

Brightwater State School

Queensland State School Reporting

2013 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 second 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 student enrolment in January was 402 and this grew to 454 students by the end of Term 4.

Our core focus during 2013 was to welcome new families and continue to build strong relationships with the school and local community groups in order to consolidate and embed 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 of today are engaged in a variety of stimulating learning experiences that are delivered using a personalised approach and 21st Century teaching strategies.



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School progress towards its goals in 2013

Our priority areas for 2013 were:

1. Delivery of a world-class teaching and learning service that is innovative, contemporary, research based and results in high performing students.
2. Implementation of personalised pedagogy that is responsive to student needs and closely monitors student progress.
3. Establishment and maintenance of our high performance team through strong leadership and capability building.
4. Establishment and sustenance of a high performing school culture and identity through strong entrepreneurial community partnerships and parent participation.

Key strategies implemented:	Progress and Achievement
Conduct the school's Quadrennial Review resulting in the documentation of 4Yr Strategic School Plan.	<ul style="list-style-type: none"> ✓ Quadrennial School Review conducted. Students, staff and parents participated in surveys and provision of feedback regarding progress thus far and direction for the future. ✓ School Plan documented and published on school website. ✓ School's 'Statement of Purpose' also composed and documented as an outcome of this process.
Continue to consolidate our whole of school curriculum framework focusing on developing a pedagogical framework that outlines how we will deliver consistent and research based learning programs.	<ul style="list-style-type: none"> ✓ In the 2013 Teaching and Learning Audit we were rated as "High" in 8 out of the 8 domains assessed and "Outstanding" in 6 out of the 8 domains. Specifically, we achieved all the indicators within "Outstanding" for the Differentiated Classroom Learning domain. ✓ Commendation from T&L Audit: <ul style="list-style-type: none"> ✓ <i>An explicit, coherent and sequenced whole school curriculum assessment and reporting plan for delivery across all year levels and all key learning areas (KLAs) has been developed. Collaborative contextualisation to meet the needs of groups of students is a feature of teacher planning. The plan is supported by a collaboratively developed pedagogical framework.</i> ✓ The Key Learning Area – History was introduced in all year level units.
Design and implement a school wide approach for data collection and analysis to ensure the progress of each student towards both school and national targets is monitored and responded to.	<ul style="list-style-type: none"> ✓ School wide process designed and implemented for tracking reading, number and spelling. ✓ Commendation from T&L Audit: <ul style="list-style-type: none"> ✓ <i>Considerable attention is paid to the systematic collection and analysis of the data to formulate plans and deploy resources to personalise the learning for all students.</i>
Continue to develop our suite of Enrichment Programs providing students with the opportunity to have their learning challenged and extended.	<ul style="list-style-type: none"> ✓ Our enrichment program known as the "Apex Program" was recognised and accredited by the North Coast Region as a Program of Excellence. This program is now included in our school's Enrolment Management Plan as one of the criteria that can be used when determining student enrolment eligibility. ✓ NAPLAN results indicate an increase in the % of students achieving in the upper 2 bands for Yr 5 & 7. ✓ Commendation from T & L Audit: <ul style="list-style-type: none"> ✓ <i>The Apex Program is offered to students that consistently perform above year level to motivate, challenge and realise their potential. Linked with The School of Distance Education, the local toastmasters group and nearby SHSS. It has been recognised as a program of excellence.</i>
Whole school focus of consistent teaching and improved student outcomes in: spelling, writing, numeracy, grammar & reading.	<ul style="list-style-type: none"> ✓ Regional PEAC – Numeracy was engaged to coach and provide feedback to staff regarding the teaching of mathematics. ✓ Parent workshops were held to build parent knowledge in providing 'at home' support with maths for their children. ✓ Planned and documented NAPLAN plan was implemented to support students in Year 3,5 & 7 with the NAPLAN testing experience.



