



Brighton State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	PO Box 1116 Brighton 4017
Phone:	(07) 3631 9111
Fax:	(07) 3631 9100
Email:	principal@brightonss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Principal, Mr Chris Hansen

School Overview

Located in the bayside suburb of Brighton, Brighton State School enjoys a well-established tradition of providing high quality education through engaging curriculum programs and improved learning outcomes for all students.

With a current enrolment of over 400 children from Prep to Year 6, our classrooms are well-equipped and the whole school community has access to a range of modern facilities including a modern library, computer lab and sports halls.

Students have the opportunity to be involved in a range of extra-curricular activities which include junior and senior choir, instrumental music program, interschool sports, running club and chess club.

Brighton State School has an active Parents and Citizens Association who work closely with the school to achieve agreed outcomes. The P&C also operates our school tuckshop and uniform shop. Families at Brighton have access to an onsite Out of School Hours Care program operated by Jabiru Kids.

The Brighton State School community consists of an experienced and dedicated staff who support student engagement and achievement through a commitment to quality teaching and learning. The school's leadership team consists of a Principal, Deputy Principal, Business Services Manager, Head of Curriculum, Master Teacher and Support Teacher: Literacy and Numeracy who work collaboratively with several full-time teaching staff, specialist teachers, administration and ancillary staff.

Principal's Forward

Introduction

Brighton State School is located in the Bramble Bay area in the northern suburbs of Brisbane.

The staff at Brighton are committed and work tirelessly to allow every student to reach their potential. Our staff believe that every child can succeed and programs are tailored to provide a differentiated approach to maximise achievement for each child.

While literacy and numeracy remains a strong focus for all learning at Brighton, our students take part in a wide range of engaging activities that nurture their academic, as well as social and emotional needs.

This report provides a snapshot of our school and achievements. To find out more about our school, please contact the office to arrange a visit.

School Progress towards its goals in 2016

- Master Teacher to work with teachers around a very clear focus on the teaching of reading (ongoing);
- Continue the implementation of the Pedagogical Framework (ongoing);
- Provide teacher release time to analyse student data to track progress (ongoing);
- Continue to implement a strong focus on attendance (ongoing);
- Case manage students in order to Implement, monitor and review actions to close the gap between indigenous and non-indigenous students (implemented and monitoring).

Future Outlook

- Continue to implement a school-wide approach to the teaching of reading and reading comprehension;
- Implement a strong focus on attendance, particularly targeting students who attend less than 85% of the time;
- Implement, monitor and review actions to close the gap between indigenous and non-indigenous students.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	385	192	193	15	94%
2015*	345	181	164	23	92%
2016	364	193	171	22	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The student population at Brighton State School presents a diverse blend of socio-economic and cultural backgrounds. Parents and community members are encouraged to contribute to the school's decision making process through the Parents & Citizens Association and school committees.

The composition of Brighton students is unique in the number of current parents who are past students at the school as well as the number of staff whose children attend the school.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	23
Year 4 – Year 7	22	26	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery



- Teachers implement the Australian Curriculum to teach the learning areas of English, Maths, Science, History and Geography;
- Teachers implement the Early Years Curriculum Guidelines in Prep and the Queensland Essential Learnings in Years 1 – 6 to teach the remaining areas of the curriculum until the Australian curriculum has been completely phased in;
- The Brighton Whole School Curriculum Plan for all learning areas is implemented from Prep – Year 6;
- Teachers plan collaboratively, with units taught based on the Australian Curriculum – C2C is used as a resource;
- The Brighton Whole School Reading Framework is implemented to ensure a consistent approach to the teaching of reading from Prep – Year 6;
- The Whole School Pedagogical Framework which is based on the Dimensions of Teaching and Learning and the Explicit Instruction Model of Teaching is used to inform teaching practice;
- The whole school assessment plan, which is aligned to the curriculum is implemented from Prep – Year 6;
- Teachers use a range of evidence to monitor student progress and regularly use moderation processes to support consistency in teacher judgments;
- A differentiated teaching approach is used to meet the needs of all learners.

