

# Biggera Waters State School Annual Report 2008

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## Principal's foreword

### Introduction

2008 was the second year of our operation towards the goals of our School Strategic Plan 2007-2009 which identifies our guiding purpose as:

*To provide quality education which will equip each of our students to be self-managing confident citizens who can adapt to meet the challenges of an ever-changing and unpredictable future.*

Key outcomes were:

- Continued focused curriculum development support through the position of Head of Curriculum
- Implementation of focussed year level planning
- Continued implementation of the Queensland Curriculum, Assessment and Reporting Framework with a focus on embedding moderation to develop consistency of teacher judgement.
- Preparation for the implementation of the National Testing program and implementation of Australian Government requirements regarding reporting to parents
- Implementation of Smart Moves Physical Activity program
- Development of infrastructure for Information Communication Technologies to support the implementation of the Managed Operating Environment, Computers for Teachers program and One School.
- Data driven conversations about student achievement building staff capacity to analyse and respond to data to inform school and individual curriculum and pedagogy.
- Continued provision of the program for students with gifts and talents (SWAT)
- Full implementation of the preparatory year of schooling

This report outlines our key achievements and profiles our school offerings. It is a celebration of skills, talents and dedication of our staff; the accomplishments of our students; and the invaluable partnerships our school has with parents and the wider community.

### Future outlook

Key focus areas in 2009 will include:

- working towards improved results in National Testing,
- continued implementation of the Queensland Curriculum and Reporting Framework,
- improved access to information communication technologies,
- identification of and provision for students with gifts and talents
- implementation of the Developing Performance Framework for staff, and a more professionally satisfied staff.

In 2009 a Triennial School Review will be held which will review achievements of the period 2007-2009 and plan for the period 2010-2012.

## Our school at a glance

### School Profile

Biggera Waters State School is a co-educational school which opened in 1970. Our school is located in the suburb of Biggera Waters and belongs to the Gold Coast District of the South Coast Region, Education Queensland.

Whilst our school predominantly services the communities of Runaway Bay, Biggera Waters, Coombabah and Labrador, students come from a total of twenty-five suburbs. Biggera Waters is a sought after suburb due to proximity to the Broadwater and local amenities. Our school enjoys a very positive reputation.

In 2008 our enrolment was 851 students. An Enrolment Management Plan has operated since late 2000 which ensures that students who reside within a defined boundary are enrolled. The boundary map can be located on the school website. In 2008 a large number of offers of enrolment were made to students who live outside the boundary.

70.5% of students are Australian, 1.2% identify as Aborigines or Torres Strait islanders, 6.6% are New Zealanders, and the remaining 11.7% represent thirty-eight nationalities.

Our educational program covers Prep through to Year 7. Classes consist of single teaching and team teaching units and year levels operate on a traditional structure. Our teaching staff is talented, skilled and dedicated professionals. Some teachers specialise in specific areas such as Languages Other than English (LOTE), Physical Education, Student Support (Behaviour), Music, Learning Support and Instrumental Music.

Our students are also supported by visiting teachers such as Guidance Officer, Speech Language Pathologist, Teacher for English as a Second Language, and Advisory Teacher for Students with Disabilities.

An After School Hours Care service, provided by an external provider, operates within the school grounds.

The school has benefited from a proud tradition of support from the active P&C Association. The range of facilities is testament to the dedication of the Association to supporting student learning.

#### Facilities

37 general learning spaces incorporating single and double teaching spaces, comprising permanent and modular designs – includes 5 prep classrooms	large oval enclosed prep play area
purpose built classroom music and instrumental practice rooms	2 adventure playgrounds 2 undercover areas
resource centre	swimming pool
hall	tennis courts
activities centre	2 covered pergola areas
tuckshop	2 amenities blocks
multi-purpose courts for netball and basketball	administration block

### Curriculum offerings

#### Our distinctive curriculum offerings

Our curriculum framework includes the eight key learning areas. Integrated Studies combines the areas of Science, Studies of Society and the Environment and Health and Physical Education. Aspects of The Arts and Technology syllabuses are covered through the integrated units of work. Italian is studied in Years 6 and 7.

Curriculum programs are complemented by visits to and from outside organisations including Gold Coast City Council (Waterwise), Griffith University, CPR Help, Bravehearts, Queensland Resources Council, Life Education, Fire Safety (Year 1), Bicycle Safety (Year 4), and Queensland Arts Council. These programs engage our students in real-life hands on learning experiences. Local state secondary schools also assist the provision of programs.