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Key strategies implemented:	Progress and Achievement
Whole school focus of consistent teaching and improved student outcomes in: spelling, writing, numeracy, grammar & reading.	<p>Commendations from T&L Audit:</p> <ul style="list-style-type: none"> ✓ A clear pedagogical planning sequence template has been adopted to shape unit planning. ✓ A pedagogical coach has been engaged to refine mathematic teaching strategies and practices. ✓ A clear higher order thinking strategy has been embedded within the school pedagogical framework. ✓ The MultiLit program has been developed, resourced and delivered to address the needs of targeted students in Years 2 - 7. Trained parents contribute to the program, alongside school staff members. ✓ NAPLAN results showed improved outcomes for students in Yr 3, 5 and 7.
<p>Continue to develop our laptop program for Yr 4-7 students</p> <p>Implementation of the SAMR model providing staff with a reflective tool to use when planning and considering the e-learning strategies that will be incorporated into daily teaching.</p>	<ul style="list-style-type: none"> ✓ 61% take up rate for the 'iLearn 1:1 Program'. ✓ 100% staff using ICTs as a part of their teaching and learning process each day. ✓ Commendation from T&L Audit: <ul style="list-style-type: none"> ✓ <i>A range of Information Communication Technology (ICT) devices are available to support student learning. A clear e-learning framework guides the use of these devices and applications within the learning environment. The iLearn 1:1 laptop program is a feature in all classes from Years 4 - 7.</i>
<p>Develop leadership density and staff capability through the implementation of a school based 'Leading Teachers' program.</p> <p>Build staff capability through a personalized approach to professional learning.</p>	<p>Commendations from T&L Audit:</p> <ul style="list-style-type: none"> ✓ <i>Individual staff learning needs have been ascertained to ensure immediate needs are met and a leading teachers program has been introduced to develop leadership capability and density.</i> ✓ <i>Class teachers are highly motivated and meet regularly in year level teams (in addition to planned meetings) to refine curriculum delivery and share practices.</i> ✓ <i>Teacher aides are well-trained, highly valued paraprofessionals who are integral to the delivery of learning programs. Their judgements are valued and sought by teachers to address student needs.</i>
Continue to embed a consistent approach to our Brightwater Positive Behaviour Program for students.	<ul style="list-style-type: none"> ✓ Commendations from T&L Audit: <ul style="list-style-type: none"> ✓ <i>There is a strong sense of belonging and pride in all members of the school community.</i> ✓ <i>A whole of school approach to the promotion of responsible behaviour for students is being applied. Expectations are clearly displayed and explicitly taught to students.</i>
Continue to build community partnerships in 2013.	<ul style="list-style-type: none"> ✓ "Friends of Brightwater" concept was established in collaboration with School Council and P&C Assoc. ✓ Commendation from T&L Audit: <ul style="list-style-type: none"> ✓ <i>The school understands the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community. Parents are encouraged to take an active part in their child's education and speak highly of the skills of the teachers.</i>
Establish our School Council to liaise and consult with the Principal to set our strategic direction as an Independent Public School.	<ul style="list-style-type: none"> ✓ School Council established and working together to monitor and inform the school's strategic direction. School council meets at least once per term.
Stage 2 facilities construction: 6 classrooms, 1 creative design classroom, 1 sports & performance hall, 1 Kindy.	<ul style="list-style-type: none"> ✓ Stage 2 facilities are operational. Students are especially enjoying the benefits of the purpose built Science/Art classroom and Performance Hall. ✓ The Kindergarten has commenced operation with two classes enrolled.



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Future outlook

The Key Areas for Improvement as defined in the 2014 Annual Implementation Plan are:

