



Biggera Waters State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Biggera Waters State School is a co-educational facility which predominantly serves the communities of Biggera Waters, Labrador, Coombabah and Runaway Bay, having done so since 1970. We are proud of our school's positive reputation in the Gold Coast community. The Prep to Year 6 curriculum, which focuses on high levels of literacy and numeracy, reflects the needs of our students and gives them a sense of ownership. Early intervention strategies, gifted and talented programs, and learning and special needs support are integral to our teaching program. The school chaplain contributes to pastoral care for students. Our students are supported to have the skills to be lifelong learners who can self-manage and display responsible citizenship. Community involvement includes participating in ANZAC Day commemorations, local eisteddfods, and Gold Coast City Council initiatives. Community agencies are supported through the Student Council and Year 6 enterprise initiatives. Students' leadership potential is built through our active Student Council, our Games Gurus process, and our Year 6 leaders. Our students learn in a supportive and nurturing environment where they feel safe and happy.

Principal's Forward

Introduction

This report outlines the key achievements of our school. The report is a celebration of skills, talents and dedication of our staff; the accomplishment of our students; and the invaluable partnerships our school has with parents and the wider community.

School Progress towards its goals in 2016

Improvement in the planning, pedagogy, assessment and student results in the area of Reading.

Improvement in the planning, pedagogy, assessment and student results in the area of Number.

Improvement in the planning, pedagogy, assessment and student results in the area of Writing.

Improvement was achieved in planning, pedagogy, assessment and student results within all sectors of the school. This was achieved through a commitment made by all staff to ensure every student having every opportunity every day to succeed.

Biggera Waters State School staff has worked tirelessly throughout 2016 to meet the goals negotiated in the school's operational plan. Systemic priorities were a large focus within the school, with all sectors of the school reviewed. The focus on the Australian Curriculum allowed our school the opportunity to reflect, plan and review the operational programs within our school. At all times within the curriculum development; we were looking to the introduction of the resource support materials, and the impact of this material onto the pedagogy within the classroom.

Future Outlook

In 2017 the focus of our future development will be in the following priority areas:

To implement programs to improve the percentage of students in the upper two bands in Reading.

To implement programs to improve the percentage of students in the upper two bands in Number.

To deepen teacher knowledge, expertise and delivery of the Australian Curriculum.

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	836	423	413	38	95%
2015*	817	404	413	36	94%
2016	860	426	434	33	93%

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

Our school predominately services the communities of Runaway Bay, Biggera Waters, Coombabah and Labrador. An enrolment management plan has operated since 2000 which ensures that students who reside within our defined boundary are enrolled. Classes consist of single teaching and team teaching units and year levels operate on a traditional structure. Our teaching staff is talented, skilled and dedicated group of professionals. Some teachers specialise in specific areas such as Languages Other than English (LOTE), Physical Education, Music, Support Teacher Literacy and Numeracy and Instrumental Music.

Our students are also supported by visiting teachers such as Guidance Officer, Speech Language Pathologist, Teacher for English as a Second Language, and Teacher for Educational Adjustment for students with disabilities. The After School Hours Care service, provided by an external provider, operates within the school grounds.

The school has benefited from a proud tradition of support from the active Parents and Citizens Association. The range of facilities is testament to the dedication of the Association to supporting student learning.

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	23	24	23
Year 4 – Year 7	21	27	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

Curriculum programs are complimented by visits to and from outside organisations including:

- StarLab
- CPR Help
- Bravehearts
- Fire Safety
- Fire House
- Bicycle Safety
- Games Gurus
- School Camp
- Leadership Camp

The listed programs engage our students in real- life hands on learning experiences. Students were also able to participate in University of New South Wales testing. Students competed in the local chess competitions.

Co-curricular Activities

Chess tuition, Under 8's Day, camping program (year 6) Eisteddfods, curriculum related excursions, guest speakers and presentations, Premiers Reading Challenge, Safe Surfing, and skills instruction by local and overseas sporting groups e.g. Labrador Hockey, Auskick and Runaway Bay Basketball. Students have the opportunity to participate in the University of N.S.W. English and Mathematics Competitions.

There is a strong music program. As well as weekly class music lessons students have the opportunity to learn a musical instrument, with strings being available from Year 3 and Brass/woodwind being available from Year 5. Selected instrumental music students attend a Music Camp, along with day workshops with students from other schools. Students also have the opportunity to belong to the school choir – both a junior and a senior choir operate. A musical evening is held at the end of each year showcasing the achievements of our instrumental music students.

