

Brightwater State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Brightwater State School** from **25 to 28 October 2021**.

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 implement 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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Bradley Clark	Internal reviewer, EIB (review chair)
Chris Erbacher	Peer reviewer
Ian Hall	External reviewer



1.2 School context

Location:	Dianella Drive, Mountain Creek	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	988	
Indigenous enrolment percentage:	2.3 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.1 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	13.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1058	
Year principal appointed:	2012	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Business Manager (BM), Head of Department – Curriculum (HOD-C), Head of Department – Student Services (HOD-SS), Head of Special Education Services (HOSES), pedagogy coach, playgroup coordinator, grounds and facilities officer, tuckshop conveyor, Information Technology (IT) support staff, guidance officer, cleaner, three office staff, 47 teachers, 16 teacher aides, 104 students and 33 parents.

Community and business groups:

- Support worker of The Salvation Army Family Pathways and staff member of Get Connected Early Years Community Hub.

Partner schools and other educational providers:

- Principal of Mountain Creek State High School.

Government and departmental representatives:

- State Member for Buderim and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School Improvement Plan 2021
Investing for Success 2021	Strategic Plan 2018-2021
School Opinion Survey	School Data Profile (Semester 1, 2021)
School budget overview	Brightwater - School Improvement Cycle
Professional Development Plan, 2021	Curriculum planning documents
School data plan	School newsletters and website
Headline Indicators (October 2020 release)	The Brightwater Way - Explicit Improvement Agenda 2021
School based curriculum, assessment and reporting framework	Student Code of Conduct



2. Executive summary

2.1 Key findings

Staff engage in professional conversations enhancing their pedagogical practice to support student learning.

Professional Learning Teams (PLT) have enabled year levels to engage in professional discussions regarding curriculum, teaching strategies and student progress. Teachers articulate a belief that this process is enabling them to engage in rigorous discussions that have impact on their teaching and positive outcomes for students. The principal recognises the high impact of having regular and in-depth discussions with teachers and allowing staff to develop informed teaching practices.

The school places a high priority on the wellbeing of students and staff.

Staff members, students, parents, and the wider community speak positively of the school's learning culture. Staff are committed to and believe that all students are able to learn, and that this is maximised when a safe, respectful, inclusive learning environment is established. Teachers articulate that there has been a significant positive shift in the way year level teams and support staff work collaboratively to support the needs of all learners. Teachers discuss that this level of professionalism and collegiality is a highlight of the school. They articulate that it enhances outcomes for students, in addition to contributing to staff members' job satisfaction and wellbeing.

The principal places a high priority on developing leadership skills across the school.

Teachers express appreciation for school leaders who are actively engaged in the teaching and learning process providing feedback, observation, and coaching. Teachers are provided with a range of opportunities to develop their leadership capability by leading PLTs and participating in the aspiring leaders program. Some teachers comment that they would like to have school leaders more actively involved in their classrooms and providing them with feedback on their teaching. Some school leaders acknowledge that programs including formal classroom observations have been disrupted in recent years.

The principal supports and encourages staff members to think strategically and to take an active role in contributing to the school's improvement agenda.

School leaders have developed a comprehensive School Improvement Cycle that provides a framework for leaders to engage in ongoing phases of implementation and evaluation. Staff articulate a belief that the school is focused on the right work to drive school improvement through a dynamic landscape. Staff discuss a commitment to continuous school improvement and outline their personal and collective investment in contributing to this agenda. Staff hold high expectations for all students and detail a shared commitment to supporting each other to deliver quality academic and wellbeing outcomes for all students. Some staff members express a desire to consolidate and embed current practices before introducing new approaches.

**Members of the school community articulate that ‘This is a good school’.**

Students and staff make regular referral to the ‘big rocks’ of ‘Happy Students, Happy Staff, Pay it Forward, and Just be Kind’ as making an impact on their actions. The school’s rules are clearly displayed around the school and it is apparent that most students know and understand them. Staff acknowledge that most students are effectively engaging in their learning in a positive manner. Strategies to support students to develop their skills are taught weekly by classroom teachers and reinforced in school newsletters. Many staff identify a belief that increasing the consistency of the enactment of rules and routines will further promote positive student behaviours.

The principal recognises the importance of the school implementing pedagogical practices that are consistent and evidence based.

A range of emerging pedagogical priorities is apparent across the school. Some staff members convey a desire to have greater clarity of the expected pedagogical approaches and a deeper understanding of how they are interconnected. The school implements a Developing Performance Plan (DPP) process to support teachers to reflect on their practices and establish goals for improvement. In recent years, the implementation of regular formal observations of teachers is yet to be consistent.

The leadership team places a high priority on understanding and addressing the learning needs of students in the school.

This is reflected in the consistent alignment of financial, physical and human resources to school-wide programs and strategies that are designed to directly address the needs of students. The school has developed a flexible staffing model for inclusion known as the Wrap program that deploys staff and funds within cohort and phase sectors to support students within an inclusion framework. The budget is developed to align local and systemic priorities in the allocation of funds, shared with staff through the annual whole-school ‘think tank’ process. This drives consultation, awareness, transparency and understanding of the way resources are divested across the school. A range of resources is utilised to ensure that the school is a centre for teaching and learning where all students are catered for and engaged.

A strong process supporting students to successfully transition into the school is apparent.

Parents and community members articulate a strong connection to the school and express appreciation for the way they are valued as partners in learning. The school places an emphasis on developing an early relationship with parents to strengthen students’ transition to school. A highly regarded playgroup is based at the school and each week there is strong attendance of over 20 families. Parents of Prep students discuss a smooth transition process in which they and their child express feeling well supported to start a school learning partnership with confidence and positivity.



2.2 Key improvement strategies

Promote instructional leadership skills of middle leaders to support and monitor teaching and learning practices.

Collaboratively create an innovative school vision and identity that is future focused, building upon the foundations and strengths of the school.

Promote, embed and monitor a school-wide shared commitment to the implementation of Positive Behaviour for Learning (PBL) to ensure consistency of enactment of expectations.

Embed collegial engagement and DPP processes to promote teacher capabilities and quality assure that programs are being implemented with fidelity.