1. High quality teaching focused on the achievement of every student
 - Continue to embed whole school curriculum planning cycle for the implementation of English, Mathematics, Science, History and Geography (National Curriculum) in alignment with community expectations.
 - Implement the North Coast Region: "A Guide to School Based Assessment Tools and Year Level Expectations"
 - Continue development of the Apex program and targeted teaching programs to move students from middle bands to upper bands. (Differentiated teaching, UNIFY On Line, Project 600 Upper 2 Band, UNSW testing, curriculum compacting, year level streaming, multi-age grouping - JMACs)
 - Design and implement a Senior Learning Program delivered using streaming, student negotiation and student self/peer assessment to prepare students for transition in 2015. (Flying Start Initiative)
2. Consistent curriculum planning, teaching, assessment and reporting
 - Further develop whole school process for collection, analysis and tracking of student progress in reading, spelling and number.
 - Document and implement consistent processes for the teaching of spelling across the school – P-2 "Get Reading Right" and Yr 3-7 "Words Their Way" program. **(Great Results Guarantee)**
 - Sector and Year level meetings to discuss student progress and identify students requiring targeted teaching to reach U2B. **(Great Results Guarantee)**
3. Instructional leadership with an unrelenting focus on school improvement, building staff capability and improved student outcomes.
 - Continue to build teacher's knowledge and repertoire of quality teaching strategies for reading, spelling, writing and number. e.g. 7 Steps to Writing Success. **(Great Results Guarantee)**
 - Annual staff DPF is personalised and aligned to school improvement agenda priorities E.g.: improved outcomes in spelling.
 - DPF process begins in Term 1. Include a formalised process for goal setting, observation and provision of feedback to staff in terms of pedagogical practice. Teaching staff Performance Plans align with AITSL: National Professional Standards for Teachers
 - Implement a 'rolling' schedule of coaching each term to support staff with improved practice in school priority areas. Eg: Literacy and Numeracy coaches – Semester 1, Science – Semester 2.
 - Continue to grow and develop 'Brightwater Leading Teacher' project. Aspiring leaders participating in ongoing training, development and dialogue to improve capability in leading and influencing others in best practice pedagogy.
4. High levels of community engagement and confidence in the school
 - Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement.
 - Continue to provide workshops and information to parent community in order to embed and develop community knowledge of 21st Century pedagogy in literacy, numeracy, ICTs and student wellbeing. **(Great Results Guarantee)**
 - Continue to build new partnerships with community groups to enrich student learning.
5. Procuring resources that support the improvement agenda.
 - Prioritise ICT resourcing needs to maintain strong student ratio 1:5.
 - Prioritise classroom resource needs to support improved outcomes in spelling, numeracy, writing, reading and U2B. eg: Get Reading Right, Perceptual Motor Program, UNIFY program, NCR suggested maths manipulative, online learning programs for reading and maths. **(Great Results Guarantee)**
 - Collaborate with School Council and P&C Assoc to design and implement a strategy for securing school supporters. E.g.: 'Friends of Brightwater' project.



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011				
2012	253	117	136	95%
2013	434	207	227	97%

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 developments, 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		
	2011	2012	2013
Prep – Year 3		25	24
Year 4 – Year 7 Primary		25	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA.

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days		2	1
Long Suspensions - 6 to 20 days		0	1
Exclusions		0	0
Cancellations of Enrolment		0	0

Curriculum offerings

Our distinctive 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.

In 2013, Brightwater State School staff implemented History into the suite of Australian Curriculum subjects offered. 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 7 are also provided specialist lessons in Physical Education, Performing Arts and Visual Arts and these subjects are taught by specialist teachers. Our Yr 6 & 7 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' for students consistently achieving above year level expectations provides students with 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.



Our school at a glance

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)

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

Private Tutor Activities:

Guitar

Kids on Keyboards

Art classes

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 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 filming suite, editing suite and computer lab are available for class lessons.

We have an eLearning Coach on staff who supports teachers, students and parents with the integration of technology into daily learning. We have established partnerships with the ICT Innovation Centre, Apple and 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 throughout the year.



Our school at a glance

Social climate

During 2013 we further developed the services and processes our Student Support Team. This group 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 in 2014. Our focus on 2014 will include working with students to develop their skills in managing conflict and responding to bullying.

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

Each of our classes have a 'buddy' class and 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

As our school population grows each year the number of participants surveyed in the School Opinion Survey also increases. It is therefore pleasing to see that our parent satisfaction results remain high and show 100% satisfaction in a number of areas. This is the result of the work and dedication applied by our staff on a daily basis to achieve a school with outstanding results.

Our student satisfaction results represent the opinions of our Yr 5 & 6 students. Whilst these results are above the state average one of our focus areas for 2014 will be student well-being.

Staff satisfaction levels remain strong and above state average. A focus area for 2014 will be to develop strategies to balance work/life balance to ensure that staff remain happy and healthy throughout the year.

