



Broadbeach State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

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School Overview

Broadbeach State School is an Independent Public School situated in the heart of the Gold Coast and across the road from Kurrawa Beach. Our school philosophy is built around the school vision: "Excellence for all within a supportive environment", which provides the firm foundation for everyone in our school community to pursue their goals and aspirations. Our school is a diverse, tolerant and multicultural school with our student population of 885 students originating from 62 nations across the world! Broadbeach has a reputation for excellence due to the outstanding outcomes achieved by students in academics, music, art and sport. This academic success is achieved through a strong focus on highly structured English and Mathematics programs that feature direct instruction and explicit teaching. Excellence Programs were established in in Sport, Music, Japanese, and the Academic Academy in 2013 to provide avenues for talented students to reach their full potential. In 2015, the Football Academy (soccer) was added for talented football players to advance their skills and in 2016, the final excellence program, DancExcel was created to provide an avenue for talented dancers to reach their potential. Classrooms are digitally rich learning environments and utilise the latest in technology to support and enhance student learning including one-to-two laptop programs in our senior school and ipads in the junior school. An extensive range of extra-curricular programs are offered before and after school e.g. surfing, dance, robotics, skateboarding, running, tae kwon do etc. Broadbeach State School teaches traditional values such as high expectations, strong discipline, respect and pride in our school.

Principal's Foreword

Introduction

NAPLAN	<ul style="list-style-type: none">The school performed exceptionally well in NAPLAN scoring above the national average in 30/30 categories in 2017. The results were superior to other Gold Coast State and Catholic schools and most private schools18 Year 3 students (14%) achieved in the top band in all NAPLAN tests.
Academic Results	<ul style="list-style-type: none">In English, 42% of students scored an A or B which put their achievement above Australian Curriculum expectations. In mathematics 67% scored an A or B.

	<ul style="list-style-type: none"> • 18 students achieved either a Distinction or High Distinction in ICAS Mathematics • 17 students achieved either a Distinction or High Distinction in ICAS English • 10 students achieved either a Distinction or High Distinction in ICAS Spelling • 24 students achieved either a Distinction or High Distinction in ICAS Writing • 7 students achieved either a Distinction or High Distinction in ICAS Science • Selected Year 5 and 6 students competed in the Regional Maths Team Challenge • All categories of the Griffith University Japanese Speaking Competition were represented
Excellence Programs	<ul style="list-style-type: none"> • Continued growth in the fourth year of the Academic Academy • The Choral Music Excellence Program with 42 students formed a core of our successful choir and some learned AMEB music. • The Sport Excellence Program had a solid year of growth with 42 students receiving coaching in a variety of sports and athletic pursuits. • The Football (soccer) Academy continued with its third year with 38 students receiving expert coaching each week. The Grade 6A girl's team, which contained many Academy students, finished as the second best team for their age in South East Queensland. Five students selected across both the boys and girls district teams, the best of any school on the Gold Coast. • Japanese Excellence also enjoyed a positive year with 31 students receiving extension teaching • Dance Academy continued in 2017 with students auditioned for entry and the most talented dancers chosen for this excellence program.
Social and Emotional Learning	<ul style="list-style-type: none"> • The teaching of Mindfulness continued throughout the year • Extensive research undertaken to identify school specific programs to teach Social and Emotional Learning
School Opinion	<ul style="list-style-type: none"> • 100% of parents stated that Broadbeach State School was a good school, that they would recommend the school to others and that their child was receiving a good education • 100% of parents stated that Broadbeach State School developed English skills for their children
Attendance	<ul style="list-style-type: none"> • The student attendance rate continued to improve
Student Council	<ul style="list-style-type: none"> • The Student Council was active in 2017 in fund raising to support a range of activities
School Council	<ul style="list-style-type: none"> • The School Council continued its advocacy with regard to future proofing the school given enrolment growth
P&C	<ul style="list-style-type: none"> • The P&C supported the air conditioning of the school through the Cool Change 150 initiative raising \$150 000 • Air conditioning installed for the start of the 2018 school year
Facilities	<ul style="list-style-type: none"> • Completion of the Peace Garden adjacent to the tuckshop • Upgrade of eating area with shades and picnic tables
Communication	<ul style="list-style-type: none"> • Continued use of student absence SMS notification system • Continued use of fortnightly online school newsletters
Extra-Curricular Clubs	<ul style="list-style-type: none"> • Continued offering of a range of clubs including - Robotics Club; Eco Warriors; Skipping Club; Skate Club; Art Club, and Chess Club
Camps & Excursions	<ul style="list-style-type: none"> • Year 6 camp was at Lake Ainsworth with focus on sailing, rock climbing, kayaking, and archery.

