Principal’s foreword

Introduction

Our school community is proud of the school’s achievements and its high standing in the local community. It is a great school, harmonizing high quality education with a sense of true community spirit in a spectacular setting, directly opposite one of the most beautiful beaches in the world - “the best little beach school community in Queensland”! It has experienced steady growth over the last several years, with a current enrolment of 663 students. At present the school has 26 classes.

We welcome and support Prep – Year 7 children from all over the world. All individuals are valued and encouraged to participate to the best of their ability. We expect students and parents to support our school values and beliefs and all in the school community must support our Responsible Behaviour Plan. Students here are encouraged to display cultural respect, civic duty, problem solving skills and a desire to participate and strive for their best always.

We are proud of our traditions, whilst at the same time reaching into the future to create a responsive curriculum which prepares our children for the future. In 2011 a key focus was on developing a whole school approach to curriculum, assessment and reporting. Our NAPLAN results were a cause for celebration with Year 5 and Year 7 cohorts performing at, or above the National Average across most strands.

Congratulations to all students, staff and community members who have worked together towards achieving our goals in 2011.
Broadbeach State School continued its focus on excellence with the maintenance and further improvement of high standards in learning and behaviour remaining a clear priority.

Whilst the school is overall a high performing school, we identified the need to continue improving individual standards and school performance outcomes particularly in reading and mathematics and specifically supporting the full range of students to ensure our most capable were extended to achieve the best they possibly can. The development and implementation of whole school Maths and Reading Plans has helped ensure greater consistency of practice and outcomes.

Our English, Mathematics and Science Advisory Teachers provided ongoing support for teachers in the planning and implementation of curriculum offerings across all Key Learning Areas, aligned with Queensland’s Essential Learnings and positioned Broadbeach for a smooth transition to the Australian Curriculum for 2012. In addition, provision of resources to support ICT, as integral to teaching and learning, has continued to remain a target area for organizational, budgetary and professional development considerations. With the prospect of a new state of the art resource centre completed in 2011, the opportunities to provide innovative e-learning were significantly enhanced.

The provision of targeted professional development to enhance teacher skills in effective curriculum delivery has been a focus. The development and implementation of a whole school explicit teaching model will help ensure this. The introduction of a whole school assessment schedule ensures that all students’ progress is tracked carefully across the school in order to maximize individual progress.

Facilities upgrades were a strong focus in 2011 – utilising state and federal government funding, and working in partnership with the P&C, to provide larger classrooms and a greater range of teaching spaces, in aesthetically pleasing, rejuvenated surrounds.

Broadbeach State School looks forward to a continued focus on excellence with the maintenance and further improvement of high standards in English Mathematics and Science remaining a clear priority.

Whilst the school is overall a high performing school we have identified the need to continue improving individual standards and school performance to become a truly world class school. Our teaching focus will be to embed differentiation into all that we do so that we cater effectively for all students every day. To help facilitate this, three differentiation mentors have been employed.

Implementation of the Australian Curriculum will be our curriculum focus in 2012. The implementation of the Information Technology for Individual Education (IT4IE) Plan is a focus for 2012. This plan is designed to enable the school to fully leverage the power of ICT to enhance teaching and learning.

The provision of targeted professional development to enhance teacher skills in effective curriculum delivery in 2012 will focus on peer mentoring, differentiation coaching and ICT.

The introduction, in 2012, of a co-ordinated assessment, data and moderation schedule ensures that all student progress is tracked carefully across the school in order to maximize individual progress.
School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>641</td>
<td>318</td>
<td>323</td>
<td>92%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The school services a diverse population in terms of cultural and language background, socio economic background and learning needs. In 2011, the school also catered to around 18 students with identified disabilities including Autistic Spectrum Disorder, Speech Language impairment, Intellectual Impairment, Hearing Impairment, Physical Impairment and had 1.5 fulltime Special Education teachers to support this program. In 2011 the function of the Special Needs Committee was extended to also meet the needs of our Gifted and Talented students, with school identification processes being implemented and the Gifted Education Mentor being part of the group. Over thirty students were formally identified as gifted and talented in 2011.

The student population at Broadbeach State School is drawn mainly from the local area, but a significant number of students travel distances to attend the school. Many of these have parents working in the Broadbeach business/tourist precinct.

The student population has grown steadily over the last five years. In addition to the growth the school continues to experience some transience, however the enrolment continuity has improved from 78% in 2010 to 92% in 2011.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24.1</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.5</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>NA</td>
</tr>
<tr>
<td>All Classes</td>
<td>25.2</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>15</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Gifted & Talented Centre of Excellence
Information Technology for Individual Education (IT4IE)
Inquiry based science program
Japanese from Prep – Year 7.

