

Brightwater State School

Queensland State School Reporting

2015 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 forth 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 2015 was 741 and this grew to 763 students by the end of Term 4.

Our core focus during 2015 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 we continued to work with our school council and local community to ensure we were making the best educational decisions for the children attending our school.

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 21st Century teaching strategies. I am very proud of our achievements thus far and particularly proud of maintaining strong results for rapidly growing student body.



School progress towards its goals in 2015

The 2015 priority areas for driving school improvement were:

1. High quality teaching focused on the achievement of every student with a particular focus on improved outcomes in Reading and Mathematics.
2. Consistent curriculum planning, pedagogical practice, assessment and reporting across year levels
3. Consistent use of data to inform strategic decisions and responsive teaching
4. Instructional leadership with an unrelenting focus on school improvement, building staff capability and improved student outcomes
5. High levels of student attendance and student engagement with a particular focus on maintaining a safe, supportive and inclusive school culture
6. High levels of community engagement and confidence in the school.

| Key Priorities as per AIP | Outcomes/Achievements |
|--|---|
| Successful Learners | |
| Know your Learners <ul style="list-style-type: none"> ✓ Data collection ✓ Data analysis ✓ Tracking student progress | Analyse Student Data <ul style="list-style-type: none"> ✓ Consistency with the use of One School as the main collection and analysis point for learning, intervention, behavior, attendance and welfare data. ✓ Consistency in use of online assessment and tracking tools for Reading (PAT-R), Maths (PAT-M) and identification of gifted students (GAT) ✓ Further development in teacher expertise in data analysis to inform effective teaching and learning. ✓ Implemented data review cycles during Week 5 each term to inform improvement, guide teaching and prompt early intervention and extension programs. ✓ Analysed trends in student attendance and implement strategies to increase student attendance to 94%. Results: 94% ✓ Reviewed student attendance as part of the whole school Data Review Week process each term. ✓ Communicated 'Every day counts' to parent community and implement student acknowledgement and celebration for regular attendance. |
| Meet your learners' needs <ul style="list-style-type: none"> ✓ Personalized learning ✓ Extra-curricular activities ✓ Intervention ✓ Apex – extension ✓ NAPLAN action plan ✓ Student leadership ✓ Student mentoring | Cater for Student Needs <ul style="list-style-type: none"> ✓ Further developed and expanded the number of students involved in the Apex program catering for students' performing consistently above year level standards. ✓ Reviewed the service model of the Student Support Team to adjust to student enrolment growth and ensure intervention is timely and responsive to student need. ✓ Head of Curriculum – Student Services position created and filled via merit recruitment and selection process. ✓ Increased the allocation of Teacher Aide support to SWD and STLN services to respond to increased student numbers and needs. (G.R.G funding) ✓ Increased the allocation of Speech Language therapy support in response to increased student enrolment (G.R.G. funding) ✓ Expanded the number of before and after school extra-curricular programs available to students. ✓ Investigated Peer Mediation and Mentoring programs to build opportunities for students to develop and maintain healthy relationships with each other. ✓ Provided students with a 'voice' via Student Council projects. ✓ Master Teacher position created and filled via merit recruitment and selection process. Upper 2 Bands Priority <ul style="list-style-type: none"> ✓ Increased the % of students achieving in the U2B of Reading and Numeracy ✓ Reviewed processes for the identification of possible U2B students. Expanded the referral process of the Student Support Team to include U2B student referrals. ✓ Increased the number of students participating in the Apex program of excellence. ✓ Implemented strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, UNSW testing, year level differentiation, small group targeted teaching – Mathematics) ✓ Embedded personalized learning strategies across all year levels using diagnostic assessment processes and ACARA recommendations. NAPLAN Strategy <ul style="list-style-type: none"> ✓ Completed a thorough interrogation of NAPLAN data - 2013 / 2014 in preparation for 2015 NAPLAN ✓ Implemented NAPLAN action strategy with a focus on improving numeracy, reading, spelling and |