	<ul style="list-style-type: none"> • Year 5 camp was at Bestbrook Mountain resort with a focus on horses, milking cows, making damper, whip cracking, catching yabbies and throwing boomerangs. • Year 4 camp was at Currumbin Farm School with focus on orienteering,, archery, rock climbing and screening printing t-shirts. • Year 3 students visited the Queensland Science Centre. Year 2 students participated in Bugs Education. Year 1 students visited the Environmental Education Centre at Numinbah Valley. Prep students visited Currumbin Wildlife Sanctuary.
International	<ul style="list-style-type: none"> • Two study tours hosted integrating with students from China and Japan • Broadbeach enrolled students studying in Australia on student visas within enrolment capacity • Highly successful Japan trip for 30 students and 6 staff • Formalised relationships with Japanese schools in Asuka and Okayama • Participating in EQI International Conference in Brisbane
Events	<ul style="list-style-type: none"> • The second annual Performing Arts Gala held at the Gold Coast Convention and Exhibition Centre - the standard of performances was excellent. • Prep - Year 2 students participated in the Easter Bonnet Parade and Under 8's Day. • The Annual Christmas Carols were a resounding success due to the quality of performances and the estimated record attendance of over 3000 people. • The Awards Morning was held with over 200 awards presented in sport, music, languages, academic excellence, improvement in achievement, citizenship, Duke of Edinburgh awards and 100% attendance. • The Year 6 Graduation held with 101 students graduating at the gala event.
Staff	<ul style="list-style-type: none"> • Appointment of new principal – Mr Bruce Langes
Destinations	<ul style="list-style-type: none"> • Graduating students continued to a range of destinations 15 different known destinations for our students in 2018. • 43% of these Year 6 students received scholarships or entry into special programs at these high schools for 2018. These scholarships range from academic, sporting, dance, language immersion, music and visual arts. • 12% of the Grade 6 cohort have also been accepted into Private Schools and their programs, which is a reduction from previous years.
Cultural	<ul style="list-style-type: none"> • Beginner Band and Strings students attended regional workshops, which provided a wonderful training ground to start the year. • 60 students enrolled in school band program • 41 students enrolled in strings program • • Students participated in the annual music camp at Tallebudgera Camp School • Senior Band then performed in Fanfare and enjoyed playing with other band students. • The choir program continued to include juniors, seniors and a pop and rock choir. • The dance program grew to over 150 students from P-6. • Ongoing student opportunities in a ukulele group, a guitar group and a Rock Bands

	<ul style="list-style-type: none"> • The Tropicarnival Eisteddfod was a huge success with the Strings winning Honours; the Senior Band awarded Highly Commended; The Junior Sparklers winning Very Highly Commended; The Senior Sparklers awarded Very Highly Commended; The Elite Dance Team won Highly Commended and the Junior Choir won 2nd place in A Division. • In the Battle of the Bands, the Girls' Rock Band won 2nd place and the Boy's Rock Band won 3rd Place. • Senior students all learned basic ballroom dancing with Mark Wilson (former judge from Dancing with the Stars)
Sporting	<p>Interschool Sport achievements are listed below:</p> <ul style="list-style-type: none"> • Soccer: 4A Boys-Premiers, 5A Boys-Premiers, 4/5A Girls- Runners Up, 6B Girls Runners Up, 6A Girls- District Premiers, Gold Coast Champions and South East • Qld School Championship Runners Up. • Netball: 5C-Premiers; Year 5B-Runners Up; 6B-Runners Up ; 6C-Runners Up • Oz Tag: – Seniors – Runners Up • House Champions: Swimming- Johnson; Athletics- Johnson; Cross Country- Shaw • Miami Touch Invitational (Sport Excellence Students) - Boys and Girls Champion

