



Brightwater State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Brightwater State School is a newly established Independent Public School on the Sunshine Coast. The school opened in January 2012 to provide for the strong growth in the Kawana and Mountain Creek communities. This exciting and innovative learning community caters for students from Prep to Year 7 and we have experienced substantial growth in enrolments since our opening. Brightwater State School provides high quality 21st Century teaching and learning experiences within digitally rich learning environments. Our motto of: "A bright beginning to life long learning" is enacted each day as staff encourage and guide children to grow and learn to their potential. Whilst our curriculum delivery is contemporary our values are traditional and as a school of high standards our students are taught the importance of using manners, care, compassion and respect on a daily basis. With the implementation of the Australian Curriculum we have a strong teaching focus on the core subjects of English, Mathematics and Science and teaching staff commit to personalize learning for all of our students using assessment, feedback and planning to develop student capabilities. Brightwater State School is equipped with the latest in technology resources and these are integrated into daily learning to engage 21st Century students and take their learning beyond the four walls of the classroom. We are extremely proud of the bright beginning our community has created thus far and look forward to continually improving and striving for excellence in order to achieve happy learners with outstanding results.

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 sixth year of establishment. Brightwater State School opened in January 2012 with a vision to provide a contemporary, personalised and high quality education service to our students. Our Prep to Yr. 6 student enrolment in January 2017 was 980 and this remained steady with an enrolment of 977 students by the end of Term 4. Brightwater State School is committed to ensuring our motto is enacted each day as we encourage and guide our children to achieve to their potential resulting in independent and capable life long learners. Our school community works together to ensure we create a learning environment that values:

- ✓ Happy students and happy staff
- ✓ High standards for all
- ✓ Personalised learning methods
- ✓ 21st century pedagogy
- ✓ Exceptional results
- ✓ Working smart strategies
- ✓ A community that inspires others.

As you read through our 2017 report I am sure that you will join with me to acknowledge and celebrate our achievements along with recognising the diverse opportunities our students are engaged in on a daily basis delivered by a dedicated and highly professional workforce and community.

The community of Brightwater State School should be congratulated on another outstanding year of



Robyn Taplin
Principal

School Progress towards its goals in 2017

In 2017 the priority areas driving school improvement were

1. High quality teaching focused on the achievement of every student with a particular focus on improved outcomes in Reading, Writing 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 School Annual Improvement Plan	Outcomes/Achievements in 2017
Successful Learners	<ul style="list-style-type: none"> Improved outcomes for all students by implementing agreed research based strategies for teaching reading and writing. Regular feedback provided by teachers to students to progress their learning. Regular feedback provided to teachers to improve teaching performance. Scheduled data collection and analysis to track and respond to every student's needs. implemented best practice strategies to actively engage boys in writing.
Literacy	<p>Literacy</p> <ul style="list-style-type: none"> 90% of students achieving 'C' or above in English Semester 1, 2017: 10.6% A, 27.8% B, 43.2% C = 81.6% Below target by 8.4% OR 78 students. Compared results to same time in 2016 indicate 3.2% increase 98% of students achieving NMS in Reading and Writing School mean scale score at or above National Mean and 'close to' similar National Comparison Schools Met most targets (Yr 5 Writing NMS 0.06% below)
Numeracy	<p>Numeracy</p> <ul style="list-style-type: none"> 85% of students achieving 'C' or above in Maths Semester 1, 2017: 12.4% A, 32.1% B, 40.1% C = 84.6% Below target by 0.4% Compared results to same time in 2016 indicate 3.0% increase 98% of students achieving NMS in Numeracy Y3 100.0% Y5 98.2% School mean scale score at or above National Mean and 'close to' similar National Comparison Schools Y3 & Y5 Above & Similar Met or exceeded all targets
Students Achieving in the Upper 3 Bands of NAPLAN (Students achieving at a high level)	<p>U3B</p> <ul style="list-style-type: none"> Implemented research based school wide strategies to extend, motivate and challenge all high achieving students. Implemented consistent school wide approach to identification and response to high achieving students. expansion of current suite of gifted and talented programs. 50% of Yr 3, 40% of Yr 5 students achieving in U2B for Reading, Writing, Spelling Met most targets (Reading: Yr 3 49.6%, Yr 5 46%) (Writing: Yr 3 57%, Yr 5 16%), (Spelling: Yr 3 55%, Yr 5 36%* highest historical results) 40% of Yr 3, 30% of Yr 5 students achieving in U2B for Numeracy Met targets (Yr 3 49%, Yr 5 35%) APEX placements offered in 2017 = 153 (compared with 82 last year and 49 in 2015) 270 ICAS Assessments were administered across 6 tests this year with 6 x High Distinctions and 42 x Distinctions <p>STEM</p> <ul style="list-style-type: none"> Continued to embed whole school consistent and rich teaching strategies for the teaching of STEM.

