Broadwater State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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From the Principal

School overview

Broadwater State School, situated 7 km west of Stanthorpe, is a cluster member of the Granite Belt Community of State Schools. We are a Positive Behaviour for Learning School (PBL), and our four core values are Be Respectful, Be Responsible, Be Safe and Be an Active Learner. We provide differentiated curriculum based around our D2A – Disengagement to Achievement model, whereby students individual needs and requirements are our priority when delivery the Australian Curriculum in a caring, supportive and nuturing environment. We engage weekly with specialist teachers as well as community members to provide extra curricular activities. We are heavily involved in interschool sports and encourage all students to maintain an active and healthy lifestyle. Our environmentally friendly school is solar powered for all energy needs and relies only on tank and bore water for school needs.

School progress towards its goals in 2018

- We have continued to improve our NAPLAN data and our unique classroom groupings enable all children to access learning at their own level which engages all students with learning.

- Our PBL data continues to show positive improvements, with whole school behavioural processes are quickly embraced by new students to the school.

- Our Awesome Author program to boost our school priority of Writing is in its second year of development, with excellent gains by the majority of students with 100% engagement.

- Our differentiated Reading and Spelling programs continue to shine, with students excelling in reading at or above Regional benchmarks.

Future outlook

- Our school priority for 2019 will continue to be writing, as this has been an identified area of improvement in NAPLAN data.
- We will continue to engage students in a differentiated model of learning to improve individual student achievement.

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	46	50	60
Girls	20	21	23
Boys	26	29	37
Indigenous	5	3	3
Enrolment continuity (Feb. – Nov.)	95%	90%	90%

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

We have a diverse community and student body. Many of our families are not directly within our catchment area and travel from all around Stanthorpe to attend our school. As we are enrolment managed, our students chose our school as a school of choice. We cater for many students with disabilities and significant behavioural issues, and educate the child about their own potential as a learner in a highly supported and structured environment.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	16	30
Year 4 – Year 6			
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

Our unique approach to delivering curriculum based around individual student needs means that our students are taught at their own level and are assigned to specific groupings to achieve across all areas. We currently employ 5 teachers aides to support our students in the classroom, with targeted support occurring in the early years on a daily basis. We have flexible learning spaces that are well resourced, and enable fluidity for students and staff alike when moving between groups and classes.

Co-curricular activities

- Knitting and crochet program well supported by the Broadwater CWA. These blankets are then donated to the local nursing home and are delivered by students to the elderly at the end of each year.

- Interschool sporting competitions – soccer, tennis, athletics, swimming

- Whole school daily dental program

- STEAM competitions, Extended Learning for Year 6, School Camps and engagement with SSHS acitivities.

How information and communication technologies are used to assist learning

Students have access to laptops, iPads, interactive whiteboards and touch screen computers to assist with their daily learning.

Social climate

Overview

We provide a supportive social environment where all students embrace every child's unique qualities and capabilities, with our four school values at the forefront when engaging with other children. Our students receive explicit instruction for social behaviours using the Focus Forty program, and this assists students to understand social situations and how to interact in a more socially appropriate way. We maintain strong student engagement with a zero tolerance to bullying and students readily problem solve in situations to avoid ongoing negative behaviours.

We pride ourselves on our amazing inclusivity policy and program, with D2A – Disengagement to Achievement being a lead program to support students of all background, identities, abilities and social economic status. With 100% of parents supportive of our flexible Behaviour Management for Students policy, we have excellent parental engagement with our diverse student needs, and our parents understand that we aim to provide the best possible environment to allow students to learn.

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%	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%	80%
• 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%

* 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

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	88%	93%	100%
• they feel safe at their school* (S2037)	100%	100%	94%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	92%	100%
• teachers treat students fairly at their school* (S2041)	88%	92%	94%
• they can talk to their teachers about their concerns* (S2042)	93%	100%	94%
• their school takes students' opinions seriously* (S2043)	93%	92%	94%
• student behaviour is well managed at their school* (S2044)	87%	79%	82%
• their school looks for ways to improve* (S2045)	94%	93%	100%
• their school is well maintained* (S2046)	94%	86%	88%
• their school gives them opportunities to do interesting things* (S2047)	88%	86%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	86%	89%
• 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%	71%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	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%	89%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	89%
• their school takes staff opinions seriously (S2076)	100%	86%	67%
• 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 team of staff encourages parental and community involvement, and we regularly hold events that are open to all. Parents are welcome to have formal and informal discussions around their child's education, behavioural or support requirements, and do so frequently. Our Adopt-a-Cop and Adopt-a-Pop are key figures at our school that regularly attend to support our end of term behaviour presentations.