Co-curricular Activities

During 2016, our school offered a broad range of curriculum programs to our students. These programs were implemented to enable students to grow academically, socially, emotionally, physically and culturally. These programs have proven to be very successful, are enjoyed by the vast majority of students and have received good support from our school community. Parents new to our school have commented on the breadth of curriculum opportunities that are offered to students enrolled at Brighton.

Opportunities exist for students to be engaged in:

- Online learning programs: Reading Eggs, Reading Eggspress and Mathletics;
- Book Week, which is a major event on the calendar to support a life-long love of reading;
- Scientist in residence program - Dr Blok;
- Chess Club;
- Interschool Sport;
- Invention Convention;
- Art Expo;
- Raw Art Incursions;
- Range of Excursions for every year level to support units of work;
- Choir;
- Instrumental Music;
- School Camp – Year 5/6 to Currimundi.

Brighton boasts an extension program that runs at different times throughout the year allowing all children the opportunity to learn new and interesting skills in a range of areas. Classroom activities cater for our gifted children as well as additional activities including:

- ICAS testing – Maths, English, Digital Technologies, Science;
- Maths Tournament;
- Premier's Reading Challenge.

How Information and Communication Technologies are used to Assist Learning

Brighton State School offers students authentic learning opportunities that incorporate the use of Information and Communication Technologies (ICTs) in real and meaningful ways.

Classrooms are well resourced with desktop workstations, interactive whiteboards, laptops and mobile devices available for student use.

Brighton staff and students enjoy whole school wireless connectivity which enables access to our school network from multiple devices and locations. Laptops and iPads are used throughout the school to support student engagement and learning across all curriculum areas.

The Computer Lab is located in the library and includes 24 desktop workstations as well as access to scanners, printers and audio visual equipment.

Students are supported in the safe and ethical use of ICTs by specialist staff and classroom teachers.

Classes access the computer lab during regular timetabled sessions and students have access during lunch breaks. Teachers

are supported in the development of ICT skills through ongoing professional development and peer mentoring.

Social Climate

Overview

Brighton State School has developed a culture that is very supportive of all groups – students, parents, staff, volunteers and visitors. We are recognised in the broader community for providing safe and supportive classroom and playground environments. Teachers maintain classroom environments that are child-centred and supportive of the social and emotional development of their students.

Our Responsible Behaviour Plan For Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Our behaviour program is underpinned by our 4 school rules:

Be Respectful
Be Responsible
Be a Learner
Be Safe

Each week, a behaviour expectation is explicitly taught in all classrooms and is reinforced through our weekly assemblies. It is expected that all students at Brighton know our school's expectations, can provide examples of school rules linked to these expectations and continually model our expectations in all school settings.

A school chaplain is employed to work with the school community two days a week. Our Chaplaincy program enhances the development and implementation of initiatives that improve the wellbeing, participation and achievement of students through the provision of pastoral care.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	98%	100%
this is a good school (S2035)	97%	100%	100%
their child likes being at this school* (S2001)	100%	96%	98%
their child feels safe at this school* (S2002)	98%	100%	98%
their child's learning needs are being met at this school* (S2003)	95%	98%	98%
their child is making good progress at this school* (S2004)	95%	98%	98%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%	98%
teachers at this school motivate their child to learn* (S2007)	97%	100%	98%
teachers at this school treat students fairly* (S2008)	95%	100%	98%
they can talk to their child's teachers about their concerns* (S2009)	98%	98%	98%
this school works with them to support their child's learning* (S2010)	95%	98%	98%
this school takes parents' opinions seriously* (S2011)	93%	100%	98%
student behaviour is well managed at this school* (S2012)	98%	96%	98%
this school looks for ways to improve* (S2013)	96%	100%	98%
this school is well maintained* (S2014)	100%	98%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	98%	97%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they like being at their school* (S2036)	98%	99%	97%
they feel safe at their school* (S2037)	95%	99%	97%
their teachers motivate them to learn* (S2038)	99%	98%	98%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	99%	96%
teachers treat students fairly at their school* (S2041)	96%	97%	89%
they can talk to their teachers about their concerns* (S2042)	93%	97%	92%
their school takes students' opinions seriously* (S2043)	98%	95%	93%
student behaviour is well managed at their school* (S2044)	96%	97%	93%
their school looks for ways to improve* (S2045)	98%	97%	97%
their school is well maintained* (S2046)	100%	99%	91%
their school gives them opportunities to do interesting things* (S2047)	98%	99%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	96%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	96%

* 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 input of parents is valued at Brighton and the school recognises the importance of building open and honest communication, linking school with home and the wider school community.