Our physical education program includes weekly swimming classes for all students in Years 1-6 (Terms 1 and 4), opportunities to participate in interschool sport (summer and winter program) and opportunities for out of hour's programs such as Fit Kids and Auskick. A sports skills program operates for those students who do not participate in interschool sports. The emphasis of our athletics program is maximum participation and therefore our athletics days are structured to enable all students to participate. A weekly running club operates two mornings per week with family members

joining their children in this exercise program. Many of our students represent Gold Coast District at regional and state level.

Italian students have the opportunity to participate in the annual Modern Languages Speech Competition, 'Giornata della Poesia Italiana' competition, and cultural events such as Carnevale.

How Information and Communication Technologies are used to Assist Learning

Biggera Waters State School in 2016 continued to support a purchasing program to develop information and communication technologies through the planned purchase computer hardware. The use of technology has increased across all year levels within the school. The school has moved to the introduction and use of iPads with special needs students, along with the introduction of iPads for specific reading and teaching strategies in all classrooms. Further purchasing has been carried out in 2016 to support Information and Communication Technologies. Interactive televisions have been purchased throughout 2016 for every classroom in the school. Further purchasing in 2017 will enhance information and communication technologies in the senior classrooms with the focus on the refurbishment of the senior computer lab.

Social Climate

Overview

Biggera Waters State School has a Code of School Behaviour implemented through the Responsible Behaviour Plan for Students. This plan was reviewed throughout 2016 through the Parents and Citizens Association. Parents, staff and students gave rigorous feedback with inclusions to our plan to include electronic media and social network bullying. The students also have been proactive in displaying their expectation of electronic media appropriate usage.

Inherent in this plan is the belief that rights and responsibilities go hand in hand and that all in the school environment have the right to feel safe and to learn. Our plan provides a clearly articulated approach to support and acknowledge acceptable behaviour, and to support and acknowledge consequences for non-compliant behaviour. This support is coordinated by the Special Needs Team and on occasion, external agencies also provide support e.g. Kids Helpline.

A Biggera Waters State School dress code was developed in consultation with the school community. The vast majority of our students wear our uniform with pride. Our Games Gurus program continued to successfully operate. Students in Year 5 were trained to provide playground support and activities for students in the junior school. This program assists with the selection of student leaders for the 2017 academic year.

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)	96%	93%	98%
this is a good school (S2035)	94%	98%	94%
their child likes being at this school* (S2001)	98%	95%	94%
their child feels safe at this school* (S2002)	96%	98%	98%
their child's learning needs are being met at this school* (S2003)	94%	93%	98%
their child is making good progress at this school* (S2004)	94%	93%	98%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	96%	95%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	93%	94%
teachers at this school motivate their child to learn* (S2007)	94%	93%	96%
teachers at this school treat students fairly* (S2008)	94%	91%	94%
they can talk to their child's teachers about their concerns* (S2009)	96%	95%	98%
this school works with them to support their child's learning* (S2010)	90%	86%	94%
this school takes parents' opinions seriously* (S2011)	90%	93%	88%
student behaviour is well managed at this school* (S2012)	92%	95%	92%
this school looks for ways to improve* (S2013)	96%	95%	96%
this school is well maintained* (S2014)	94%	95%	94%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	94%	92%
they like being at their school* (S2036)	98%	95%	89%
they feel safe at their school* (S2037)	97%	95%	89%
their teachers motivate them to learn* (S2038)	97%	94%	87%
their teachers expect them to do their best* (S2039)	100%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	94%	95%	85%
teachers treat students fairly at their school* (S2041)	89%	88%	74%
they can talk to their teachers about their concerns* (S2042)	89%	90%	79%
their school takes students' opinions seriously* (S2043)	89%	92%	79%
student behaviour is well managed at their school* (S2044)	90%	78%	70%
their school looks for ways to improve* (S2045)	97%	98%	93%
their school is well maintained* (S2046)	94%	95%	83%
their school gives them opportunities to do interesting things* (S2047)	93%	88%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	98%	98%
they feel that their school is a safe place in which to work (S2070)	98%	98%	98%
they receive useful feedback about their work at their school (S2071)	84%	95%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	92%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	96%	95%	98%
staff are well supported at their school (S2075)	93%	95%	97%
their school takes staff opinions seriously (S2076)	92%	94%	95%
their school looks for ways to improve (S2077)	96%	100%	98%
their school is well maintained (S2078)	96%	95%	92%
their school gives them opportunities to do interesting things (S2079)	89%	95%	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.