| | |
|---|--|
| | <p>U2B.</p> <p>Achievement Data:</p> <ul style="list-style-type: none"> ✓ Maintain the percentage of students in Yr 3 and Yr 5 meeting the National Minimum Standard in Reading, Numeracy and Spelling at above 98%. Result: Yr 3 R = 98%, S = 99%, N = 98%. Yr 5 R = 99%, S = 97%, N = 98% ✓ Increase the percentage of students in Yr 3 and Yr 5 achieving in the Upper 2 Bands in Reading and Numeracy to 50%. Result: Yr 3 R = 49.4% W = 50.6% S = 36% G&P = 51.7% N = 37.1% Yr 5 R = 37.4% W = 18.2% S = 22.2% G&P = 38.4% N = 31.6% ✓ Maintain the percentage of Yr 3 to Yr 5 students showing similar relative gain to state achieving 60% or greater in all areas. Result: Achieved for Reading, Writing and G&P. Spelling = 59%, Numeracy = 53% ✓ Increase the percentage of Yr 3 to Yr 5 students showing higher relative gain to 20% in all areas. Result: Achieved for all areas. ✓ Increase the percentage of Prep – Yr 2 students achieving reading benchmark targets at the end of Semester 2. ✓ Increase the percentage of Prep – Yr 2 students achieving school and NCR Diagnostic Benchmarks in Numeracy by the end of Semester 2. ✓ Increase the percentage of students achieving a 'C' standard or above in Mathematics from 84% in Year 1 (2014) to 90% in Year 2 (2015). Result: 81% ✓ Increase the percentage of students achieving a 'C' standard or above in English from 79% in Year 1 (2014) to 85% in Year 2 (2015). Result: 82% |
| Great People | |
| <p>Develop Professional Practice</p> <ul style="list-style-type: none"> ✓ Unit planning cycle and process ✓ Develop teacher capability in personalizing learning for students ✓ Consolidation and Consistency in the "Brightwater Way" of teaching Numeracy and Literacy. ✓ Embed whole school approach to teaching spelling – 'Words Their Way' & 'Get Reading Right' <p>Lead Teaching and Learning</p> <ul style="list-style-type: none"> ✓ Workforce Plan ✓ Leading Teachers Working Smart <p>Leading improvement, innovation and change</p> <ul style="list-style-type: none"> ✓ Performance and development plans for classified officers <p>Innovative planning to shift school thinking/processes from small to big.</p> | <p>Master Teachers</p> <p>Developed plan for Master Teacher to work alongside teachers to improve teaching practices. Action research project. (Great Teachers, Great Results)</p> <p>Moderation</p> <p>Continued to implement whole school moderation processes ensuring sound assessment and making judgment practice.</p> <p>Developing Performance Framework</p> <ul style="list-style-type: none"> ✓ Teaching staff Performance Plans aligned with AITSL: Australian Professional Standards for Teachers ✓ Consultation and feedback structures are in place and occur in a timely manner each term. ✓ Implemented whole school Professional Learning week each term. (Week 6) Staff provided with a variety of opportunities throughout the week to participate in workshops, observation, coaching and feedback sessions aligned to DPF goals. (Great Results Guarantee) <p>Developing Leadership Density</p> <ul style="list-style-type: none"> ✓ Formalised the Leading Teacher role for 2015. Appointed L.Ts with clear roles/responsibilities aligned with school improvement agenda. ✓ Principal provided coaching and development for L.Ts focusing on leading, inspiring, coaching and influencing others. ✓ Continued to develop and document the Brightwater Workforce Plan to harness innovation, best practice and succession planning. <p>Staff Wellbeing & Work/life Balance</p> <ul style="list-style-type: none"> ✓ Established Community Spirit Team for 2015 under leadership of 2 x Leading Teachers ✓ Continued to create opportunities for staff to share and support each other with best practice and discuss strategies for Working Smart in 2015. <p>Learning Communities</p> <ul style="list-style-type: none"> ✓ IPS Principal Performance Development Plan in place with D.G with clearly identified leadership focus. ✓ Documented individual development plans to grow the capabilities of the members of the school leadership team in order to take the school into the next phase of establishment. I.e.: small school to medium sized school. ✓ Developed localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning. ✓ Developed capacity amongst potential future leaders and provide opportunities for aspirants as they arise. (Leading Teachers) <p>Embed formalized observation and feedback process for the explicit teaching of: Reading and Numeracy. (Great Results Guarantee)</p> |

