



Biggera Waters State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

Contact Information

Postal address:	Cnr Morala Avenue & Coombabah Road Biggera Waters 4216
Phone:	(07) 5573 9222
Fax:	(07) 5529 0250
Email:	principal@biggerawaterssss.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:	Vicki Marchmont. Principal

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 Foreword

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 2017

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

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

The development of deeper teacher knowledge, expertise and delivery of the Australian Curriculum.

Future Outlook

In 2018 the focus of our future development will be in the following priority areas:

All staff engaged and working with the Australian Curriculum.

To develop a deeper understanding of trauma and student protection and how this impacts on the everyday lives of children in our care.

To develop a common understanding of inclusive educational practices within Biggera Waters State School.

To develop and implement the Information and Communication Technologies Action Plan.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2017: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	817	404	413	36	94%
2016	860	426	434	33	93%
2017	863	426	437	37	93%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 a 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	2015	2016	2017
Prep – Year 3	24	23	23
Year 4 – Year 6	27	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

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

- Star Lab
- Bravehearts
- Fire Safety
- Bicycle Safety
- Games Gurus
- School Camp
- Leadership Camp

The listed programs engage our students in real-life hands on experiences. Students were also able to participate in University of New South Wales (ICAS) testing.

Co-curricular Activities

- Under 8's Day
- Camping program (Year 6)
- Eisteddfods
- Curriculum related excursions, guest speakers and presentations
- Premier's Reading Challenge
- Safe Surfing
- Skills instruction by local sporting groups e.g. Labrador Hockey, Auskick and Runaway Bay Basketball
- University of NSW 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 workshops with students from other schools. Students also have the opportunity to belong to the school choir – both a junior and 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

In 2017 Biggera Waters State School in continued to support a purchasing program to develop Information and Communication Technologies through the planned purchase of computer hardware. The use of technology has continued to increase across all year levels throughout the school. Teachers continue to use iPads with special needs students, along with use for specific reading and teaching strategies in all classrooms. Further purchasing of Information and Communication Technology devices has enhanced the learning in this area in the senior classrooms, along with the ongoing refurbishment of the STEM Lab.

Social Climate

Overview

Biggera Waters State School has a Code of School Behaviour implemented through the Responsible Behaviour Plan for Students. Parents, staff and students have provided ongoing rigorous feedback with inclusions to our plan to include electronic media and social network bullying. The students continue to be 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 co-ordinated by the Special Needs Team and on occasion, external agencies also provide support e.g. Kids Helpline.

A Biggera Waters State School dress code has been developed by the school community, in consultation with all stakeholders. The vast majority of students wear our uniform with pride. Our Year 5 students were trained as Games Gurus, to provide playground support and activities for students in the junior school. This program assists with the selection of student leaders for the 2018 academic year.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	98%	91%
this is a good school (S2035)	98%	94%	91%
their child likes being at this school* (S2001)	95%	94%	96%
their child feels safe at this school* (S2002)	98%	98%	97%
their child's learning needs are being met at this school* (S2003)	93%	98%	89%
their child is making good progress at this school* (S2004)	93%	98%	88%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	88%
teachers at this school motivate their child to learn* (S2007)	93%	96%	88%
teachers at this school treat students fairly* (S2008)	91%	94%	87%
they can talk to their child's teachers about their concerns* (S2009)	95%	98%	92%
this school works with them to support their child's learning* (S2010)	86%	94%	87%
this school takes parents' opinions seriously* (S2011)	93%	88%	82%
student behaviour is well managed at this school* (S2012)	95%	92%	86%
this school looks for ways to improve* (S2013)	95%	96%	83%
this school is well maintained* (S2014)	95%	94%	88%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	92%	95%
they like being at their school* (S2036)	95%	89%	97%
they feel safe at their school* (S2037)	95%	89%	95%
their teachers motivate them to learn* (S2038)	94%	87%	94%
their teachers expect them to do their best* (S2039)	98%	95%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	85%	92%
teachers treat students fairly at their school* (S2041)	88%	74%	81%
they can talk to their teachers about their concerns* (S2042)	90%	79%	87%
their school takes students' opinions seriously* (S2043)	92%	79%	91%
student behaviour is well managed at their school* (S2044)	78%	70%	79%
their school looks for ways to improve* (S2045)	98%	93%	97%
their school is well maintained* (S2046)	95%	83%	93%
their school gives them opportunities to do interesting things* (S2047)	88%	85%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
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%	97%
they receive useful feedback about their work at their school (S2071)	95%	95%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	94%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	98%
student behaviour is well managed at their school (S2074)	95%	98%	97%
staff are well supported at their school (S2075)	95%	97%	95%
their school takes staff opinions seriously (S2076)	94%	95%	88%
their school looks for ways to improve (S2077)	100%	98%	95%
their school is well maintained (S2078)	95%	92%	98%
their school gives them opportunities to do interesting things (S2079)	95%	98%	88%