Extra curricula activities

Award winning choir
Band
Strings Ensemble
Surfing Program
Year 5, 6, 7 camps
Interschool sport
Running Club
Reading Club
Mathletics Club
Robotics Club
Friday Fitness
Chess
Guitar
Gymnastics
Spanish
French
Chinese
Zumba
Tae Kwon Do

How Information and Communication Technologies are used to assist learning

2011 saw additional Interactive Whiteboards placed into teaching spaces so that 100% of our classrooms now have access to this 21st Century technology - increasingly making computers integral to learning through the active engagement of students. Teachers increasingly design their own interactive teaching and learning tools as well as resource the comprehensive online tools that the school has sourced or are available on the web. Ipads were introduced to Prep in 2011, allowing students to improve literacy and numeracy skills through apps. A new computer lab was introduced in term two allowing far greater access to ICT for all students. 2011 also saw the consolidation of Mathletics across the school with three classes in the top 10 in Australia at one stage and one student achieved number one position in the world. Interest and achievement in maths has increased due to the emphasis on Mathletics. A successful trial of Literacy Planet was undertaken in term four leading to a full school commitment in 2012.

The implementation of the IT4IE plan in 2012 is designed to further enhance student learning through ICT.
Social climate

The school community continues to show a high level of confidence that the school provides a safe, supportive and productive learning environment with key elements such as discipline, feeling safe, the school being welcoming, and staff and students respecting each other rating well above state average, as indicated in the table below.

These results have been achieved through a high level of expectation and a comprehensive whole school approach to safety, respect and personal responsibility through the:

- Development of responsible student behaviour through consistency of standards and procedures.
- Proactive and early intervention to support students, both academically and socially, which is managed through the school’s Special Needs Committee. Specific proactive and intervention programs as supported by the school’s Guidance Officer, Behaviour Advisory Teacher, Learning Support Teacher, Special Education Teachers, the school chaplain, school administration and teachers, working as a team with the parent, to help the children become independent and self-disciplined learners and enable them to be the best that they can be.
- Development of student leadership programs including Student Council and “Community Spirit” program.

The acceptance, inclusion and support of new students, students of other language and cultural backgrounds within the class and school community and the friendliness and caring that students display to peers, regardless of age and ability, is a pleasure to see. Visiting teachers frequently comment, as do the general public, on the respect, manners and good behaviour that Broadbeach students display.

Parent, student and teacher satisfaction with the school

2011 results were similar to 2010, although the staff morale climbed markedly from 57% to 81%. The low staff satisfaction with professional development resulted in a new approach to be implemented in 2012.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>49%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>81%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Involving parents in their child’s education

Broadbeach State School has an “Open Door” policy and welcomes parental involvement. 2009 again saw many enthusiastic parents, grandparents and community members actively participating in school activities and in their child’s education. The partnership between the school and the home, working together to support the child’s 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 and website informs the school community of school events and invites participation in school and class activities. A term calendar for parents is sent home at the beginning of 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. Culminating units of work showcase student learning with special class and year level events strongly supported and valued by parents, guardians and grandparents.

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. A growing number of Support – A – Reader parent and community volunteers continue to assist the learning support and intervention programs.

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Water conservation efforts resulted in an 11% water saving while electricity usage was also pleasing with only a 1% increase in spite of increased enrolments and construction of new buildings.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>138,231</td>
<td>1,616</td>
</tr>
<tr>
<td>2010</td>
<td>137,164</td>
<td>1,817</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>1%</td>
<td>-11%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>40</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>35</td>
<td>13</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

- Masters: 3
- Bachelor degree: 37
- Diploma: 2
- Certificate: 4
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $56,893. The major professional development initiatives are as follows:

- Dyslexia Workshops
- Arts in Education In-service
- Blooms Taxonomy in-service
- Strive Vocabulary in-service and mentoring
- One School Training
- Interactive Whiteboard Training
- Joomla ICT Workshop
- Mathematics Inservice
- Ipad training and mentoring

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>90%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Broadbeach SS all student rolls are marked twice a day - first thing 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 to encourage them to ensure their children arrive at school on time. The 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.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap
The data relating to this section only includes only a small number of students so as a result cannot be summarized.

Attainment and Achievement – Year 12
Apparent retention rates Year 10 to Year 12.
Year 12 student enrolment as a percentage of the Year 10 student cohort. NA

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>NA</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>NA</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>NA</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>NA</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>NA</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>NA</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>NA</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>NA</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>NA</td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.</td>
<td>NA</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>NA</td>
</tr>
</tbody>
</table>

Overall Position Bands (OP)
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Performance of our students

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

NA