School Progress towards its goals in 2017

1. Student Attendance improved slightly between 2016 and 2017 but was still below the target of 95%. The improvement strategy was reviewed to inform improvements in 2017.
2. Pedagogical practice was further refined throughout 2017 and was supported by a coaching model and targeted professional development.
3. Daily mindfulness was initiated in all classrooms

Future Outlook

1. Improve student attendance to greater than 95%
2. Improve pedagogical practice for all teachers and teacher aides as measured by student performance
3. Introduce the explicit teaching of a Social and Emotional Learning Program

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	776	391	385	24	93%
2016	841	422	419	29	92%
2017	895	449	446	23	94%

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

The school services a diverse population in terms of cultural and language background, socio economic background and learning needs. Students come from over 150 different countries, with the highest numbers from New Zealand, Japan, UK, China and India. Of these students, 122 have a main language other than English spoken at home and these students speak over 20 different languages. The student population has grown considerably in the last few years.

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	25	23	23
Year 4 – Year 6	25	25	26

Curriculum Delivery

Our Approach to Curriculum Delivery

The Broadbeach school vision of “success for all within a supportive environment” underpins the curriculum at Broadbeach. Our focus is on building knowledge and skills in the traditional domains of reading, writing, spelling, grammar and mathematics delivered through explicit and Direct Instruction. With mastery of these domains, students provided opportunities to develop higher order thinking skills and excel academically in all subjects. Differentiation of curriculum is a key feature of our curriculum design. A feature of our school is the Academic Academy, which supports high performing students to extend their learning.

Co-curricular Activities

- Junior Academy
- Senior Academy
- Japanese Excellence (Year 3-6)
- Dance Excel (Prep-6)
- Junior Excellence Choir
- Senior Excellence Choir
- Choir (Junior Year 2-4; Senior Year 4-7)
- Pop and Rock Choir
- Instrumental Music (Band & Strings) (Year 3-6)
- Guitar (Year 2-6)
- Ukulele (Year 2-6)
- Music Excellence (Year 3-6)
- HPE Sport Excellence (Year 3-6)
- Football (Soccer) Academy (Year 2-6)
- Chess (Year 2-6)
- Robotics Club (All ages)
- Eco-Warriors
- Year 4, 5, & 6 camps
- Canberra Tour (Year 5 & 6)
- Japan Tour (Year 5 & 6)
- Interschool Sport (Semester 1 – Rugby League, Soccer, Netball)
- Intra-school Sport (Semester 2 – Surfing, Touch Football, Basketball, Softball)
- Learn to Swim (Prep – Year 4)

How Information and Communication Technologies are used to Assist Learning

All classes in Year 4-7 have access to laptop computers. Laptops, iPads and desktops used in Prep-Year 3 classes. In addition, the school has one computer lab. Teachers incorporate the use of software such as Mathletics, Literacy Planet, Maths Online, Reading Eggs, Scratch, Cog Med and Spelling City.

Social Climate

Overview

The school community continues to show a high level of confidence in the school. Elements rated highly include a safe, supportive and productive learning environment, discipline and respectful relationships.

