Our school at a glance

Broadbeach State School (1381)
Queensland State School Reporting
2012 School Annual Report

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Webpages | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.

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 2012 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 3 and Year 7 cohorts performing above the National Average across all strands and above all large local schools except one in Year 3.

In term four the school was visited by a Teaching and Learning Auditor who conducted an audit of the teaching and learning processes at the school. The outcome of the audit was very positive with the school receiving high ratings consistently across all domains assessed.

Congratulations to all students, staff and community members who have worked together towards achieving our goals in 2012.
School progress towards its goals in 2012

1. Embedding the Australian Curriculum via C2C
The Australian Curriculum was embedded successfully in the subjects of English, Mathematics and Science. Preparations were also made to introduce History in 2013.

2. Embedding The Broadbeach Teaching & Learning Model
Further work was undertaken on embedding the Broadbeach Teaching & Learning Model. This was in the form of professional development and coaching. Many teachers successfully utilised this model, however more work is required in 2013 to ensure all teachers are using the model to underpin all of their teaching.

3. Use ICT to differentiate and enhance learning
Major progress was made towards this goal in 2012. Three Differentiation Mentors worked with staff throughout the year to improve their understanding of how to differentiate instruction for all students. The IT4IE plan was completed by Easter meaning that all staff and students had exceptional access to information technology hardware, software and learning programs that encouraged and enabled differentiated instruction to occur.

Future outlook

Broadbeach State School is planning to enhance the personalisation of learning for all students so that all students can fulfil their potential. The three main goals for 2013 are therefore:

1. To develop and embed the Broadbeach State School Pedagogical Framework that incorporates the I+4D (Inspire, Data, Differentiation, Direct, Digital) strategy as part of the school culture, including the development of personalised learning goals for all students.

2. To improve performance in Literacy and Numeracy to above National Mean in all areas.

3. To continue prioritising coaching as a model for professional development and improvement of teaching practice in the school (Head of T&L; Differentiation Mentors & Digital Learning Mentors; Peer Coaching).
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School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>615</td>
<td>296</td>
<td>319</td>
<td>89%</td>
</tr>
<tr>
<td>2011</td>
<td>641</td>
<td>318</td>
<td>323</td>
<td>92%</td>
</tr>
<tr>
<td>2012</td>
<td>682</td>
<td>337</td>
<td>345</td>
<td>90%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:
The school services a diverse population in terms of cultural and language background, socio economic background and learning needs. 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 considerably over the last five years.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>28</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>24</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Exclusions</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive 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
- Tae Kwon Do

How Information and Communication Technologies are used to assist learning

The Information Technology for Individual Education (IT4IE) plan was launched at Easter 2012. The plan involved a comprehensive strategy to utilise the power of ICT to improve education opportunities for all students. Central to the plan was a laptop program which involved all classes in year 4-7 having access to...
a class set of laptop computers per double classroom. In addition, the two computer labs were upgraded so that all students would have a one to one access. The access to the one to one labs was enhanced as the labs were only for use by Prep to Year 3 classes due to the laptop program.

Staff confidence and knowledge of how to utilise ICT in the classroom was greatly improved during 2012 through our ICT Conference held in February, the coaching work of our Digital education Mentors and professional development held throughout the year. Teachers made good use of software such as Mathletics and Literacy Planet and Maths Online was also trialled very successfully in term four. The outlook for 2013 involves further professional development and coaching as well as additional learning software such as Spelling City and SRA Reading.

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.
- The partnership with Sunnykids to support families in need.

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 staff satisfaction with the school

The overall satisfaction of parents and students at Broadbeach in 2012 was extremely high. The satisfaction of staff in relation to professional development was disappointing given the amount of professional development offered, however this was a major increase on the 2011 satisfaction level of 49%.

Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>96.9%</td>
</tr>
</tbody>
</table>
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- this is a good school 100.0%
- their child likes being at this school* 100.0%
- their child feels safe at this school* 100.0%
- their child's learning needs are being met at this school* 100.0%
- their child is making good progress at this school* 100.0%
- teachers at this school expect their child to do his or her best* 100.0%
- teachers at this school provide their child with useful feedback about his or her school work* 96.9%
- teachers at this school motivate their child to learn* 93.8%
- teachers at this school treat students fairly* 93.8%
- they can talk to their child's teachers about their concerns* 93.8%
- this school works with them to support their child's learning* 96.9%
- this school takes parents' opinions seriously* 92.9%
- student behaviour is well managed at this school* 93.5%
- this school looks for ways to improve* 100.0%
- this school is well maintained* 96.7%

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>96.0%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>96.1%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>91.0%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>99.0%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>98.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>93.8%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>92.1%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>91.0%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>86.9%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

Broadbeach State School has an “Open Door” policy and welcomes parental involvement. 2012 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 leaks continue to be found and are thought to be responsible for much of our water usage increase. A major increase in facilities has likely contributed to the additional electricity usage.

<table>
<thead>
<tr>
<th></th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>137,164</td>
<td>1,817</td>
</tr>
<tr>
<td>2010-2011</td>
<td>138,231</td>
<td>1,616</td>
</tr>
<tr>
<td>2011-2012</td>
<td>208,976</td>
<td>2,209</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>42</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>36.2</td>
<td>15.4</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>34</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Certificate</td>
<td>6</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $29,346.

The major professional development initiatives were as follows:
- Differentiation training
- Peer Coaching
- ICT learning conference
- Strive Vocabulary in-service and mentoring
Our staff profile

One School Training
Interactive Whiteboard Training
The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.6%</td>
<td>96.7%</td>
<td>95.9%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year
From the end of the previous school year, 78.8% of staff was retained by the school for the entire 2012 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' textbox.

Find a school

Search by school name

Search by suburb, town or postcode

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

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

<table>
<thead>
<tr>
<th>Student attendance rate for each year level (shown as a percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>2012</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% to &lt;85%</td>
<td>15</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>85% to &lt;90%</td>
<td>14</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>90% to &lt;95%</td>
<td>32</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>95% to 100%</td>
<td>39</td>
<td>42</td>
<td>42</td>
</tr>
</tbody>
</table>

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.

Sunny kids were utilised to assist families who were having difficulty in getting students to school.
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.

2012 NAPLAN Performance Measures Summarised for Broadbeach State School (1381)

For All Students

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’ textbox.

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.

Achievement – Closing the Gap

There is no achievement gap in Year 3 and Year 5 NAPLAN results with our indigenous students performing as well and in one case, better, than non-indigenous students. A gap does exist in Year 7 Reading and Numeracy. Attendance figures show that indigenous attendance is almost identical to non-indigenous attendance.