| High Standards | |
|--|---|
| <p>Know your vision</p> <ul style="list-style-type: none"> ✓ <i>Maintain the small school feel in a big school context</i> ✓ <i>Clear communication of values and expectations with community</i> ✓ <i>SWPBS</i> ✓ <i>Ensure that communication and partnerships with parents are strong.</i> | <p>Maintaining a Safe and Positive School Climate</p> <ul style="list-style-type: none"> Continued to maintain high levels of positive behavior through the explicit teaching of expected behaviours as part of the Brightwater Way. Established School Climate Team led by two Leading Teachers to ensure student behaviour data is frequently monitored and responded to. Provided parent community with workshops throughout the year to assist them with at home behavior management strategies. (1,2,3 Magic, Transitioning to Jnr Secondary School) <p>Homework Review Conducted whole school review process into Homework policy and documented revised Brightwater State School Homework Policy.</p> |
| Engaged Partners | |
| <p><i>Create and maintain critical partnerships to improve learning outcomes.</i></p> <p><i>Maintain positive relationships with local community to build trust and confidence in public education.</i></p> | <p>Alignment and Consistency</p> <ul style="list-style-type: none"> Continued to work with Aspire, Leightons and DETE to ensure the PPP contractual agreement is adhered to and managed well to create a safe and supportive learning community for students. <p>Flying Start initiative</p> <ul style="list-style-type: none"> Further developed mutually satisfying partnerships with Secondary Schools and pre-pre providers. Implemented support programs to better prepare families for transition into school e.g.: on site O.T van from Sunshine Coast University. <p>Community Partnerships</p> <ul style="list-style-type: none"> Continued to collaborate with School Council & P&C Assoc to ensure a community owned school improvement plan was in place. Capitalised on opportunities to engage local community groups in student learning and/or accessing school facilities. (Toastmasters, Cheerleading, Sunshine Coast Newspaper) <p>Introduced "Parent Learning Week" – providing workshops that focus on: supporting children with literacy, numeracy and behavior (Week 3 each term) (Great Results Guarantee).</p> |

Future outlook

The key areas for improvement as defined in the 2016 School Improvement Plan are:

1. Numeracy

- Embed high yield, targeted teaching to respond to the needs identified in NAPLAN, PAT M and diagnostic assessments.
- Develop whole school consistent approach for warm ups, lesson sequence, problem solving, number facts and fluency.
- Unit planning sessions are focused on use of data to inform the planning of high yield strategies for numeracy.
- Increase teacher knowledge in delivery of high yield teaching strategies for numeracy through whole school PD weeks.
- Establish student learning goals and provide feedback to students based on diagnostic data.
- Provide observation and feedback to teachers regarding best practice numeracy pedagogy.
- Maintain 98% of students achieving at or above NMS in Numeracy
- School mean scale score at or above the National Mean in NAPLAN numeracy and 'close to' similar National comparison schools.
- 40% of students in Yr 3 & 5 achieving in the Upper 2 Bands for Numeracy

2. Reading

- Developing best practice pedagogy and greater teacher knowledge in the teaching of reading through professional development and application of a consistent approach.
- Unit planning sessions are focused on use of data to inform the planning of high yield strategies for reading.
- Use scheduled data analysis to monitor student progress and plan for and respond to student needs.
- Establish student learning goals and provide feedback to students based on data analysis.

- Provide observation and feedback to teachers regarding best practice reading pedagogy.
- 98% of students achieving at or above NMS in Reading.
- School mean scale score at or above the National Mean in NAPLAN reading and 'close to' similar National comparison schools.
- 48% of Yr 3 & 40% of Yr 5 achieving in the Upper 2 Bands for Reading.