Factors that support the development of a positive social climate include:

- Consistent adherence to a Responsible Behaviour Plan for students
- Proactive and early intervention to support students, both academically and socially
- Special Education Teachers, Guidance Officer, school leaders and teachers, working as a team with the parents to assist children become independent and self-disciplined learners
- Development of student leadership programs including Student Council
- The employment of a Family Support Worker
- Incorporation of special events within the school calendar – Harmony Day, ANZAC Day, Under 8's Day, Sports Carnivals and Annual Christmas Concert
- Recognition of student achievement – Principal Morning Tea, ICAS Awards, Awards Ceremony, Student Leader Ceremony

A feature of the school is the acceptance, inclusion and support of new students and the friendliness and care that students display to peers, regardless of age and ability, language or cultural background. Visiting teachers frequently comment, as do the public, on the respect, manners and good behaviour that Broadbeach students' display.

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)	100%	99%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	99%	99%	98%
their child feels safe at this school* (S2002)	100%	99%	96%
their child's learning needs are being met at this school* (S2003)	98%	98%	98%
their child is making good progress at this school* (S2004)	99%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	99%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	96%	99%
teachers at this school motivate their child to learn* (S2007)	98%	100%	99%
teachers at this school treat students fairly* (S2008)	97%	98%	98%
they can talk to their child's teachers about their concerns* (S2009)	98%	100%	96%
this school works with them to support their child's learning* (S2010)	99%	98%	96%
this school takes parents' opinions seriously* (S2011)	97%	92%	92%
student behaviour is well managed at this school* (S2012)	97%	96%	92%
this school looks for ways to improve* (S2013)	96%	97%	98%
this school is well maintained* (S2014)	97%	96%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	100%	96%
they like being at their school* (S2036)	96%	100%	97%
they feel safe at their school* (S2037)	96%	100%	95%
their teachers motivate them to learn* (S2038)	98%	94%	94%
their teachers expect them to do their best* (S2039)	99%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	94%	91%	92%
teachers treat students fairly at their school* (S2041)	90%	96%	85%
they can talk to their teachers about their concerns* (S2042)	96%	91%	88%
their school takes students' opinions seriously* (S2043)	91%	94%	86%
student behaviour is well managed at their school* (S2044)	89%	92%	87%
their school looks for ways to improve* (S2045)	97%	98%	94%
their school is well maintained* (S2046)	97%	94%	94%
their school gives them opportunities to do interesting things* (S2047)	96%	98%	95%

Staff opinion survey

Performance measure	2015	2016	2017
Percentage of school staff who agree [#] that:			
they enjoy working at their school (S2069)	98%	100%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	96%	97%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	93%	90%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	98%
student behaviour is well managed at their school (S2074)	98%	100%	98%
staff are well supported at their school (S2075)	96%	98%	97%
their school takes staff opinions seriously (S2076)	96%	98%	95%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	93%	100%	98%
their school gives them opportunities to do interesting things (S2079)	96%	97%	91%

* 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

Broadbeach State School welcomes parental involvement. Parents, grandparents and community members actively participate in school activities and in their child's education. The partnership between the school and the home, working together to support student learning and behaviour is highly valued by staff. All members of the school community support the school's high expectations and standards in providing a safe, caring and equitable environment for all.

Regular communication through the school newsletter, website, Facebook and SMS informs the school community of school events and invites participation in school and class activities. A calendar for parents is made available each term.

Meet the teacher parent information sessions early in the year establish relationships and communicate learning, behavioural and homework expectations; class routines and procedures; code of responsible student behaviour; curriculum and how parents may support their child in their learning. At other times, parent information letters outline the core learning, unit of work focus and special events.

Parent teacher interviews and end of semester reporting inform parents of student progress and further build on the parent teacher partnership. Parent volunteer support in the classrooms, on excursions and for events was well supported and appreciated by class and specialist teachers.

Broadbeach is the beneficiary of the dedicated and committed contribution of the Parents and Citizen's Association. The contribution to our school is extensive and highly valued.

