Brighton State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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 information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Principal, Mr Scott Padgett

School overview

Brighton State School offers a wonderful start for your child's learning. Developing a love of learning, celebrating success and establishing the building blocks for future learning are the core elements of a quality Prep to Six curriculum. Brighton State School is a 100 year old school with a strong tradition that is equally matched with a lively, innovative, engaging and forward looking focus. Our moral imperative is to ensure that every student is achieving and progressing and that every child is really known. We work collaboratively with our community aiming to have every child excited to come to school, having many friends and happy.

Brighton State School is a great school moving to greater. We take pride in our school and the way in which we continuously work together with our school community to provide quality teaching and learning experiences for our students. Brighton State School is a community of learners. We work together, laugh together and solve problems together. We take pride in our genuine partnership, active participation and open communication with parents and carers along with all members of our school community.
Together we continue to build a school based on positive values and attitudes preparing our students today for a successful life tomorrow.
Brighton State School's daily work involves creating a respectful, responsible and safe community of joyful learners striving for personal best. It is our conviction that with these qualities our students and staff can develop a strong foundation for life long learning.
To realise our goal, our curriculum and learning is underpinned and invested in the employment of best practice pedagogies. We seek to engage students in the kinds of learning opportunities appropriate for them as life-long learners and world citizens in an increasingly global and networked society.
We believe our moral purpose to be, the student acquisition of:

- *Educational excellence*
- *Social Responsibility*
- *Learning for the future, and*
- *Continued Personal Growth and Well-Being.*

It is one hundred years since the Brighton State School opened its doors to 43 students and 2 staff and I feel extremely proud and somewhat honoured to be the current school principal. Brighton State School is a respectful, responsible and safe community of joyful learners striving for personal best.

The way we deliver education to our students has certainly changed over the past 100 years. For current students my wish is that their memories of Brighton State School will be happy ones and that many of the friendships they have made whilst they were at school are lifelong. My wish is that we have given all students the best start possible in their educational life. Giving them the best possible start in life is every staff's mantra at Brighton State School. My wish is that Brighton State School has contributed to a society of honest, positive, independent, relational, hardworking and empathetic members.

Brighton State School has seen many significant events and celebration in Australia's history. Experiences of the past have made Brighton State School the outstanding learning institution that it is today. Our enormous respect for the past provides the foundation for continued success as we embark on the next 100 years.

Brighton State School is a 'great school' moving to 'greater' - 'Only The Best'.

This report aims to present data regarding the school's student and staff profile, the achievements of the school, curriculum offerings, student achievement and perceptions about the school. Copies of this report are available at the School Office.

School progress towards its goals in 2018

2018 Explicit Improvement Agenda

Reading
Consistent and Whole School Approach
Explicit Teaching of Reading

Well Being
Whole School Framework

Positive School Environment
Data Driven Prep to 6 Consistency

Priority Area	*Achievement*
Reading	Reviewed and refined BSS reading Framework Whole School Professional Development Differentiation, Targeted Intervention, Intensive Support
Well Being	Co Constructed whole School Student Well Being Framework Focus on Growth Mindset and Mindfulness through Smiling Minds
Positive School Environment	Further development of Positive Behaviour for Learning Team and further embedding a whole school approach.

Future outlook

Intentional collaboration will facilitate work towards implementing a whole school approach to the teaching of writing.

Our focus on student health and wellbeing will be further developed toward a consistent and whole school approach and extended to an explicit and planned focus on staff health and wellbeing
.
Our whole school implementation of 'Positive Behaviour for Learning' will be further developed and embedded.

2019 Explicit Improvement Agenda

Writing
Consistent and Whole School Approach
Explicit Teaching of Writing

Well Being
Whole School Framework supporting students and staff

Positive School Environment
A whole school approach, incorporating Positive Behaviour for Learning, explicitly taught school values and an explicitly planned focus around acknowledgement.

Priority Area	Planned Outcomes
Writing	Development of BSS Writing Framework and associated artefact
	Reviewed and refined BSS Reading Framework and associated artefact.
	Whole School Professional Development
	Differentiation, Targeted Intervention, Intensive Support
	Focus on high impact, research based pedagogies
	Planned and explicit Text Dependent Questioning
	Planned and explicit Robust Vocabulary
	Targeted early Intervention
	Year level and sector intentional collaboration
	Increased focus on data literacies
	Explicit Instructional Coaching
	Instructional reading and writing feedback and peer observation
	Increase in speech language pathologist allocation
	Building of an electronic data wall
Well Being	Implementation of whole school Student Well Being framework
	Prep to Six Focus on Growth Mindset and Mindfulness through Smiling Minds
	Additional Guidance officer allocation
Positive School Environment	Data driven and whole school approach to explicit teaching of social skills
	Processes to collect and analyse both positive and negative attitude
	Further enhance processes around acknowledgement
	Continue to strengthen a systematic attendance framework and focus
	Continue to build an expert teaching team supporting Positive Behaviour for Learning

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	364	404	435
Girls	193	219	233
Boys	171	185	202
Indigenous	22	23	23
Enrolment continuity (Feb. – Nov.)	95%	96%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The Brighton State School student body presents a diverse blend of socio-economic and cultural backgrounds. Many families have enjoyed a long association with Brighton State School with parents having also attended this school. Brighton State School enjoys close links with the wider community and encourages community involvement in school decision making processes through the Parents and Citizens Association and school based committees.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	23
Year 4 – Year 6	26	24	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- The Australian Curriculum is delivered across the learning areas of English, Maths, Science, History and Social Sciences, Technologies, Languages other than English, The Arts, Health and Physical Education and will be fully implemented by the end of 2020.
- The Brighton State School Whole School Curriculum Plan for all learning areas is in place from Prep–Year 6. Teachers plan collaboratively, with units taught based on the Australian Curriculum – C2C is used as a resource.
- The Brighton State School 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 designed to meet the needs and track the progress of all learners.