Parent and community engagement

2016 saw the continued active participation of an empowered Parents and Citizens Association. Parents became proactive and supporting of the parent body; with parents seeking the opportunity to participate in the organisational management of the school and to provide services that directly met the needs of students.

The Association supported specific curriculum as well as enhancements throughout 2016 specifically enhancing technology budget within the school, purchasing classroom reading resources and library resources. The Parents and Citizens Association purchased interactive televisions and laptops for the senior classes.

Biggera Waters State School actively encourages parents and community members to become involved in their child's education through:

- Parent and Citizens' membership
- Training of parents to scan and change home readers
- Encouraging parent attendance at culminating events
- Encourage parent attendance at sports days
- Encouraging parents in the process of teaching reading
- Encourage parent attendance at Under 8's Day, Education Week activities
- Parent information and interview information gathering sessions held at the commencement of the school year
- Parent teacher interviews are offered twice yearly
- Encouraging parents to support school fund raising initiatives
- Involving parents to be involved when compiling Educational Support Plans
- Encouraging a sense of community within the school through the school newsletter issued fortnightly
- Parent involvement is encouraged through attendance at weekly assemblies
- Parent participation and support is encouraged at school discos

Parents and the wider school community are encouraged to be involved and welcomed into our school. We welcome the parent and wider community to our classrooms and school daily. The open door policy is being developed throughout the school.

Respectful relationships programs

The school has developed and implemented through our Responsible Behaviour Plan units that focus on appropriate, respectful and healthy relationships. There are specific references made through the Ditto Program along with Protective Behaviours taught throughout the school. The focus of all programs in the school are developing students' knowledge and skills to be able to resolve conflict without violence and to recognize, react and report when they, or others, are unsafe.

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	10	13	11
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

During 2016 measures were taken to reduce the school's environmental footprint. The measures were, use of the water tanks, all lights and fans turned off at each break. Computers are also shut down at the end of each day.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	195,808	3,489
2014-2015	197,598	3,234
2015-2016	220,345	6,124

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

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 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	58	29	0
Full-time Equivalents	52	20	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	3
Bachelor degree	29
Diploma	6
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 \$36,284

The major professional development initiatives are as follows:

Special Education updates

Regional Principal's Conferences

Deputy Principals' Core Business Days

Support Teacher Learning Difficulties Professional Development Days

Music Conference

First Aid Update

CPR update

Teacher Aide Training

The Seven Steps in Writing

SE Region Principal's Professional Learning – Leadership Practices Inventory

Facilities Staff Core Business Days

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%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% 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).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	91%	90%

*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%.

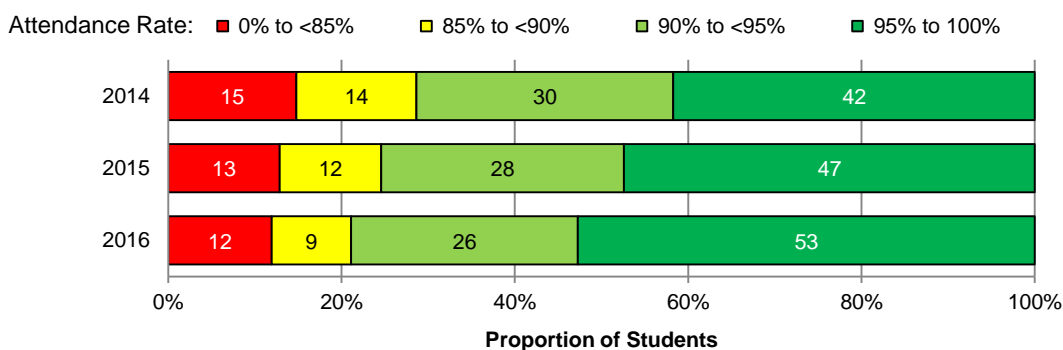
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	92%	92%	94%	93%	90%	92%	90%					
2015	92%	93%	92%	93%	93%	95%	91%						
2016	94%	93%	94%	94%	93%	93%	93%						

*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.

Class rolls are marked by class teachers twice daily. Staff members are diligent in following up student absence. Class teachers follow up absences immediately with the administration team. Members of the administration make phone calls to families to determine absence and offer strategies for support if required. Extreme cases are discussed and managed through the special needs team.

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.

Conclusion

We thank our parent and the wider school community for their support throughout 2016.