Respectful relationships programs

The school has developed and implemented a range of programs and initiatives to support respectful and healthy relationships including:

- Family support program (domestic violence, financial hardship, housing support, relationships)
- Cyber-safety
- Sexuality program
- Fun Club, Success Room and Drop in Centre
- Protective behaviours – Bravehearts
- Character Pillars

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	10	9
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

Focus areas in relation to reducing the environmental footprint include:

- Installation of solar panels for electricity
- Policies and procedures in relation to efficient use of air conditioning systems
- Spear pumps to access bore water
- Garden mulch to reduce evaporation
- Student Eco-warriors program in relation to sustainability
- Embedded within the curriculum

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	186,830	1,325
2015-2016	203,579	
2016-2017	209,981	1,731

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	52	32	<5
Full-time Equivalents	48	22	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	4
Bachelor degree	46
Diploma	2
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 \$24 648

The major professional development initiatives in 2017 were:

- Explicit and Direct Instruction
- Social and Emotional Learning
- Collegial support and collegial coaching

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%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

Performance of Our Students

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).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	88%	89%

*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%.

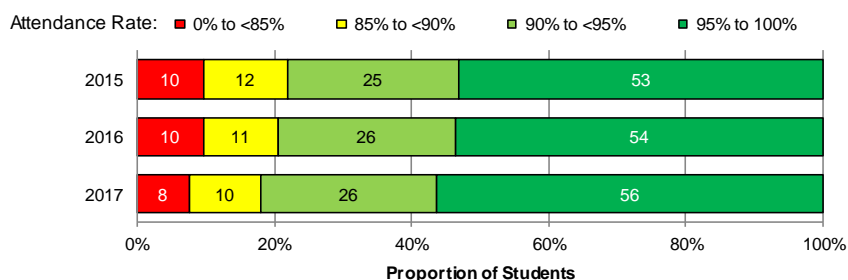
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	94%	94%	94%	94%	94%	92%						
2016	95%	94%	93%	94%	94%	92%	92%						
2017	94%	95%	94%	94%	95%	95%	94%						

*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.

The monitoring of student attendance is as follows:

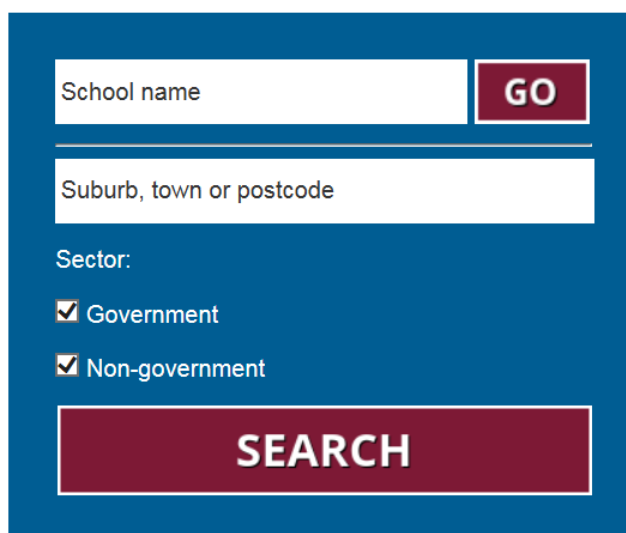
- Student rolls are marked twice a day - in the morning and in the afternoon directly after the lunch break.
- Parents are reminded regularly by teachers and through the newsletter that they are to inform the school of the reason for any student absence, either by phoning the office or sending a note the following day.
- Students who arrive at school after the roll is marked in the morning are marked as “Late” arrivals. If students arrive late repeatedly parents are contacted by
- Admin encourage children and families to arrive at school on time.
- Deputy Principal follows up with a phone call to any family where students have had a number of unexplained absences, to verify the reason for absences and to encourage more consistent attendance where necessary. If an ongoing pattern of absenteeism continues letters are sent to parents as per DET policy.
- Family support worker was utilised to assist families who were having difficulty in getting students to school. In addition, the school initiated a reward system for classes with the best attendance throughout the year as well as individual recognition of students with exemplary attendance.
- Preventative health measures such as systematic hand sanitising has been put in place

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/>.

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Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

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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.