<p>Science, Technology, Engineering and Maths (S.T.E.M)</p> <p>Student Engagement</p>	<ul style="list-style-type: none"> • access to and reliability of technology across the school maintained. • Continued to build staff capabilities with the teaching of STEM. <p>Student Engagement</p> <ul style="list-style-type: none"> • Continued implementation whole school explicit teaching of behaviour expectations. • Expanded suite of behaviour rewards and activities. • Continued to monitor and support strong student attendance to make every day count. • Continued to build partnerships with external agencies to assist with learning, student engagement and community collaboration.
<p>Developing Professional Practice</p> <p>Develop teacher capability in personalizing learning for all students</p> <p>Consolidation and Consistency in the "Brightwater Way" of teaching Numeracy and Literacy.</p>	<p>Building Professional Capability</p> <ul style="list-style-type: none"> • Rigorous staff induction process in place • Continued implementation of school wide School Improvement Cycle – Focus on whole community learning each term – Staff Professional Development Week & Parent Learning Week part of school routine. • Coaching, observation and feedback cycle in place. • Teacher unit planning, assessment, moderation and reporting cycle in place. • Teaching staff Performance Plans aligned with AITSL: Australian Professional Standards for Teachers <p>Developing Leadership Density</p> <ul style="list-style-type: none"> • Leading Teacher (Year level co-ordinators) in place 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. <p>Learning Communities</p> <ul style="list-style-type: none"> • Developed localised structures that enable teachers to engage in discussion and analysis of effective teaching and learning.
<p>Developing Community Engagement Opportunities provided for community involvement and partnerships.</p>	<p>Building Strong Community Partnerships</p> <ul style="list-style-type: none"> • School Council and P&C Assoc meetings held every term. • Continuation of 'Coffee with the Principal' parent forums each term. • Technology Learning partnerships established Apple Australia • Traffic management and support partnerships with Qld Police and Buderim Lions to continue – Walking School Bus. • Parent learning workshops offered each term. • Brightwater Reference Group in place to discuss and problem solve community issues – School, Resident's Assoc, Neighbourhood Watch, and local Councillors.
<p>School Review</p>	<p>In 2017 a Full School review was carried out by a review team from the School Improvement Unit (SIU) at Brightwater State School from 12 to 14 September 2017</p> <p>Some of their key findings were as follows.</p> <ul style="list-style-type: none"> • The school's Key Deliverables 2017 – Annual Improvement Plan (AIP) has been developed to ensure all staff and members of the school community have a clear understanding of the school's EIA. • The school has developed a pedagogical framework that identifies key improvement priorities and provides a structure to embed professional dialogue and build consistent pedagogical approaches across the school. • School leaders clearly express their obligation and commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC). • The school has developed a pedagogical framework that identifies key improvement priorities and provides a structure to embed professional dialogue and build consistent pedagogical approaches across the school. <p>A full Executive Summary can be found on the school's website at www.brightwaterss.eq.edu.au</p>

Future Outlook

The key areas for improvement as defined in the 2018 School Improvement Plan are:

Literacy – Writing, Reading and Spelling

- Continue consistent delivery of agreed pedagogical practises for spelling and reading.
- Embed consistent pedagogical practises in writing.
- Continue to embed consistent provision of student feedback practises and language.
- Continue to implement the school's Improvement Cycle to use data to monitor student outcomes and inform targeted responses.

