independent Public School status at the beginning of 2013 and as a result established a school council whose role it is to represent staff and parents in order to contribute to and monitor our school's strategic direction.

All members of our school community continue to be committed to ensuring that our learners are engaged in a variety of stimulating learning experiences that are delivered using a personalised approach and 21<sup>st</sup> Century teaching strategies.

I am very proud of our achievements thus far and particularly proud of the positive improvement trend shown in our NAPLAN data every year.



### School progress towards its goals in 2014

Our priority areas for 2014 were to focus on ensuring we delivered:

1. High quality teaching focusing on the achievement of every student.
2. Consistent curriculum planning, teaching, assessment and reporting.
3. Instructional leadership with an unrelenting focus on school improvement, building staff capability and improved student outcomes.
4. High levels of community engagement and confidence in the school.
5. Resource procurement that supported the improvement agenda.

Key Priorities as per AIP	Outcomes/Achievements
<b>Successful Learners</b>	
1. Implement the Australian Curriculum	✓ All staff participating in collaborative planning, teaching, assessment and reporting of National Curriculum.
2. Use of school-wide data to monitor student progress in literacy and numeracy.	<ul style="list-style-type: none"> <li>✓ Whole of school data and tracking schedule in place and used to inform: intervention, NAPLAN plan, U2B plan, Apex program and classroom program.</li> <li>✓ Additional resources purchased during 2014 – PAT-R &amp; M online and AGAT online.</li> <li>✓ Established a feedback culture amongst teachers and students.</li> </ul>
3. Engaged learners	✓ <b>School targets set for NAPLAN Spelling were achieved in all year levels (3 – 100%, 5 – 98.6%, 7 – 100% at NMS)</b>
4. Consistency in teaching literacy	✓ <b>NAPLAN results for all year levels and domains were achieved in 2014 and place us in the top 3 state schools in region.</b>
5. Targeted intervention programs to improve student outcomes in literacy and numeracy.	✓ GRR & WTW are now in place and adopted as the BW Way of teaching spelling and phonemic awareness.
6. Consistency in teaching Numeracy.	<ul style="list-style-type: none"> <li>✓ Range of specialized intervention programs implemented P-7. Focus on P-2 with introduction of Mini-lit, PMP, S &amp; L, Fine and Gross motor support, Briggance screener for pre-preps and homework club.</li> <li>✓ All students participating in support programs are documented and tracked.</li> <li>✓ Students achieving below NMS have an ILP.</li> <li>✓ Policy for consistent pedagogy in teaching Maths is in place.</li> </ul>
7. Targeted support to increase number of students performing in Upper 2 Bands of literacy and numeracy.	<ul style="list-style-type: none"> <li>✓ Number of students participating in extension and enrichment for Maths and Literacy increased.</li> <li>✓ <b>School's 'Apex' program recognised and endorsed as a Program of Excellence</b></li> <li>✓ Improved % of students in U2B and especially in Yr 3.</li> </ul>
8. Formalized and timely moderation schedule.	✓ Scheduled, formalised moderation in place. (4 x per year)
9. Clear and rigorous NAPLAN strategy implemented.	✓ NAPLAN strategy implemented for 2014. Strong student results in NAPLAN.
10. Consistency in teaching expected student behaviours.	✓ Discipline Audit results – strong (Outstanding & High)
11. Transition plan implemented to support Yr 6 & 7 students.	<ul style="list-style-type: none"> <li>✓ Combined senior classes and needs groups in place for 2014.</li> <li>✓ Communication with feeder high schools.</li> </ul>



