

Broadwater State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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

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School Overview

Broadwater State School, situated 6 km west of Stanthorpe, is a cluster member of the Granite Belt Community of State Schools. All staff members at our P to 7 school strive to encourage self-discipline, so that each child becomes an independent and responsible lifelong learner, active, confident and achieving at, or above, national benchmarks in literacy and numeracy according to NAPLAN results. Our curriculum studies focused on the KLA Essential Learnings have integrated ICT challenges. Socio-economic outcomes based on core values, provide engaging, interesting learning experiences for our students. Extracurricular activities offered to all of our students include craft options, Active After School activities twice weekly, daily dental care program, fruit break, healthy weekly tuckshop and music extension lessons on keyboard and guitar. Our environmentally friendly school is totally solar powered for all energy needs. The 2009 test results show our strengths are in maths and technology (I.C.T. Computer skills) with all areas of literacy at or above the national benchmarks in most areas. The key directions for the future are 'Strong, Green, Smart, Healthy and Fair'.

Principal's Foreword

School Progress towards its goals in 2016

Our school agenda for 2016 was focused mainly on Literacy – in particular Reading, Reading comprehension and Spelling, with a more streamlined differentiated approach allowing students to actively participate in ability level groupings. Extra teacher aide support was funded through the Great Results Guarantee funding, which proved invaluable for the success of our students. We also consolidated our implementation of Positive Behaviour for Learning and improved our target goals within the SET.

Future Outlook

- *Consolidate PBL
- *Continue to monitor student absence patterns and work with families who are not achieving targets
- *Continue with EBP's, ISP's and ICP's for students who require assistance (below and above expectations)
- *Implementation of the National Curriculum – Digital Technologies
- *Engaging in professional development of writing
- *Updating the school Curriculum and Behaviour plans

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	50	16	34	7	87%
2015*	47	18	29	6	91%
2016	46	20	26	5	95%

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

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

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Our school caters for students directly from the Broadwater area, as well as students located around the wider Granite Belt area. Socio-economic levels are mixed within our school community.

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	13	23	23
Year 4 – Year 7	15		
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

Broadwater SS offers a full range of key learning areas including: English, Mathematics, History, Civics and Citizenship, Science, Geography, Technology, The Arts (including Dance, Drama and Instrumental music lessons), Languages other than English (Italian) and Health and Physical Education.

Co-curricular Activities

School camp to Tallebudgera (Yrs 5&6)

- Interschool sport
- CWA competitions

- Fundraising for our sister school – Rafugia in East Timor
- Broadwater Bikefest
- Granite Belt multimedia competition, Eisteddfod and school excursions

How Information and Communication Technologies are used to Assist Learning

We currently have computers, ipads, interactive whiteboards, digital cameras, and data projectors for student use to compliment their learning. Increased understanding and usage of these devices within the Digital Technologies curriculum will occur in 2017.

Social Climate

Overview

We have actively engaged with the Positive Behaviour for Learning framework to educate students on positive behaviours and expected outcomes. There has been a significant decrease in behavioural challenges over the last two years, with student success also rising from the greater emphasis on positive behavior expectations and rewards. We actively engage parents with all aspects of school and encourage them to support students by modelling our PBL values.

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)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	88%
they feel safe at their school* (S2037)	100%	92%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	88%
they can talk to their teachers about their concerns* (S2042)	83%	92%	93%
their school takes students' opinions seriously* (S2043)	100%	100%	93%
student behaviour is well managed at their school* (S2044)	100%	83%	87%
their school looks for ways to improve* (S2045)	100%	100%	94%
their school is well maintained* (S2046)	100%	92%	94%
their school gives them opportunities to do interesting things* (S2047)	83%	100%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	75%	88%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	88%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

Our parents are encouraged to participate in school activities by:

- Being a member of the P&C
- Supporting P&C events
- Sports transport/coaching
- Assisting with classroom activities
- Supporting school events, particularly those that support student achievement

Respectful relationships programs

The school has developed and implemented programs ie PBL that focus on appropriate, respectful and healthy relationships.

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	6	1	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

Our school runs on tank water only, we have active student participation in vegetable gardens, and our worm farm. Students are encouraged to turn off the lights when exiting an empty classroom to conserve power at all times.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	8,152	0
2014-2015	8,784	
2015-2016	11,985	

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	3	5	0
Full-time Equivalent	2	3	0

Qualification of all teachers –(TBA)

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

*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 \$ TBA

The major professional development initiatives are as follows:

Cluster moderation

- Teaching of Reading – Anita Archer
- Teacher Aide professional development, reading and behaviour
- National Curriculum

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.	93%	94%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	93%	92%	96%

*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%.

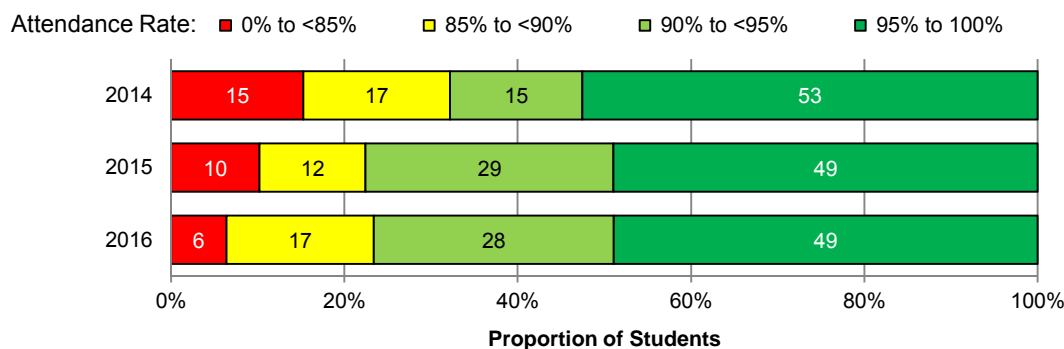
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	94%	94%	92%	88%	93%	95%	84%					
2015	90%	95%	94%	91%	91%	96%	94%						
2016	DW	91%	92%	93%	96%	95%	95%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Under the “Every Day Counts” improvement agenda, students are encouraged to attend every day. It is a school initiative that any student who has a low absence rate, the school will contact the parents on the morning of an absence to ascertain why the student is not at school, and encourage the family to ensure the child is brought to school as soon as possible.

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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