Performance measure (Nationally agreed items shown*)

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

Our school at a glance

student behaviour is well managed at this school* (S2012)	97%	97%
this school looks for ways to improve* (S2013)	97%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

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

Performance measure

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

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

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

Our school at a glance

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 edstudios
- Parent/teacher interviews
- Parent/teacher emails
- Parent surveys



Reducing the school's environmental footprint

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

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. Water usage in our first year was high due to establishing grass for ovals, play space and gardens. There are solar panel installed and energy efficient lights installed in all classrooms.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011		
2011-2012	181	6131
2012-2013	787	3616

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

Our staff profile

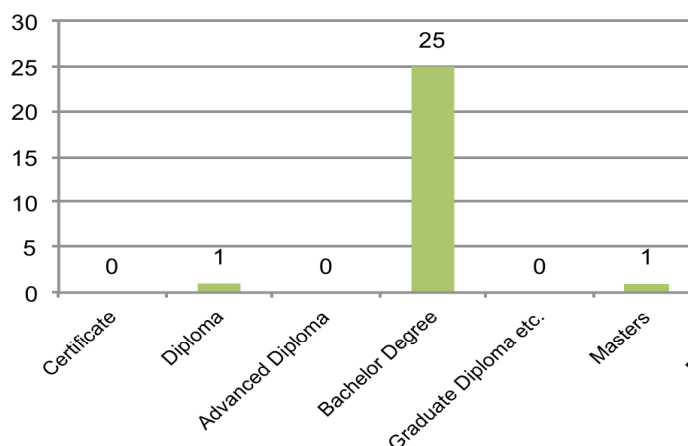
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	27	15	0
Full-time equivalents	24	10	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	25
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	27



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$32,912.04.

The major professional development initiatives are as follows:

- e-learning – integrating ICTs, Mac laptops, i-pads, interactive data projectors, 21st Century learning
- Australian Curriculum – implementation of English, Maths, Science, History
- Managing student behaviour
- Teaching literacy skills
- Teaching Early Years
- Leadership & coaching

Our staff profile

The in-kind professional development activities undertaken in 2013 included:

- Leading Teacher Program
- Teaching of Maths – Regional PEAC support
- Training for Teacher Aides – ‘Support-A-Talker’
- Digital Pedagogical License
- Collegial Planning Days – 1 per term per teacher

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	100%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

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

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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).		95%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

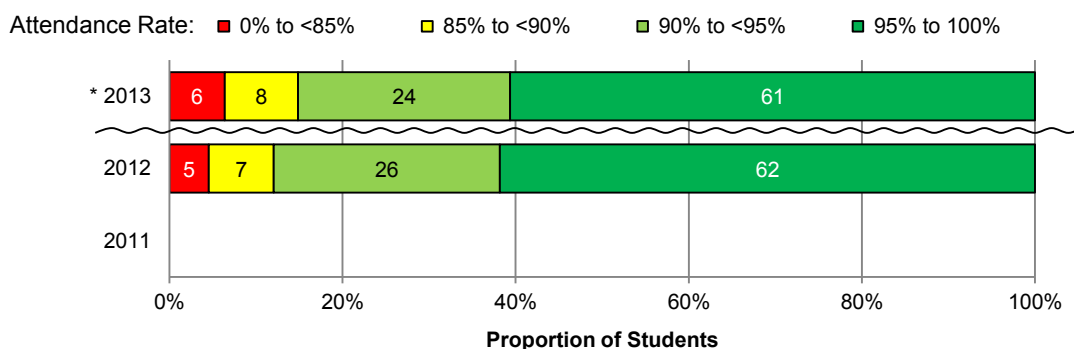
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011												
2012	95%	95%	94%	95%	92%	96%	97%					
2013	95%	96%	95%	94%	93%	95%	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Parents are asked to notify the school via phone or letter should their child be absent from school. Rolls are marked twice a day by class 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 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.

Performance of our students

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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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 2013 <5 indigenous students were enrolled at Brightwater State School. Participation in the NAPLAN test was minimal due to the year level of the students. The closing the gap results for both NAPLAN and attendance data for 2013 are reflective of a very small student number.

