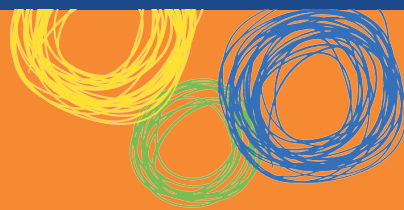


# Brightwater State School (7573)

## Queensland State School Reporting

### 2012 School Annual Report



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Contact Person	Robyn Taplin - Principal

## 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 inaugural year – 2012. Brightwater State School opened on January 23<sup>rd</sup> 2012 with a vision to provide a contemporary and high quality education service to students in Prep to Yr. 7. Our student enrolment in January was 220 and this grew rapidly to 263 students by the end of Term 4.

Our core focus during the first year was to build relationships and establish a strong school identity of high expectations for all members of our community. Consultation with our school community began in the year prior to the school opening with parents, students and staff collaborating to make decisions such as our school name, our school uniform and our educational vision. All members of our school community are 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 21<sup>st</sup> Century teaching strategies.



### School progress towards its goals in 2012

Our key priorities for 2012 focused on the establishment of a whole of school curriculum framework that clearly articulates what and how the teaching, learning, assessment and reporting process occurs within our school with a specific focus on the systematic and personalised delivery of: reading, writing, numeracy, science and the use of ICTs. Year level teaching teams plan collaboratively together using the Australian Curriculum to inform teaching direction and intended student outcomes.

Remaining central to our approach to teaching and learning are our students. That is; we endeavour to ensure that the strategies used by teaching staff are responsive to student need and therefore personalised. Staff routinely utilise ICTs to provide 21<sup>st</sup> Century e-learning experiences to engage students, broaden learning experiences and achieve strong learning outcomes for them.

Staff capability building focused on ensuring all staff are aligned with our school establishment vision and implementing the National Curriculum for English, Mathematics and Science. Ongoing professional development occurred throughout the year to support staff to deliver personalised learning programs using ICTs such as iPads, laptops, interactive data projectors, film/media and EdStudios.

A great achievement for 2012 was the implementation of our "I-learn 1:1" laptop program for Yr. 4-7 students. This program provides students with the opportunity to have their own laptop integrated into daily learning at school and at home and it has been widely accepted and supported by staff, students and parents. During 2012, our e-learning coach provided ongoing support for our parent community to ensure they were building on their ICT knowledge alongside their children.

# Queensland State School Reporting

## 2012 School Annual Report



Building strong relationships with our local community has and continues to be a key focus for our school. We have established programs and critical partnerships with a number of different community groups providing our students with the opportunity to receive supported and enriched learning experiences from members of our community. These vital programs have directly contributed to students showing significant progress with their literacy skills, science, maths, public speaking and writing.

During 2012, five staff including the Principal were nominated by members of our school community for Qld College of Teachers Excellence in Teaching and Leadership Awards. This is a testament to the dedication and capabilities of our staff.

A highlight of 2012 was our official school opening. This event was attended by, the Honourable John Paul Langbroek – Minister for Education, Training and Employment who opened Stage 1 of our school facilities. These facilities have been designed to ensure that learning can be flexible and mobile across a number of different spaces within the school. Each class has access to a fully functional kitchen, outdoor learning space and wireless connection throughout the school.

At the end of 2012 Brightwater State School was selected to become an Independent Public School. This is a great achievement for us, as it indicates that our community and the Education Department have faith in the collective ability of all of us to ensure our school continues to move in a positive direction to achieve strong outcomes for our students.



### Future outlook

The Key Areas for Improvement as defined in the 2013 Annual Improvement Plan are to:

- 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.
- Continue the implementation of the National Curriculum with the inclusion of History.
- 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.
- Continue to develop our suite of Enrichment Programs providing students with the opportunity to have their learning challenged and extended.
- Whole school focus of consistent teaching and improved student outcomes in: spelling, writing, numeracy, grammar & reading.
- Continue to develop our "i-learn 1:1" laptop program for Yr. 4-7 students
- 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.
- Develop leadership density and staff capability through the implementation of a school based 'Leading Teachers' program.
- Build staff capability through a personalised approach to professional learning.
- Continue to embed a consistent approach to our Brightwater Positive Behaviour Program for students.
- Continue to build community partnerships in 2013.
- Establish our School Council to liaise and consult with the Principal to set our strategic direction as an Independent Public School.
- Stage 2 construction: 6 classrooms, 1 creative design classroom, 1 sports & performance hall, 1 Kindy.



# Our school at a glance

## School Profile

- Coeducational or single sex: Coeducational
- Year levels offered in 2012: Prep - Year 7
- Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	N/A			N/A
2011	N/A			N/A
2012	253	117	136	95%

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

Characteristics of the student body:

- The majority of students' families are of mid socio-economic status with professional occupations such as finance, education, health and emergency services being the most commonly represented fields. As Brightwater 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 then South Africa. As such we have only a very 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		
	2010	2011	2012
Prep – Year 3			25
Year 4 – Year 10			25
Year 11 – Year 12			N/A

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days			2
Long Suspensions - 6 to 20 days			0
Exclusions			0
Cancellations of Enrolment			0

# Our school at a glance

## Curriculum offerings

Our educational philosophy is founded upon a belief that we are all individuals who develop and learn in different ways. Students are provided with a personalised curriculum presented in exciting and meaningful ways to utilise real life experiences, contemporary resources and technology to ensure they have the opportunity to achieve to their potential each and every day.

In 2012, Brightwater State School staff implemented the Australian Curriculum in the areas of English, Maths and Science. This curriculum is committed to developing understanding and skills specific to these three 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, Study of Society and Environment, Technology, Health and Physical Education and Language other than English (LOTE).