Great People	
1. Building a culture of feedback and improvement	<ul style="list-style-type: none"> <li>✓ Personalised DPF in place.</li> <li>✓ Formalised observation and feedback has begun for WTW &amp; GRR.</li> </ul>
2. Building leadership team capability as instructional leaders	<ul style="list-style-type: none"> <li>✓ Leading Teachers program in place. LTs led project teams in 2014.</li> <li>✓ <b>2014 Regional Excellence in Schools award winner for Excellence in Leadership</b></li> </ul>
3. Building leadership density	<ul style="list-style-type: none"> <li>✓ Workforce Plan with LT concept documented and endorsed by LCC.</li> </ul>
4. Monitor and support a healthy work/life balance.	<ul style="list-style-type: none"> <li>✓ Well-being Wednesdays in place.</li> <li>✓ Provision of time for staff to share, plan and collaborate with colleagues.</li> <li>✓ Staff recognition with a number of staff nominated for awards.</li> </ul>
Engaged Partners	
1. High levels of student, parent, staff and school community confidence in the school's performance and achievement.	<ul style="list-style-type: none"> <li>✓ Parent workshops held regarding supporting children's learning and managing behaviour.</li> <li>✓ School App launched and monitored. Will continue for 2015.</li> <li>✓ Brightwater SS Sailing Program on hold and waiting SC Regional Council to approve.</li> <li>✓ Begun to conceptualise support options and strategies for FIFO families.</li> <li>✓ School Opinion Survey results from parents were strong.</li> <li>✓ Profile and identity of school remains high within community. (Branding and school signage enhanced throughout the school, Thank you cards and Xmas cards created)</li> </ul>
Resources	
1. Teaching and learning resources align with strategic vision and improvement agenda.	<ul style="list-style-type: none"> <li>✓ Additional HR for support and intervention in early years – GRG.</li> <li>✓ GRR &amp; WTW resources purchased to support best practice in spelling.</li> <li>✓ You Can Do It and Bounce Back programs purchased to support the explicit teaching of behaviour expectations.</li> <li>✓ Maintained 1:5 ratio for ICTs</li> <li>✓ Established a central point of storage and distribution for teaching resources.</li> </ul>

## Future outlook

The key areas for improvement as defined in the School Implementation Plan for 2015 are:

### 1. High quality teaching focused on the achievement of every student with a particular focus on improved outcomes in Reading and Mathematics.

- Further develop and expand the number of students involved in the Apex program catering for students' performing consistently above year level standards.
- Increase the % of students achieving in the U2B of Reading and Numeracy
- Rigorous process in place for the identification of potential U2B students.
- Increase the number of students participating in the Apex program of excellence.
- Expand current strategies in place to cater for diverse ability levels and maximise learning for these students (focus subjects: English, Maths, Science)
- Embed personalized learning and feedback strategies across all year levels.
- Consolidate consistency the Brightwater Way of enacting literacy blocks. I.e: further develop a shared understanding of pedagogical practice using 4 writing procedures model.
- Consolidate consistency in the Brightwater way of teaching spelling using WTW and GRR.
- Document and embed numeracy rich routines that address key aspects of number as identified through NAPLAN and internal data sources i.e. PAT M.

### 2. Consistent curriculum planning, pedagogical practice, assessment and reporting across year levels

- Further develop teacher expertise in data analysis to inform effective teaching and learning.
- Implement whole school data review cycles during Week 5 each term to inform improvement, guide teaching and prompt early intervention and extension programs.
- Use peer observations, feedback, differentiated coaching and learning communities to improve teaching practices.
- Provide rigorous and cooperative planning schedule each term informed by Australian Curriculum and student data.

### 3. Instructional leadership with an unrelenting focus on school improvement, building staff capability and improved student outcomes

- Implement whole school Professional Learning week each term (Week 6). All staff provided with a variety of opportunities throughout the week to participate in workshops, observation, coaching and feedback sessions aligned to school improvement plan and DPF goals.
- Embed formalized observation and feedback process for the explicit teaching of: Reading and Numeracy.
- Formalise the Leading Teacher (L.T) role for 2015.
- Provide ongoing professional development opportunities for L.Ts focusing on leading, inspiring, coaching and influencing others.
- Continue to develop and document the Brightwater Workforce Plan to harness innovation, best practice and succession planning.

### 4. High levels of community engagement and confidence in the school

- Use the opinion survey data to inform strategic direction and ensure better outcomes for students.
- Introduce "Parent Learning Week" – providing workshops that focus on: supporting children with literacy, numeracy and behaviour (Week 3 each term) (**Great Results Guarantee**).
- Continue to collaborate with School Council to ensure a community owned school improvement plan.
- Continue to develop the "Friends of Brightwater" concept through the School Council.
- Continue to collaborate with and support the Brightwater P&C Assoc to support, provide feedback and participate in the school improvement agenda.
- Conduct whole school review process into Homework policy.
- Document Brightwater State School Homework Policy.
- Engage in school wide audit process.
- Collaborate with NFP organisations to investigate support programs for FIFO families.



- Investigate and capitalize on opportunities to engage local community groups in student learning and/or accessing school facilities.