3. Science & Technology

- Continued development of staff capabilities with the use of ICTs to support personalised learning and data analysis.
- Develop staff knowledge of Science content and capability to make consistent judgements regarding student achievement.
- Increase teacher knowledge and skills with best practice teaching in Science.
- Raise the profile of Science and with all students.
- Continue to ensure high reliability and access of technologies to improve learning outcomes for students.
- Expanded use of ICT innovations and online learning experiences that contribute to improving student learning.
- Increased teacher confidence and capability with teaching Science.
- 90% of students achieving 'C' or above in Science

4. Data Driven Practice

- Continue to embed consistent assessment, collection and data analysis schedule across all year levels.
- Leadership team use school wide data analysis to monitor student progress and inform school strategic direction.
- Teachers supported by H.O.C, STLaNs, Master Teacher and STEM teacher to plan targeted responses to analysis.
- Identification of students requiring intervention or extension to inform the NAPLAN preparation strategy.
- Develop staff capability to provide differentiated learning experiences in order to respond to student need.
- Continue to review and expand specialised support processes and programs across the school for students requiring extension, learning support and disability support.
- Student attendance data is monitored closely and responded to via the school wide data schedule.
- Student behaviour data is monitored closely and responded to via the school wide data schedule.
- Explicit teaching of behaviour expectations along with anti-bullying and wellbeing strategies for students are implemented across the school.
- All teaching staff participating in school wide data cycle
- Standardised reading and maths assessment data is centrally stored and accessible to all staff.
- 100% of classes have student goals linked to explicit student feedback

5. Engaged Partners

- Develop further opportunities for parents to provide input and feedback regarding school direction.
- Work with P&C Assoc to secure funds to construct an additional playground to support growing student numbers.
- Expand current suite of parent support programs to include Family Doorways program.
- Further refine parent education programs offered each term in order for parents to better understand and support their child's learning needs.
- Continue to work with the School Council to ensure school remains focused and on track for achieving 2016 targets.
- Continue to search out connections with local community groups and associations to support specialised learning programs for students.
- Implement Family Doorways program (Salvation Army) to support families at risk.
- Strong School Opinion Survey data comparable with like schools.



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|-------------------------------------|
| 2013 | 434 | 207 | 227 | 3 | 97% |
| 2014 | 595 | 301 | 294 | 4 | 95% |
| 2015 | 755 | 388 | 367 | 12 | 94% |

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

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

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

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

Characteristics of the student body:

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. There is a small but growing percentage of parents who are enrolled with Sunshine Coast University as an international student. 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. Approximately 15% of our students are from families where both parents were born overseas and 20% where one parent was born overseas. We have a small but rising percentage of English as a Second Language students requiring specialised support. 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 | | |
|----------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | 24 | 24 | 24 |
| Year 4 – Year 7 Primary | 25 | 27 | 27 |
| Year 7 Secondary – Year 10 | | N/A | N/A |
| Year 11 – Year 12 | | | |

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

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|-------|--------|
| | 2013 | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 1 | 9 | 16 |
| Long Suspensions - 6 to 20 days | 1 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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, Music 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
 Dance Club – Jnr & Snr
 Chess
 Soccer Academy
 Instrumental Music – Yr 4-7
 Student Council & Student Leaders
 i-Team (ICT club)
 Guided games
 Interschool sports – Yr 5, 6 & 7
 Swimming and Surf Skills
 Competitions – ICAS
 Robo-cup
 Camps and excursions



Private Tutor Activities:

Guitar
 Kids on Keyboards
 Aus-kick
 Cheerleading
 Lego

How Information and Communication Technologies are used to improve learning



Brightwater State School is equipped with the latest in technology to motivate and engage students in 21st 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 Head of Curriculum – Student Services, Learning Support Teacher, Guidance Officer and Inclusion Teachers. These people meet each week to discuss individual student needs and plan modified programs in order to support students to access all areas of the curriculum and achieve to their potential. The team also plans response strategies for supporting student and family wellbeing needs. These strategies may include the engagement of external agencies. Brightwater State School uses the Positive Behaviour Support philosophy as the foundation of our Responsible Behaviour Plan for Students. Our Responsible Behaviour Plan for Students was developed in 2012 and it is reviewed and refined each year in response to analysis of behaviour incident records and School Opinion Survey results. Our focus in 2015 has been to ensure there is a consistent and whole school approach to the explicit teaching of expected behaviours including working with students to develop their skills in managing conflict, responding to bullying and building resilience. Our core support programs are the “You Can Do It” program for P-2 and “Bounce Back program for Yr 3-6. We also partnered with Qld Family Planning this year to deliver a short series of Human Relationship lessons with Yr 5 & 6 students.