Students in Prep – Yr. 7 are also provided specialist lessons in Physical Education, Performing Arts and Visual Arts. All of 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.

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:

- Brightwater Enrichment Program – extension and enrichment for students with talents and abilities. Activities are offered in the form of learning modules that run for approximately 8 weeks in duration. Programs offered thus far include: i-Lead, WriteOn, i-Team – ICTs, Speech Craft, Mathematics, Media and Dance Excellence (whole year program)
- Choir – Jnr & Snr
- Wakakirri
- Dance Club – Jnr & Snr
- Athletics Club
- Instrumental Music – Yr. 4-7
- Student Council & Student Leaders
- Guided games
- Interschool sports – Yr. 5,6 & 7
- Opti-minds
- Swimming and Surf Skills
- Yr. 6 & 7 Elective Program
- Tennis
- Competitions – ICAS, USC - Science



### 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 labs 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.

**1:1 iLearn Student Lap Top Program:** This program was established for students in Year 4 – 7. This optional program gives students the opportunity to own a laptop that 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 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 2012 we established a Student Support Team. This group of specialised staff included our learning support teacher and Guidance Officer. These people met each week to discuss student needs for accessing curriculum as well as student wellbeing. We implemented a Values Education program during the year, providing each class with formal lessons on playing fair and conflict resolution techniques. Our school also implemented the Schoolwide 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 2013. In the School Opinion Survey; 100% of parents and 100% of students both indicated that they believed that children "feel safe at this school". This is an outstanding result.

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.

In 2013 we will create an additional staff position to assume a support role for student wellbeing. This role will involve checking in with identified students on a daily basis as well as running group programs for students requiring support to make and sustain friendships.



## Parent, student and staff satisfaction with the school

The results of the parent, staff and student School Opinion Survey for our first year of operation were very strong. Our school satisfaction results were either above or significantly above both state and like school groups for 2012.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	97.3%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	89.5%
their child is making good progress at this school*	89.5%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	94.6%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	97.1%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	92.1%
this school takes parents' opinions seriously*	88.6%
student behaviour is well managed at this school*	97.3%

# Our school at a glance

this school looks for ways to improve*	97.1%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	92.3%
they can talk to their teachers about their concerns*	91.7%
their school takes students' opinions seriously*	92.3%
student behaviour is well managed at their school*	92.3%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	88.5%
with the individual staff morale items	99.3%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

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

- P&C Association
- School Council

## Our school at a glance

- 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
2009-2010		
2010-2011		
2011-2012	181	6131



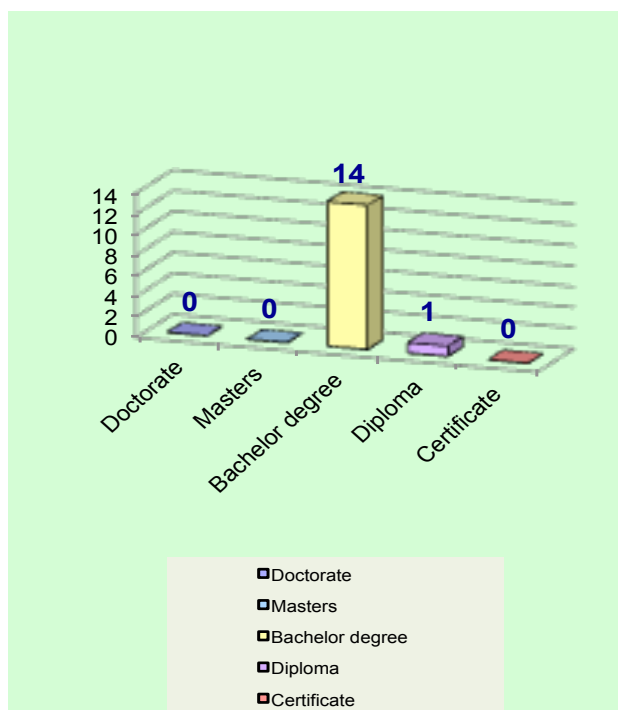
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	15	13	<5
Full-time equivalents	13.6	7.6	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	14
Diploma	1
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$26,520.00.

The major professional development initiatives are as follows:

- e-learning – integrating ICTs, Mac laptops, i-pads, interactive data projectors, 21<sup>st</sup> Century learning
- Australian Curriculum – implementation of English, Maths, Science
- Teaching of Science and working scientifically
- First Aid
- Managing student behaviour – Essential Skills & Schoolwide Positive Behaviour Program
- Teaching literacy skills
- Teaching Early Years
- Peer mentoring/coaching across the coalition
- Leadership

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

## Our staff profile

### Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.		100%	98.1%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 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.

# Performance of our students

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	%	%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

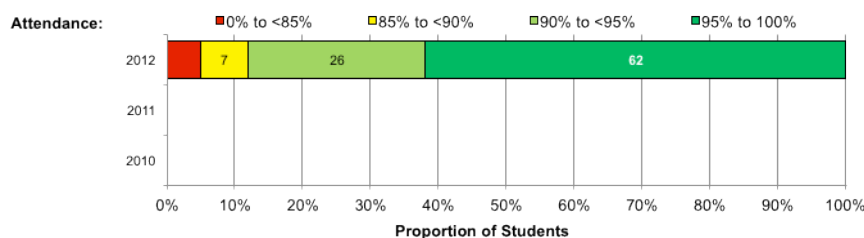
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010												
2011												
2012	95%	95%	94%	95%	92%	96%	97%					

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 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. Class teachers mark rolls twice per day. 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.

### 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/>.

## Performance of our students

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 2012 <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 2012 are reflective of a very small student number.