**5. Resource procurement that enables the school improvement agenda.**

- Prioritise classroom resource needs to support improved outcomes in literacy, numeracy, science and behaviour management.
- Procure additional ICT resources to assist with the daily integration of technology and maintain strong student/computer access ratio of 5:1.
- Procure additional software programs to assist teachers to personalize learning for students.
- BSODE – Unify program to assist in the delivery of the Apex program.
- Purchase resources in order to create a safe and supportive learning environment for students with disabilities.
- Continue to document and forecast staffing needs for the school via the Brightwater Workforce Plan.



## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	253	117	136	95%
2013	434	207	227	97%
2014	595	301	294	95%

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

### Characteristics of the student body:

The majority of school families are of mid socio-economic status with professional occupations such as finance, education, health, emergency services and mining being the most commonly represented fields. Brightwater State School is located in a rapidly growing area of Mountain Creek and is surrounded by new housing development, many of the students have recently experienced a move from another location, whether from within Queensland, other states or overseas. The majority of our students coming from overseas were born in New Zealand, the United Kingdom and South Africa. We have a small percentage of ESL students requiring specialised support with English. Due to our Enrolment Management Plan that identifies an enrolment catchment area for the school, students generally live in relatively close proximity to the school.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	25	24	24
Year 4 – Year 7 Primary	25	25	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	2	1	9
Long Suspensions - 6 to 20 days	0	1	0
Exclusions#	0	0	0

## Cancellations of Enrolment

0

0

0

# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

Our educational philosophy is founded upon a belief that we are all individuals who develop and learn in differing ways and at differing rates. Our aim is to provide students with a personalised curriculum presented in exciting and meaningful ways utilising a variety of real life experiences, contemporary resources and technology to ensure they have the opportunity to achieve to their potential each and every day.

Brightwater State School staff use the Australian Curriculum to inform planning, teaching, assessment and reporting. This curriculum is committed to developing understanding and skills specific to these disciplines as well as developing capabilities in literacy, numeracy, ICT, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

Other key learning areas the students participate in are based on the Queensland curriculum, which develops essential learning and ways of working. These learning areas include The Arts, Technology, Health and Physical Education and Language other than English (LOTE) - Japanese.

Students in Prep – Yr 6 are also provided specialist lessons in Physical Education, Performing Arts and Visual Arts and these subjects are taught by specialist teachers. Our Yr 5 & 6 students participate in weekly Japanese lessons.

All students participate in a rigorous school based assessment and monitoring schedule throughout the year to ensure a child's academic progress is kept foremost in our minds and informs the teaching and learning process.

Specialised programs to support students with learning difficulties or extend students with gifts and talents are devised and implemented by experienced teachers ensuring that students are supported, challenged and achieving to their potential.

Our 'Apex Program of Excellence' is available to students consistently achieving above year level expectations and provides extension in the core subject areas of English, Maths and Science. The programs offered are delivered via learning modules that run for approximately 6 - 8 weeks in duration per subject. Modules are delivered via on-line learning, 1:1 specialist teacher and/or the engagement of external 'experts' coming into the school to support this specialised learning.

Progress reports for all students are communicated to parents and students throughout the year via two Parent/Teacher interviews and two written report cards.





## Extra curricula activities

A variety of optional and extra curricular activities are offered throughout the year. These can be defined as *school provided* and *private tutor* activities.

### School Provided Activities:

Dance Excellence subject (whole year program)

Visual Arts

Choir

Wakakirri

Dance Club – Jnr & Snr

Athletics Club

Instrumental Music – Yr 4-7

Student Council & Student Leaders

i-Team (ICT club)

Guided games

Interschool sports – Yr 5, 6 & 7

Opti-minds

Swimming and Surf Skills

Yr 6 & 7 Elective Program

Tennis

Competitions – ICAS, USC – Science

Robo-cup

Camps and excursions

### Private Tutor Activities:

Guitar

Kids on Keyboards

Aus-kick



## How Information and Communication Technologies are used to assist learning

Brightwater State School is equipped with the latest in technology to motivate and engage students in 21<sup>st</sup> Century learning with interactive data projectors, laptops, ipads, digital cameras and robotics. The school is fully networked and all classrooms have access to the Internet and E-mail. A film suite, edit suite and computer lab are available for class lessons.

We have an eLearning Leading Teacher who supports teachers, students and parents with the integration of technology into daily learning. We have also established partnerships with other e-Learning focused schools to enhance and build staff capability through training and networking.

**I Learn 1:1 Student Lap Top Program:** This optional program has been established for students in Year 4 – 7. The BYOD program gives students the opportunity to purchase and bring their own laptop to school. The laptop is configured to school specifications and used to connect learning from school to home. Students are taught how to unlock the potential of this device for learning, manage workflow, transport the device and apply cyber-safety behaviours. The school provides parents with information sessions to provide detailed information about the program and ongoing support





workshops so that they can feel confident in managing computer access at home. The program has been extremely successful and has continued to grow in participant numbers each year.