Personalising Learning for Student Excellence

All Students:

- Continue to develop teacher capability to deliver personalised learning experiences for all students.
- Design and implement a consistent school wide approach to documentation and implementation of Individual Curriculum Plans.
- Investigate the use of the International Baccalaureate curriculum to support inquiry-based learning.

U2B Students:

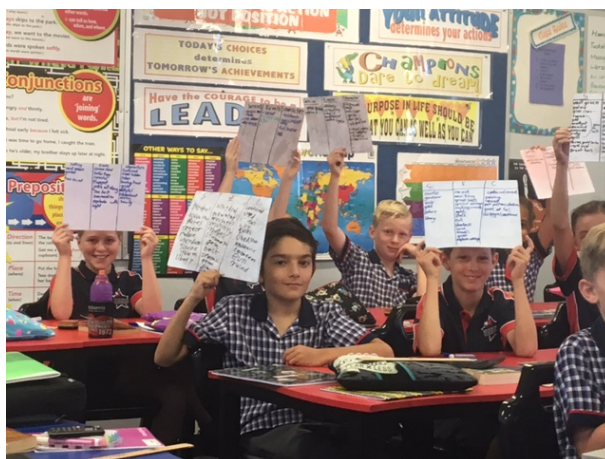
- Design processes to accurately monitor student relative gain including the use of 'off year level testing'.
- Within planning days, priority focus on high yield strategies to cater for both potential U2B students and U2B students.
- Continue to refine the current suite of extension programs to ensure they are effective and result in a higher % of students achieving in the U2B.

Science, Technology, Engineering and Mathematics (S.T.E.M)

- Continue to ensure consistent delivery of agreed pedagogical practises in the teaching of Mathematics.
- Embed common mental computations strategies with particular focus on number facts.
- Continued development of staff capabilities with ICTs to support personalising learning and data analysis.
- Implement Australian Curriculum Digital Technologies across P-6 making links to media and as a vehicle for inquiry-based learning.

Student Engagement

- Strengthen pre-prep transition processes and improve partnerships with feeder ECECs.
- Continue to consolidate explicit teaching for school-wide behaviour expectations.
- Refine programs to acknowledge and encourage strong levels of school attendance.
- Continue work with School Council to ensure the school remains focussed to achieve 2018 targets.
- Continue to identify connections with local community groups and associations to support specialised learning programs for students.



Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
 Independent Public School: Yes
 Year levels offered in 2017: Prep Year - Year 6
 Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	755	388	367	12	94%
2016	924	476	448	10	97%
2017	977	494	483	15	95%

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

In 2017, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

The students of Brightwater State School display an excellent standard of behaviour and school participation. Student attendance is very high and students present themselves in full school uniform every day.

The majority of school families identify as being employed in professional occupations such as finance, education, health, emergency services, construction and small business 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 with the newly established Sunshine Coast University Hospital nearby. Many of our students therefore 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 live in relatively close proximity to the school.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	24	23
Year 4 – Year 6	27	26	25
Year 7 – Year 10			
Year 11 – Year 12			

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. We have developed strong relationships with our community including the Sunshine Coast University and where possible we draw upon their expertise to support learning in a variety of ways.

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' is provided 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.

Co-curricular Activities

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

School Provided Activities:

- School camps for Yr. 4, 5 & 6
- School trip to Canberra for Yr. 6
- Dance Excellence subject (whole year program)
- Visual Arts
- Choir
- Dance Club – Jnr & Snr
- Chess
- Soccer Academy
- Instrumental Music – Yr. 4-6
- Student Council & Student Leaders



- I-Team (ICT club)
- Guided games
- Interschool sports – Yr. 5, 6
- Swimming and Surf Skills
- Competitions – ICAS
- Robo-cup

Private Tutor Activities:

- Guitar
- Chess
- Kids on Keyboards
- Aus-kick
- Lego



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 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 – 6. 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

Overview

Brightwater State School has for clear expectations for all students in order to be a Brightwater S.T.A.R: Be Safe, Be Thoughtful, Be an Active Learner and Be Responsible. These expectations form the basis for daily social conversations, consistent language amongst our community and behaviours that are recognised and celebrated throughout the term.