Respectful relationships education programs

Our school engages with the Daniel Morcombe child safety program to educate students on personal safety and awareness. The Recognise, React and Report strategy is a targeted area for students to earn behaviour rewards and this has been highly successful. Our inclusivity programs excel with students having excellent understanding of the needs of themselves and others and that our unique qualities are what make us special and valued within our community. The majority of our education around respectful relationships is built in to our PBL program utilising our four school values.

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	0	0	5
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 school relies on tank and bore water for water needs within the school. We have solar panels to assist with reducing our electricity costs, however with significant growth of students, we are utilising more areas within the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	11,985	14,131	14,606
Water (kL)			

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

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	4	7	0
Full-time equivalents	3	4	0

*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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	4
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 $7000

The major professional development initiatives are as follows:

- Reading
- 4 Dimensions
- Classroom Profiling
- Writing
- PBL
- Principals conferences and meetings
- Cluster development meetings
- Teacher aide courses for behaviour and reading
- Compulsory fortnightly PD for staff – behaviour, reading, writing

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%	95%	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%	91%	92%
Attendance rate for Indigenous** students at this school	96%	93%	95%

* 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	DW	91%	87%
Year 1	91%	94%	95%
Year 2	92%	94%	96%
Year 3	93%	87%	91%
Year 4	96%	91%	92%
Year 5	95%	92%	91%
Year 6	95%	94%	93%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	6	17	28	49
2017	15	15	39	31
2018	16	25	17	42

Proportion of Students
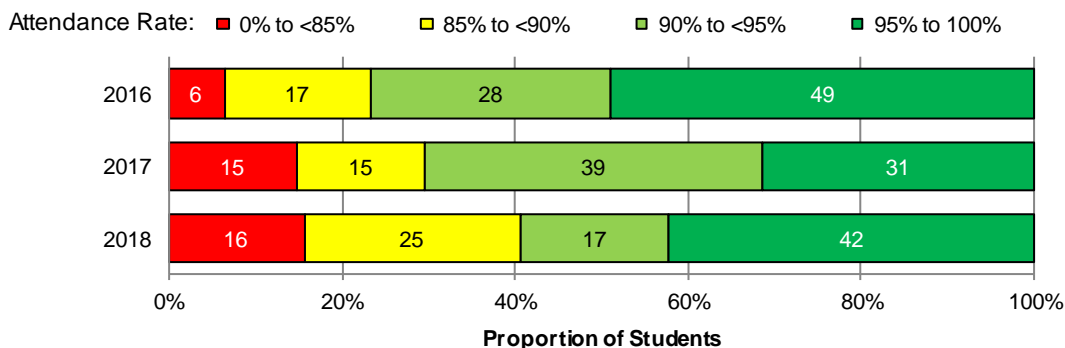
Description of how this school manages non-attendance

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.
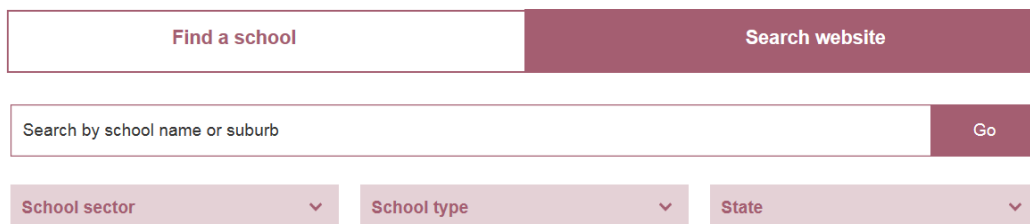
With daily attendance a key priority for learning, we have a simple yet effective process of same day notification whereby parents are expected to call the school each morning should a child be absent for any reason. When parents do not notify the school, we then contact the parents and ask for a reason. This is entered into OneSchool. For those students whose attendance is not at an acceptable level, parents are expected to attend an attendance meeting so that we can assist our families with improving student attendance. Our weekly attendance data is given to parents via our newsletter each week.

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.