We undertake a variety of measures to encourage members of our school community to become involved in school life, whether that involves helping out in the classrooms, attending weekly assemblies, remaining informed about their child's progress or participating in school strategic decision making.

Some initiatives we have introduced to foster parent involvement include:

- Fortnightly school Enewsletter emailed to all families;
- Parent/Teacher interviews which are held at night and conducted twice a year;

- Report cards are provided at the end of Term 2 and Term 4;
- Class term curriculum overviews detailed on the school web site and sent home to families;
- Weekly assemblies to show case student achievement;
- Office foyer displays of student work;
- Facebook as a means of communicating with families;
- QSchools app to help keep parents informed of school events.

Staff work collaboratively with families to ensure all students are able to successfully access the required curriculum at school.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Health units are taught to cover health and personal safety as well as pastoral care programs which include working with small groups, year levels and individual students.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	1	6
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Our aim is to reduce our schools' ecological footprint.

Rain Water Tanks have been plumbed into the toilets. We have 15 000L available to the toilets which provide up to 100 days supply.

Our school has installed 4.5 KW solar panels on the roof of A Block. These panels help generate electricity which is used by the school. The solar panels help us reduce the amount of electricity we use and reach our target of being more sustainable.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	101,500	628
2014-2015	110,752	614
2015-2016		588

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

GO

Sector:

Government

Non-government

SEARCH

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	28	16	0
Full-time Equivalent	24	10	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	
Graduate Diploma etc.**	2
Bachelor degree	25
Diploma	1

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Certificate	0

*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 2016 were \$9 500.

The major professional development initiatives are as follows:

- Coaching in the teaching of reading;
- Pedagogical Framework;
- Gifted and Talented education.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	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 2016 for all Queensland Primary schools was 93%.

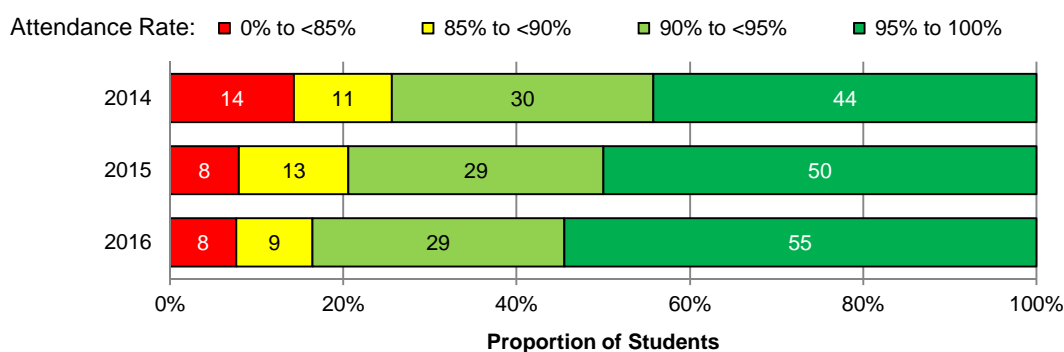
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	92%	91%	92%	93%	94%	92%	95%					
2015	94%	94%	93%	95%	92%	94%	94%						
2016	94%	95%	93%	92%	94%	91%	95%						

*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 DET 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.

Rolls are marked at the start of the day and in the afternoon each day. Students who arrive late to school report to the office and receive a late slip.

When the school is not notified of student absence, a phone call is made to parents asking them to contact the school. Continued unexplained absences are referred to the Principal, who will contact the parents to establish the reason for absence.

The importance of regular attendance is clearly communicated to parents at the enrolment interview. Regular reminders that 'Every Day Counts' is provided to families in the school newsletter.

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.