### Social Climate

Our Student Support Team are responsible for enacting our strategic plan regarding student support and welfare. This team of specialised staff include our Learning Support Teacher, Guidance Officer, Enrichment Co-ordinator, Inclusion Teacher, and School Wide Positive Behaviour Support Teachers. These people meet each week to discuss individual student needs for accessing curriculum as well as student wellbeing. Our school also continued to implement and consolidate the School Wide Positive Behaviour Program as the foundation of our Responsible Behaviour Plan for Students. Our Responsible Behaviour Plan for Students was implemented and will continue to be developed and refined as our school grows. We participated in a school wide Discipline Audit during 2014. The audit domains that we were assessed against included: Principal Leadership, Parent and Community Engagement, Data Informed Decision Making, Clear and Consistent Expectations and the Explicit Teaching of Appropriate Behaviour. The school results for the audit were in the 'Outstanding' and 'High' range. Our focus in 2015 will include working with students to develop their skills in managing conflict, responding to bullying and building resilience.

We run a student leadership team providing our older students with an opportunity to take on added responsibilities as well as representing their fellow students in school decision making.

To ensure students across year levels and sectors adopt a caring attitude towards their peers each of our classes has a 'buddy' class. Throughout the year the buddy classes come together for a variety of activities that strengthen relationships across the school and provide students with a sense of unity and care for each other.



### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	97%	100%	100%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school* (S2001)	100%	97%	95%
their child feels safe at this school* (S2002)	100%	100%	99%
their child's learning needs are being met at this school* (S2003)	89%	100%	95%
their child is making good progress at this school* (S2004)	89%	100%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%	97%
teachers at this school motivate their child to learn* (S2007)	100%	100%	97%
teachers at this school treat students fairly* (S2008)	97%	100%	97%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	99%
this school works with them to support their child's learning* (S2010)	92%	100%	97%
this school takes parents' opinions seriously* (S2011)	89%	100%	97%
student behaviour is well managed at this school* (S2012)	97%	97%	97%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
this school looks for ways to improve* (S2013)	97%	100%	97%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	92%	95%
they feel safe at their school* (S2037)	100%	95%	98%
their teachers motivate them to learn* (S2038)	100%	96%	95%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	93%	98%
teachers treat students fairly at their school* (S2041)	92%	88%	89%
they can talk to their teachers about their concerns* (S2042)	92%	83%	84%
their school takes students' opinions seriously* (S2043)	92%	86%	95%
student behaviour is well managed at their school* (S2044)	92%	83%	89%
their school looks for ways to improve* (S2045)	100%	97%	98%
their school is well maintained* (S2046)	100%	95%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	90%	93%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		95%	95%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		95%	98%
their school takes staff opinions seriously (S2076)		93%	98%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		98%	100%

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

The importance of home and school working together as a team to achieve positive outcomes for children is widely supported across our school community. We encourage parents to participate in their child's education in whatever way they are able. The following outlines the opportunities we make available to our parent community.

- P&C Association
- School Council
- Classroom volunteer
- Student support volunteer
- Parent workshops/training
- Parent working parties eg: school uniform
- Café volunteer
- "Super Dads" program
- P&C facebook page
- Class ed-studios
- Parent/teacher interviews
- Parent/teacher emails
- Parent surveys.



### Reducing the school's environmental footprint

On completion of the school's construction, the school was awarded a 4 star green rating. The buildings have been designed and built to take advantage of the breezes and provide occupants with a comfortable working environment with minimal use of cooling or heating required.

We have 2 x 7000 Lt above ground tanks for watering gardens and 90,000 Lt of underground tanks for toilets. There are solar panels installed and energy efficient lights installed in all classrooms. Our student leaders enjoy working together on environmental projects throughout the year including the collection of paper from classrooms for recycling.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2011-2012		
2012-2013		
2013-2014	56,201	4658.00