Our Student Support Team is 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 to 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 2017 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” for Prep and “Bounce Back for Yr. 1-6. We also partnered with Life Education 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 class representatives from Yr 4 – 6, meets regularly to discuss ideas, suggestions and projects that they lead across the school in order to have a voice and 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. Our school values the act of “Paying it Forward” and this task is a compulsory part of homework for all of our students each week. The Student Council also use this ethos of service to assist them with planning out their work throughout the year.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	96%	96%
this is a good school (S2035)	97%	97%	98%
their child likes being at this school* (S2001)	96%	95%	94%
their child feels safe at this school* (S2002)	99%	97%	96%
their child's learning needs are being met at this school* (S2003)	92%	95%	94%
their child is making good progress at this school* (S2004)	92%	91%	94%
teachers at this school expect their child to do his or her best* (S2005)	99%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	97%	97%
teachers at this school motivate their child to learn* (S2007)	93%	97%	95%
teachers at this school treat students fairly* (S2008)	94%	93%	96%
they can talk to their child's teachers about their concerns* (S2009)	99%	97%	97%
this school works with them to support their child's learning* (S2010)	95%	95%	97%
this school takes parents' opinions seriously* (S2011)	93%	93%	92%
student behaviour is well managed at this school* (S2012)	93%	92%	92%
this school looks for ways to improve* (S2013)	97%	97%	97%
this school is well maintained* (S2014)	100%	100%	99%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	100%	97%
they like being at their school* (S2036)	95%	96%	94%
they feel safe at their school* (S2037)	99%	97%	96%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers motivate them to learn* (S2038)	96%	98%	95%
their teachers expect them to do their best* (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	95%
teachers treat students fairly at their school* (S2041)	92%	91%	89%
they can talk to their teachers about their concerns* (S2042)	92%	89%	92%
their school takes students' opinions seriously* (S2043)	95%	96%	94%
student behaviour is well managed at their school* (S2044)	88%	93%	79%
their school looks for ways to improve* (S2045)	100%	99%	97%
their school is well maintained* (S2046)	96%	95%	98%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	84%	89%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	100%	98%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	96%	97%
student behaviour is well managed at their school (S2074)	97%	98%	92%
staff are well supported at their school (S2075)	100%	96%	97%
their school takes staff opinions seriously (S2076)	100%	91%	92%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	94%	98%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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
- “Coffee with the Principal”
- Classroom volunteer
- Student support volunteer
- Parent workshops/training
- Parent working parties E.g.: School Fete
- Café volunteer
- “Super Dads” program
- Facebook page
- Parent/teacher interviews
- Parent/teacher emails
- Parent surveys
- School App



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 staff to discuss the specialised needs of their child in order to successfully access the curriculum. Parents offer insight and contributions regarding strategies and learning goals for their child. These individual support plans are devised for students with learning disabilities, students requiring learning extension and students requiring intensive behaviour support. Student progress is then reported back to parents in both written and oral modes.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Brightwater State School is committed to providing a safe, respectful and disciplined learning environment for students, staff and families, where students have opportunities to engage in quality learning experiences whilst developing a social conscience and values that will support their life-long wellbeing.

All members of our school community are expected to uphold the responsibilities defined in the DET Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

The Brightwater State School Responsible Behaviour Plan is designed to enact and facilitate positive support for high standards of achievement and behaviour so that learning for all students can be most effective and students are able to engage in a positive way within our community. Our school's behaviour expectations are framed within the School Wide Behaviour Expectations Matrix. The Matrix clearly communicates the expectations across a number of learning contexts and use by staff to teach students and communicate with families what these expectations look like on a daily basis across the campus. The explicit teaching of behaviour expectations is a deliberate proactive approach to ensure everyone is clear on how we interact and function as a healthy, supportive and caring learning community.