Co-curricular activities

During 2018 Brighton State School offered a broad range of curriculum programs. 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.

Opportunities exist for students to be engaged in:
· Online learning programs: Reading Eggs, Reading Eggspress and Matific
· Access to EBooks digital library
· Author visits
· Book Week, which is a major event on the calendar to support a life-long love of reading
· Scientist in residence program - Dr Blok
· Junior and Senior Code Club, First Lego League Competition, Chess Club
· Interschool Sport
· Invention Convention
· Art Expo
· Raw Art Incursions
· Range of Excursions for every year level to support units of work
· Junior and Senior Choir
· Instrumental Music including Junior and Senior Band, fan Fair and Northside band Blitz
· Year 5 and 6 School Camps

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 27 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 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 expectations (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 each 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	96%	89%
• this is a good school (S2035)	100%	100%	96%
• their child likes being at this school* (S2001)	98%	98%	94%
• their child feels safe at this school* (S2002)	98%	98%	96%
• their child's learning needs are being met at this school* (S2003)	98%	100%	87%
• their child is making good progress at this school* (S2004)	98%	98%	89%
• teachers at this school expect their child to do his or her best* (S2005)	98%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	98%	88%
• teachers at this school motivate their child to learn* (S2007)	98%	97%	91%
• teachers at this school treat students fairly* (S2008)	98%	96%	89%
• they can talk to their child's teachers about their concerns* (S2009)	98%	98%	96%
• this school works with them to support their child's learning* (S2010)	98%	96%	92%
• this school takes parents' opinions seriously* (S2011)	98%	98%	85%
• student behaviour is well managed at this school* (S2012)	98%	95%	77%
• this school looks for ways to improve* (S2013)	98%	98%	88%
• this school is well maintained* (S2014)	95%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	98%	96%
• they like being at their school* (S2036)	97%	95%	89%
• they feel safe at their school* (S2037)	97%	94%	89%
• their teachers motivate them to learn* (S2038)	98%	99%	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)	96%	100%	97%
• teachers treat students fairly at their school* (S2041)	89%	92%	89%
• they can talk to their teachers about their concerns* (S2042)	92%	92%	88%

Percentage of students who agree# that:	2016	2017	2018
• their school takes students' opinions seriously* (S2043)	93%	96%	89%
• student behaviour is well managed at their school* (S2044)	93%	87%	85%
• their school looks for ways to improve* (S2045)	97%	97%	96%
• their school is well maintained* (S2046)	91%	95%	97%
• their school gives them opportunities to do interesting things* (S2047)	94%	96%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	96%
• 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%	97%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	90%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	96%
• student behaviour is well managed at their school (S2074)	100%	100%	89%
• staff are well supported at their school (S2075)	100%	97%	93%
• their school takes staff opinions seriously (S2076)	100%	97%	96%
• their school looks for ways to improve (S2077)	100%	100%	93%
• their school is well maintained (S2078)	100%	100%	96%
• their school gives them opportunities to do interesting things (S2079)	96%	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 via membership of our P&C.

Some initiatives we have introduced to foster parent involvement include:
• Fortnightly school e-newsletter emailed to all families;
• Parent/Teacher interviews which are 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 showcase student achievement;
• Office foyer displays of student work;
• Facebook as a means of communicating with families;
• QSchools and QParents apps 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 education programs

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	6	4	22
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			
Water (kL)	588		

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | Go |

| School sector ⌄ | School type ⌄ | State ⌄ |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	32	21	<5
Full-time equivalents	27	12	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	5
Bachelor degree	23
Diploma	2
Certificate	

*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 2018 were $24,000.

The major professional development initiatives are as follows:

- Mandatory Staff Training
- Student and Staff Well Being
- Intentional staff collaboration, planning and associated professional development.
- The explicit teaching of Reading
- Positive Behaviour for learning
- Digital Technologies
- Teacher Aide Professional Learning

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	92%	91%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	95%	95%
Year 1	95%	95%	94%
Year 2	93%	94%	93%
Year 3	92%	94%	95%
Year 4	94%	93%	94%
Year 5	91%	95%	93%
Year 6	95%	92%	94%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate
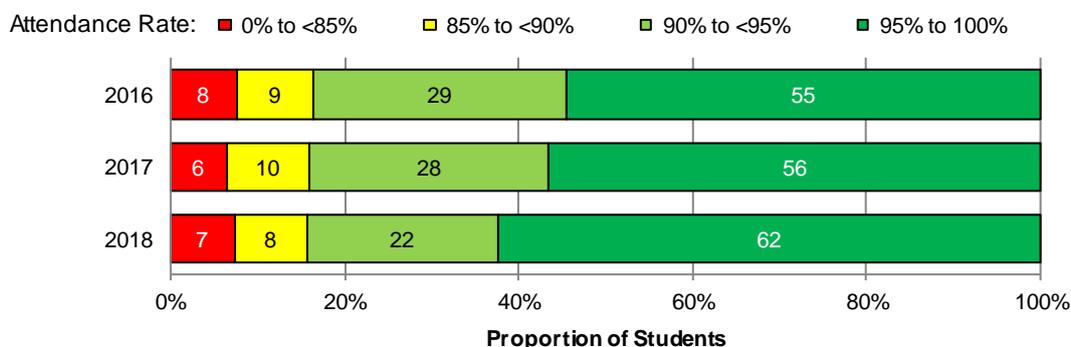
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.