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

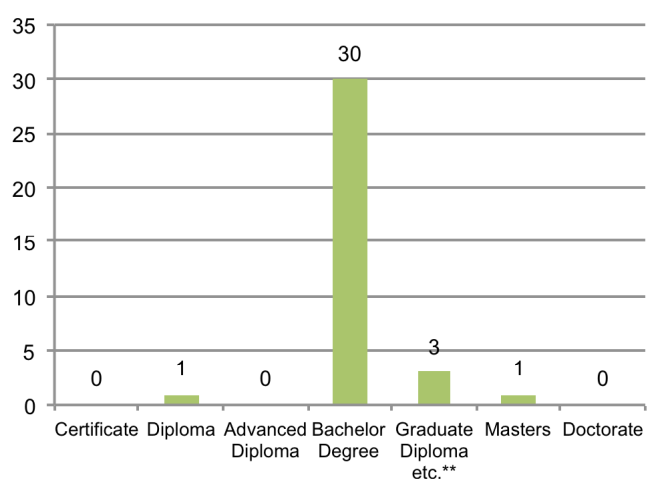
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	35	16	0
Full-time equivalents	32	11	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	30
Graduate Diploma etc.**	3
Masters	1
Doctorate	0
<b>Total</b>	<b>35</b>



\*Teaching staff includes School Leaders

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



### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$34, 315.35.

The major professional development initiatives are as follows:

- Teaching literacy skills (Get Reading Right, Words Their Way, 4 Resources Model)
- Teaching mathematics
- Australian Curriculum – implementation of English, Maths, Science, History
- e-learning – integrating ICTs, Mac laptops, i-pads, interactive data projectors, 21<sup>st</sup> Century learning
- Managing student behaviour (Essential Skills, Rock and Water)
- Leadership & coaching.

The in-kind professional development activities undertaken in 2014 included:

- Leading Teacher Program
- Teaching of Spelling – Get Reading Right and Words Their Way
- Collegial Coaching in Spelling, behaviour management, literacy blocks and ICTs
- Digital Pedagogical License
- Collegial Planning Days – 1 per term per teacher

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

### 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 2014 school year.

### School income broken down by funding source

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

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

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 webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	94%

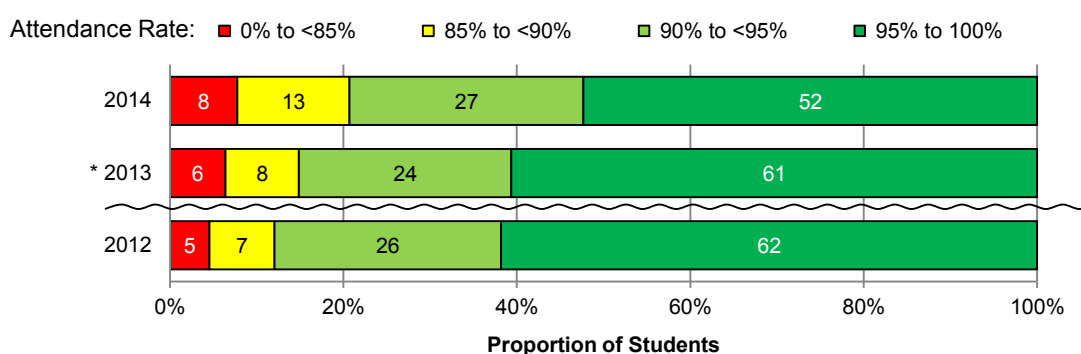
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	95%	95%	94%	95%	92%	96%	97%	N/A	N/A	N/A	N/A	N/A
2013	95%	96%	95%	94%	93%	95%	92%	N/A	N/A	N/A	N/A	N/A
2014	93%	93%	95%	95%	94%	92%	90%	N/A	N/A	N/A	N/A	N/A

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 after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

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

Parents are asked to notify the school via phone, school App or letter should their child be absent from school. Class rolls are marked twice a day by teachers. Teachers also record on the roll if a student has arrived late to school or left early for the day. If a student displays ongoing absenteeism (more than 3 days) without reasonable explanation, the parent is contacted by the Deputy Principal to discuss the situation. If there is no improvement a formal letter is sent to the parent reminding them of their responsibility to ensure their child is in school each day and to inform them that they can be prosecuted should they not assist in rectifying the situation. Parents must make an application and seek approval from the Principal if their child is going to be absent from school for more than ten days. Attendance records are monitored each term. Attendance rates are shared with the school community.

### **National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.**

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

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

#### **Find a school**

Search by school name

Search by suburb, town or postcode  
  
Sector ☒ Government  
☒ Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### **Achievement – Closing the Gap**

In 2014 <5 indigenous students were enrolled at Brightwater State School. Participation in the NAPLAN test was minimal due to the year level of these students. The closing the gap results for both NAPLAN and attendance data for 2014 are reflective of a very small student number.