Our Student Council made up of Yr 6 student leaders and representatives from Yr 4 & 5 meets regularly to discuss ideas, suggestions and projects that they lead across the school in order to make real contributions towards their school, local and global communities. These students relish the opportunity to take on added responsibilities and represent their fellow students in school decision making and improvement.

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: | 2013 | 2014 | 2015 |
| their child is getting a good education at school (S2016) | 100% | 100% | 97% |
| this is a good school (S2035) | 100% | 97% | 97% |
| their child likes being at this school (S2001) | 97% | 95% | 96% |
| their child feels safe at this school (S2002) | 100% | 99% | 99% |
| their child's learning needs are being met at this school (S2003) | 100% | 95% | 92% |
| their child is making good progress at this school (S2004) | 100% | 95% | 92% |
| teachers at this school expect their child to do his or her best (S2005) | 100% | 100% | 99% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 100% | 97% | 93% |
| teachers at this school motivate their child to learn (S2007) | 100% | 97% | 93% |
| teachers at this school treat students fairly (S2008) | 100% | 97% | 94% |
| they can talk to their child's teachers about their concerns (S2009) | 100% | 99% | 99% |
| this school works with them to support their child's learning (S2010) | 100% | 97% | 95% |
| this school takes parents' opinions seriously (S2011) | 100% | 97% | 93% |
| student behaviour is well managed at this school (S2012) | 97% | 97% | 93% |
| this school looks for ways to improve (S2013) | 100% | 97% | 97% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2013 | 2014 | 2015 |
| this school is well maintained (S2014) | 100% | 100% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree [#] that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | 100% | 100% | 99% |
| they like being at their school (S2036) | 92% | 95% | 95% |
| they feel safe at their school (S2037) | 95% | 98% | 99% |
| their teachers motivate them to learn (S2038) | 96% | 95% | 96% |
| their teachers expect them to do their best (S2039) | 100% | 100% | 99% |
| their teachers provide them with useful feedback about their school work (S2040) | 93% | 98% | 96% |
| teachers treat students fairly at their school (S2041) | 88% | 89% | 92% |
| they can talk to their teachers about their concerns (S2042) | 83% | 84% | 92% |
| their school takes students' opinions seriously (S2043) | 86% | 95% | 95% |
| student behaviour is well managed at their school (S2044) | 83% | 89% | 88% |
| their school looks for ways to improve (S2045) | 97% | 98% | 100% |
| their school is well maintained (S2046) | 95% | 100% | 96% |
| their school gives them opportunities to do interesting things (S2047) | 90% | 93% | 96% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | 95% | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 95% | 95% | 84% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 96% | 100% | 97% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 100% | 100% | 97% |
| staff are well supported at their school (S2075) | 95% | 98% | 100% |
| their school takes staff opinions seriously (S2076) | 93% | 98% | 100% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 98% | 100% | 100% |

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
 DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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
- Parent/teacher interviews
- Parent/teacher emails
- Parent surveys.



Parents of students requiring modified learning programs are encouraged and invited to participate in the collaborative planning and review meetings held for these students. Parents meet with class teachers and support teachers to discuss the specialised needs of their child and offer contributions regarding strategies and goals for their child. These individual support plans are devised for students with learning disabilities, students requiring learning extension and students requiring support for behaviour. Student progress is then reported back to parents in both written and oral modes.