* 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

2017 saw a continued active participation of an empowered Parents and Citizens Association. Parents continued to be proactive and supportive of the parent body; with parents seeking the opportunity to participate in the organizational 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 2017 specifically enhancing the technology budget within the school, purchasing classroom reading resources and library resources.

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

- Parents and Citizens' membership
- Training of parents to scan and change home readers
- Encouraging parent attendance at culminating events and sports days
- Encourage parent attendance at Under 8's Day and Education Week activities
- Parent information and interview information gathering sessions held at the commencement of the school year
- Parent teacher interviews offered twice yearly
- Encouraging parents to support school fundraising initiatives
- Involving parents when compiling Educational Support Plans
- Encouraging a sense of community within the school through the school newsletter 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 parent and wider community members to our classrooms and school daily. The open door policy is established throughout the school.

Respectful relationships programs

The school has developed and implemented through our Responsible Behaviour Plan units that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	13	11	24
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

During 2017 measures were taken to reduce the school's environmental footprint. The measures were, use of water tanks and 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
2014-2015	197,598	3,234
2015-2016	220,345	6,124
2016-2017	170,583	2,724

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	61	32	<5
Full-time Equivalents	53	18	<5

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	40
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 2017 were \$26,894.84.

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
- Writing Professional Development
- SE Region Principal's Professional Learning
- Facilities Staff Core Business Days

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	91%

*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 2017 for all Queensland Primary schools was 93%.

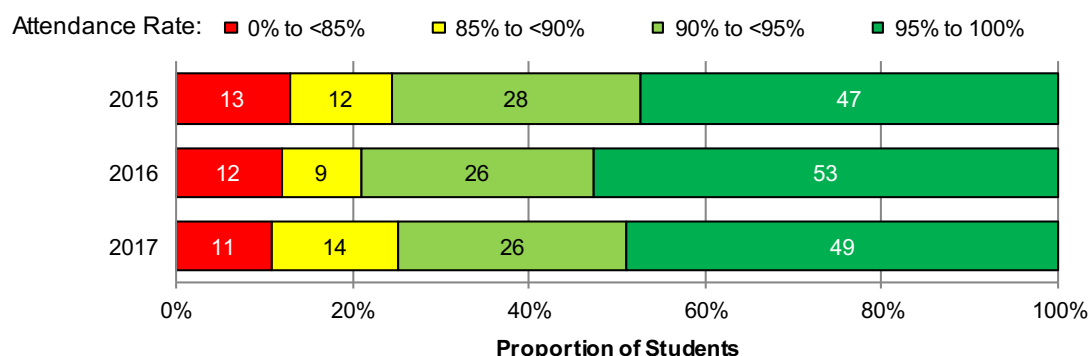
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	93%	92%	93%	93%	95%	91%						
2016	94%	93%	94%	94%	93%	93%	93%						
2017	95%	94%	93%	94%	92%	92%	92%						

*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 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.

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 reason for 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.

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☒ Government

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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 wider school community for their support throughout 2017.