



Biggera Waters State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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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.

School progress towards its goals in 2018

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

To develop a deeper understanding of trauma and student protection and how this impacts on the lives of children

To develop a common understanding of Inclusive Education

To develop whole of school communication technologies

Biggera Waters State School has had a year of change within the administration of the school. There were three principals in the 2018 academic year. I would like to acknowledge the contribution of the following principals, Mrs Vicki Marchmont and Mrs Rachael Blond for their commitment to Biggera Waters State School throughout 2018.

Future outlook

In 2019 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.

Further develop student-led conferences with positive feedback from parents, students and staff.

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	860	863	880
Girls	426	426	434
Boys	434	437	446
Indigenous	33	37	32
Enrolment continuity (Feb. – Nov.)	93%	93%	95%

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

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, Science, STEM (Science, Technology, Engineering, Mathematics) 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. The success of this association was evident in the 2018 school fete conducted on Sunday 19 August 2018, where in excess of \$60,000.00 was raised to support the Biggera Waters State School.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	26	26	27
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

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

- Big Bang Science
- 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
- 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 (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. There is a running club offered twice per week on the school oval. This activity is attended by many families.

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 2018 Biggera Waters State School 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 interactive televisions in every classroom throughout the school. 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 and Technology Lab in 2018.

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 2019 academic year.

2018 saw Biggera Waters State School commence the Positive Behaviour for Learning journey where we looked to parents and students to determine the success of the common language of behaviour, the expectations of our school in relation to learning, respect and safety. This work will continue to be developed throughout 2019.

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)	98%	91%	95%
• this is a good school (S2035)	94%	91%	96%
• their child likes being at this school* (S2001)	94%	96%	96%
• their child feels safe at this school* (S2002)	98%	97%	98%
• their child's learning needs are being met at this school* (S2003)	98%	89%	90%
• their child is making good progress at this school* (S2004)	98%	88%	89%
• teachers at this school expect their child to do his or her best* (S2005)	96%	95%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	88%	90%
• teachers at this school motivate their child to learn* (S2007)	96%	88%	94%
• teachers at this school treat students fairly* (S2008)	94%	87%	93%
• they can talk to their child's teachers about their concerns* (S2009)	98%	92%	95%
• this school works with them to support their child's learning* (S2010)	94%	87%	91%
• this school takes parents' opinions seriously* (S2011)	88%	82%	85%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• student behaviour is well managed at this school* (S2012)	92%	86%	86%
• this school looks for ways to improve* (S2013)	96%	83%	91%
• this school is well maintained* (S2014)	94%	88%	81%

* 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)	92%	95%	96%
• they like being at their school* (S2036)	89%	97%	91%
• they feel safe at their school* (S2037)	89%	95%	93%
• their teachers motivate them to learn* (S2038)	87%	94%	97%
• their teachers expect them to do their best* (S2039)	95%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	85%	92%	93%
• teachers treat students fairly at their school* (S2041)	74%	81%	85%
• they can talk to their teachers about their concerns* (S2042)	79%	87%	85%
• their school takes students' opinions seriously* (S2043)	79%	91%	84%
• student behaviour is well managed at their school* (S2044)	70%	79%	76%
• their school looks for ways to improve* (S2045)	93%	97%	90%
• their school is well maintained* (S2046)	83%	93%	85%
• their school gives them opportunities to do interesting things* (S2047)	85%	92%	89%

* 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)	98%	98%	98%
• they feel that their school is a safe place in which to work (S2070)	98%	97%	97%
• they receive useful feedback about their work at their school (S2071)	95%	88%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	93%	92%
• students are encouraged to do their best at their school (S2072)	100%	100%	97%
• students are treated fairly at their school (S2073)	100%	98%	98%
• student behaviour is well managed at their school (S2074)	98%	97%	95%
• staff are well supported at their school (S2075)	97%	95%	89%
• their school takes staff opinions seriously (S2076)	95%	88%	90%
• their school looks for ways to improve (S2077)	98%	95%	94%
• their school is well maintained (S2078)	92%	98%	92%

Percentage of school staff who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things (S2079)	98%	88%	84%

* 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

2018 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 2018 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 education 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. Throughout 2018 there has been a strong emphasis on digital communication and appropriate use of devices.

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	11	24	38
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	1
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

During 2018 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	220,345	170,583	207,465
Water (kL)	6,124	2,724	16,916

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.

Find a school
Search website

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	65	32	<5
Full-time equivalents	57	20	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	3
Bachelor degree	44
Diploma	6
Certificate	0

*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 \$ 40,347.74

The major professional development initiatives are as follows:

- Diabetic training
- First Aid training
- CPR Training

- Special Education updates
- Regional Principal's Conferences
- Deputy Principals' Core Business Days
- Support Teacher Learning Difficulties Professional Development Days
- Music Conference
- Teacher Aide Training
- SE Region Principal's Professional Learning
- Facilities Staff Core Business Days

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.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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%	93%	92%
Attendance rate for Indigenous** students at this school	90%	91%	85%

* 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

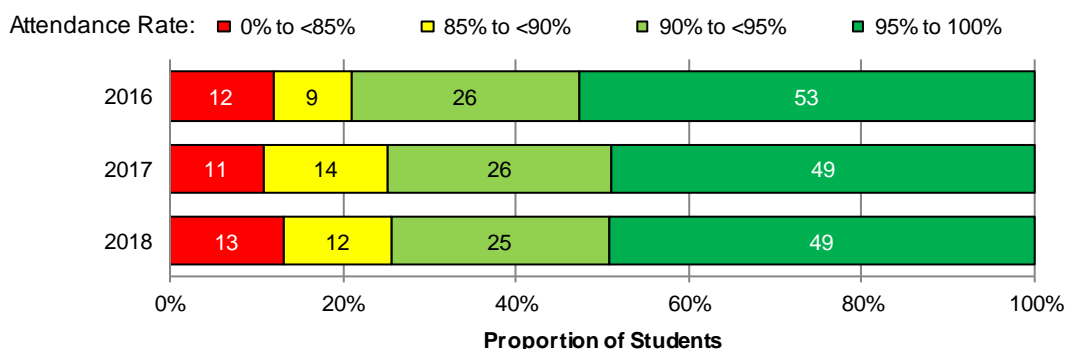
Year level	2016	2017	2018
Prep	94%	95%	93%
Year 1	93%	94%	94%
Year 2	94%	93%	93%
Year 3	94%	94%	92%
Year 4	93%	92%	93%
Year 5	93%	92%	91%
Year 6	93%	92%	91%

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.

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 Student Support Services.

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.

The screenshot shows a search interface with a dark red header bar. On the left, a white box contains the text 'Find a school'. On the right, a dark red box contains the text 'Search website'. Below this is a search input field with the placeholder text 'Search by school name or suburb' and a dark red 'Go' button to its right. Underneath the input field are three dropdown menus: 'School sector', 'School type', and 'State', each with a downward arrow icon.

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

A rectangular button with a dark red border and the text 'View School Profile' centered inside.

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

A dark red horizontal navigation bar with white text. The items from left to right are: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'.