These expectations are communicated to students and community members via a number strategies including:

- ✓ Weekly focus behaviour lessons
- ✓ Class debrief circles to problem solve social conflict
- ✓ Highly visible playground staff jackets in order to students to easily access adult support when required
- ✓ Weekly assembly behaviour lessons and awards
- ✓ Focus learning groups – ‘Friends program’, ‘Girls Shine’, ‘Rock and Water’ for boys, Guided Games.
- ✓ Student mediation and restorative justice strategies
- ✓ Newsletter articles – Parenting Tips in order to support families to navigate the complexities of school and family life
- ✓ Parent workshops
- ✓ Student induction and refresh at the beginning of every term – Tour of Duty
- ✓ Parent induction during enrolment process
- ✓ Reports to P&C Assoc and School Council.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	16	24	35
Long Suspensions – 11 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Brightwater State School is a Public Private Partnership (PPP) school. The facility was built to have a 4 green star rating. The management and maintenance of grounds and facilities is contracted to and implemented by Ventia. Data is sourced from Ventia usage returns and is reliant on the accuracy of these returns.

The school has also attempted to reduce its environmental impact through various teaching programs such as school wide recycling program and growing vegetable gardens on the school grounds.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	206,843	38 010
2015-2016	233,210	28 269
2016-2017	273,088	21 035

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

☒ Government

☒ Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	63	29	<5
Full-time Equivalents	59	20	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	62
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$72000.

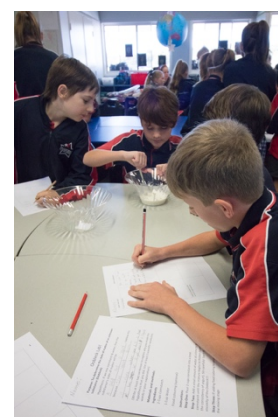
The major professional development initiatives are as follows:

2017 Professional Development Foci

Annual Keynote Speaker - Dr.Ian Lillico, Engaging Boys

Provision Via – Professional Development Weeks

- Goal setting and Feedback @ BWSS
- Personalising Learning @ BWSS
- Reading
- Spelling
- Mathematics
- Understanding students with Autism and Anxiety
- Medical Training – Epilepsy, EpiPen, Diabetes
- Intervention Programs – Support-A-Talker, Foundation Q
- Higher Order Thinking
- ICTs – Mac survival 101
- Engagement – Engaging boys, Essential Skills for Classroom Management
- Social and Emotions Programs – You Can Do It, Bounce Back
- Supporting Aspirants



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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	93%	92%

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

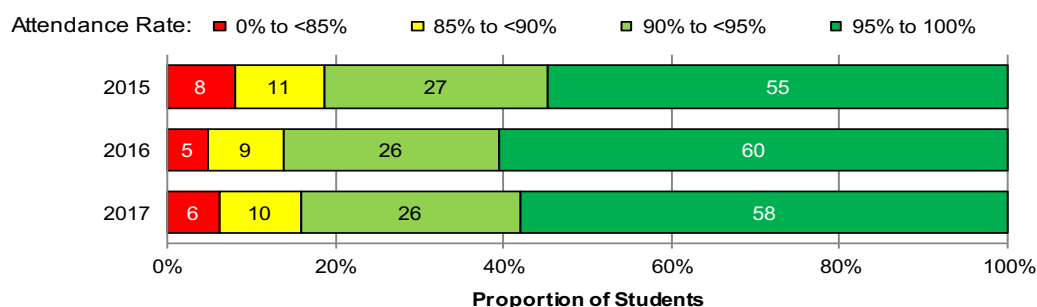
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	94%	94%	94%	95%	95%	94%						
2016	95%	95%	95%	96%	95%	95%	94%						
2017	95%	95%	94%	95%	95%	94%	94%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

Brightwater State School parents are asked to notify the school of their child's absence on or prior to the day of absence. This can be done via phone, using the school App or by letter to the teacher. Class rolls are marked twice a day by teachers. Late arrivals and early departures are monitored and recorded in the OneSchool management system. Explained absences are recorded in the OneSchool management system daily and a text message is sent to families of students with unexplained absence requesting a suitable explanation. If a student displays ongoing absenteeism (more than 3 days) or patterns of late arrival 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 at the end of each term.



NAPLAN

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

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

Find a school

Sector:
☒ Government
☒ Non-government

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

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

