

Brightwater State School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Brightwater State School** from **12 to 14 September 2017**.

The report presents an evaluation of the school's performance against the nine domains of the [*National School Improvement Tool*](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Gregory Brand	Internal reviewer, SIU (review chair)
Leonard Fehlhaber	Peer reviewer
Maryanne Pearce	External reviewer



1.2 School context

Location:	Dianella Drive, Mountain Creek
Education region:	North Coast Region
Year opened:	2012
Year levels:	Prep to Year 6
Enrolment:	986
Indigenous enrolment percentage:	1.6 per cent
Students with disability enrolment percentage:	5.0 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1063
Year principal appointed:	2012
Full-time equivalent staff:	115
Significant partner schools:	Mountain Creek State High School, Mooloolaba State School, Brisbane School of Distance Education (BSDE)
Significant community partnerships:	Family Doorways, Sunshine Coast Regional Council, Barambah Environmental Education Centre (EEC)
Significant school programs:	I-Learn 1:1, Apex Program, Positive Behaviour for Learning (PBL), Get Reading Right, Words Their Way, You Can Do It!, Bounce Back, Dance Excellence



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), master teacher, Head of Curriculum (HOC) – Student Services, two Support Teachers - Literacy and Numeracy (STLaN), reading recovery specialist, 37 teachers, nine teacher aides, Business Manager (BM), two administration officers, Parents and Citizens' Association (P&C) executive members, school council chair and representatives, guidance officer, tuckshop convenor, 36 parents and 66 students.

Community and business groups:

- Bella Grace Early Learning Centre representative, Queensland Police Service (QPS) Adopt-a-cop, Family Doorways representative and MultiLit volunteer.

Partner schools and other educational providers:

- Deputy principal and Head of Department (HOD) - Junior Secondary of Mountain Creek State High School and Barambah EEC representative.

Government and departmental representatives:

- Councillor for Division 6 Sunshine Coast Council, ARD and Regional Principal Professional Colleague (PPC).



1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Workforce planning documentation
Investing for Success 2017	The Brightwater staff handbook
Headline Indicators (Semester 2, 2016)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2017	School Values – BIG ROCKS
School Improvement Cycle	School differentiation planning and processes
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	Curriculum planning documentation and frameworks
Strategic Plan 2014 – 2017 and Quadrennial School Review	The Brightwater Way – Teaching and Learning handbook
Key Deliverables 2017 – Annual Improvement Plan	Specific school program supporting documents and policies



2. Executive summary

2.1 Key findings

The school leadership team is united and demonstrates a commitment to the success of every student and to continuous school improvement.

The school opened in 2012 and, whilst experiencing significant growth over time, the principal and staff members have continued to maintain a personalised approach to enact the school's motto of '*a bright beginning to lifelong learning*'. Parents clearly express the view that the dedication, professionalism and genuine care school leaders and staff members demonstrate on a daily basis are highly appreciated and recognised across the school and wider community.

All staff members articulate the importance of providing a caring and nurturing school environment so that all students are able to learn and be successful.

The principal and foundation staff members articulate their strong connection and unwavering commitment to the students and the school community. All staff members talk positively of the collegial support that exists across the school for one another and they take great pride in the school. The school has articulated their core values as the *BIG ROCKS*. The school's core values have stood the test of time since the inception of the school and continue to underpin the way the entire school community works together to support the needs of all students.

The principal is viewed by staff members as an inspirational leader who is genuinely committed to building the capacity of others through ongoing professional learning.

The school leadership team views the connectedness and development of staff members into an expert teaching team as critical to improving outcomes for all students. There is a strong ethos of distributed leadership, shared responsibility and collegial support measures established. Staff members express satisfaction with the opportunities and support they are given to develop their teaching practice to support the success of the Explicit Improvement Agenda (EIA).

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 *Key Deliverables 2017* reflect four core priorities: Literacy - reading, writing and spelling; students achieving in the Upper Three Bands (U3B); Science, Technology, Engineering, Mathematics (STEM); and, student engagement. Staff members articulate a strong belief in the leadership and direction of the school and recognise the current EIA as a pathway to future success for all students and the school community. School leaders are committed to ensuring inclusive practices and describe the improvements they would like to see realised across the school, with an aspirational commitment to ensuring personalised learning for all students.



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.

The *Brightwater Way* draws together a range of research to strategically frame teaching and learning practices, planning and assessment practices, and the development of responsive programs. The *Brightwater Way* is published and is a 'living' document that is referenced to drive the EIA. Class teachers express a strong desire to continue to build their confidence in ensuring the *Brightwater Way* is consistently applied in their everyday teaching.

School leaders pride themselves on working towards ensuring the *BIG ROCK* of personalised learning for all students is visible in all aspects of the operation of the school.

Teachers indicate they wish to build their capacity and confidence in consistently delivering high quality personalised learning experiences for the full range of students within their classroom. School leaders identify the aspirational goal of achieving personalised learning experiences for all students across the school.

School leaders clearly express their obligation and commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

Curriculum leaders have developed a range of common planning documents to support the vertical and horizontal alignment of the curriculum across the school. Teachers express that the clarity regarding the 'what' to teach provides them with greater time to consider the 'how' to teach and they appreciate the work of curriculum leaders in implementing and supporting this level curriculum scaffolding. Class teachers highly value these resources in supporting the implementation of the planned AC. This is a significant piece of work and reflects the commitment and dedication of the curriculum leaders of the school.

The school regards parents, families and community members as important partners in the learning journey.

Staff and community members speak highly of the school and consistently recognise the strong community-based support for the school. Student voice is a feature of the culture of learning for students and is recognisable in the goal setting and feedback focus in every classroom. Parents and local community stakeholders hold the school, its leadership team and staff members in high esteem

There is a strong affirmation of principal leadership, vision and care for the school community from the vast majority of stakeholders and parents.

There is a strong collaborative partnership between the school council and school leadership. They recognise the challenge of keeping learning personalised at the school during the period of rapid student and local growth. They acknowledge the work of the principal in ensuring a continued focus on personalised learning and the *BIG ROCKS* and strongly believe school leaders are doing everything they can to maintain the feel of a 'small school' in a large and growing setting.



2.2 Key improvement strategies

Sustain a deep focus on embedding the current EIA within the next strategic planning cycle, with aspirational targets for the achievement of all students.

Continue to strengthen and deepen teachers' knowledge and understanding of the agreed pedagogical practices to ensure improved learning outcomes for all students.

Continue to support classroom teachers in delivering personalised learning experiences for all students.