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.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2012-2013 | | |
| 2013-2014 | 56,201 | 4658.00 |
| 2014-2015 | 206,843 | 3801 kl |

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

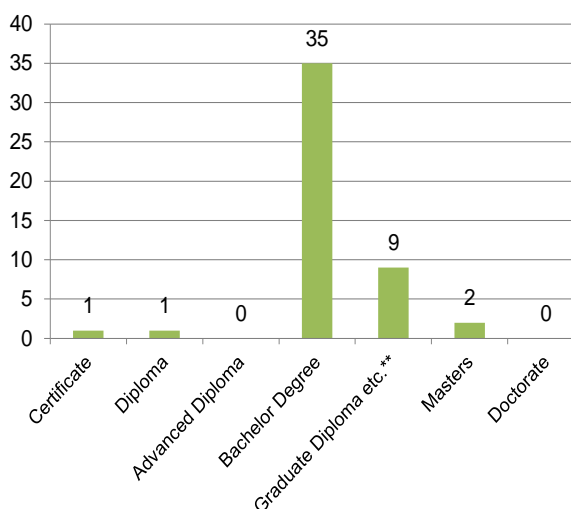
Our staff profile

Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 48 | 24 | 0 |
| Full-time equivalents | 43 | 16 | 0 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 1 |
| Diploma | 1 |
| Advanced Diploma | 0 |
| Bachelor Degree | 35 |
| Graduate Diploma etc.** | 9 |
| Masters | 2 |
| Doctorate | 0 |
| Total | 48 |



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$58,991.45

The major professional development initiatives are as follows:

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)

- Teaching mathematics
- e-learning – integrating ICTs, Mac laptops, i-pads, interactive data projectors, 21st Century learning
- Explicit teaching of expected behaviours (You Can Do It, Bounce Back)
- Managing challenging behaviours
- Differentiation for students
- Supporting students with disabilities
- Leadership & coaching.

The in-kind professional development activities undertaken in 2015 included:

- Leading Teacher Program (aspirant development program)
- Collegial Coaching in Spelling, behaviour management, literacy blocks and ICTs
- Collegial Planning Days – 1 per term per teacher

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

| Average staff attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 98% | 98% | 97% |

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 2015 school year.

School income broken down by funding source

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

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

Find a school

Sector:
☒ Government
☒ Non-government

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

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

Performance of our students

Key student outcomes

| Student attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 94% | 94% | 94% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 91% | 84% | 87% |

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

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

| Student attendance rate for each year level (shown as a percentage) | | | | | | | | | | | | | |
|---|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2013 | 94% | 95% | 96% | 95% | 94% | 93% | 95% | 92% | N/A | | | | |
| 2014 | 93% | 93% | 93% | 95% | 95% | 94% | 92% | 90% | N/A | | | | |
| 2015 | 94% | 94% | 94% | 94% | 95% | 95% | 94% | N/A | | | | | |

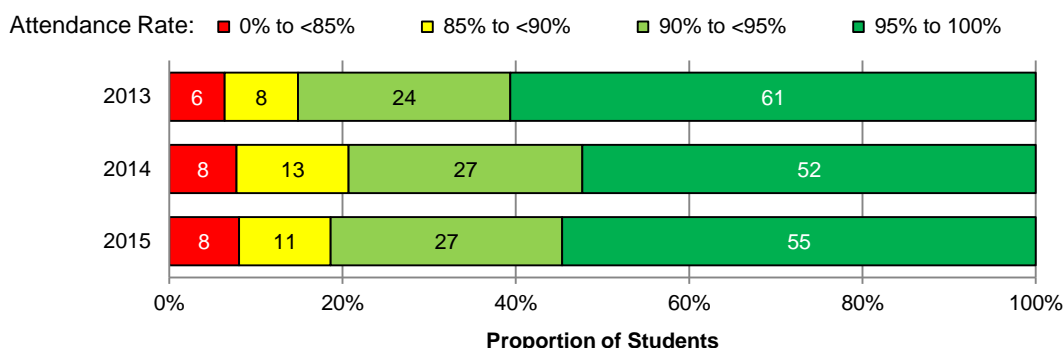
*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total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

DW = Data withheld to ensure confidentiality.



Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

Brightwater State School 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. Administration staff contact parents if a student is away without explanation. 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.

Students and classes with strong attendance (over 95%) are acknowledged and awarded certificates on assembly at the end of each term.

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

Sector:

☒ Government

☒ Non-government

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

School 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