The implementation of our SWAT (Students With Abilities and Talents) program included Artistic Mystics, Junior Journos, Robotics (Techno Turtles), Optiminds and Maths Olympics. Students are also able to participate in the Australasian English and Maths Tests and chess competitions.

## Our school at a glance

### Extra curricula activities.

Enrichment and extracurricular activities include chess tuition, Amazing Activity Days, Science Fair,

Under 8's Day, camping program (Years 6 and 7), Eisteddfods, curriculum related excursions, guest speakers and presentations, MS Readathon, Premiers Reading Challenge, Safe Surfing, lunchtime aerobics (Lower school), and skills instruction by local and overseas sporting groups e.g. Labrador Hockey. Students have the opportunity to participate in the University of N.S.W. English and Mathematics Competitions.

There is a strong music program. As well as weekly class music lessons students have the opportunity to learn a musical instrument, with strings being available from Year 3 and Brass/woodwind being available from Year 5. Selected instrumental music students attend a Music Camp along with students from other schools. Students also have the opportunity to belong to the school choir – both a junior and a senior choir operate. A musical evening is held at the end of each year showcasing the achievements of our instrumental music students.

Italian students have the opportunity to participate in the annual Modern Languages Speech Competition, 'Giornata della Poesia Italiana' competition, and cultural events such as Carnevale.

Our physical education program includes weekly swimming classes for all students in Years 2-7 (Terms 1 and 4), opportunities to participate in interschool sport (summer and winter program) and opportunities for out of hours programs such as Fit Kids and Auskick. Our students also participate in other local programs such as Keebra Park Teams Challenge. A sports skills program operates for those students who do not participate in interschool sports. The emphasis of our athletics program is maximum participation and therefore our athletics days are structured to enable all students to participate. Many of our students represent Gold Coast District at regional and state level.

An ecumenical Religious Education is provided for students in Years 1-7.

### How computers are used to assist learning

Our Information Communication Technology program is heavily resourced with each classroom having computers which have internet access. A school intranet also operates. A computer lab with data projection facilities enables whole class programs and a mini-lab in the resource centre also supports ICT programs. The program is supported by hardware such as digital cameras and by excellent technical support. Online programs such as Blackboard, through the Learning Place provided by Education Queensland, enhance learning programs. A new lab supported by wireless technology as well as wireless access in the staffroom were expected to be operational in 2008. This will now occur in 2009.

An Internet Agreement form, which describes appropriate internet use, is signed by parents and the student before students are allowed access to the world wide web.

The Head of Curriculum, Teacher Librarian and classroom teachers work together to develop student skills in critical literacy using the world wide web, keyboarding and using hardware and software. Programs such as Microsoft Word, Powerpoint, Kids Pix, Google SketchUp, Claymation, Photostory, Moviemaker and Publisher are used in a curriculum context as well as the resources of the world wide web.

### Social climate

Biggera Waters State School has a Code of School behaviour implemented through the Responsible Behaviour Plan for Students. Inherent in this plan is the belief that rights and responsibilities go hand in hand and that all in the school environment have the right to feel safe and to learn. Our plan provides a clearly articulated approach to support and acknowledge acceptable behaviour, and to support and acknowledge consequences for non-compliant behaviour. This support is coordinated by the Student Support teacher whose focus is proactive work with all year levels, provision of targeted support for students identified as needing monitoring and support, and intense support for students identified as being at risk. On occasion, external agencies also provide support e.g. Kids Helpline.

A Dress Code was developed in consultation with the school community and was implemented in 2007. The vast majority of our students wear our uniform with pride.

For the second year our Games Gurus program operated. Students in Year 6 were trained to provide playground support and activities for students in the junior school. The students in Year 7 who were trained in Year 6 provided this program in first term and assisted in the training of the Year 6 students. Senior students must participate successfully in this program to be considered for student leader positions in Year 7.

The School Chaplaincy service began in 2008 following a successful application for funding. The school chaplain is

## Our school at a glance

involved in the general life of the school contributing to the educational and spiritual welfare of students as well as providing student mentoring and being an adult role model.

The Connecting Place, supervised by a staff member, provides a lunchtime alternative for students to play games, do art work, connect with their friends and seek assistance with problems,

An active Student Council has representation from each class in Years 4-7 and meets weekly. The Council actively fundraises for both school and community benefit. It also provides input for school decision making. In 2008 the Student Council put their hard earned fundraising towards updating our swimming change rooms. The Council represented our school at the local Anzac Day ceremony and march. Other school leadership positions include school and house captains.

Our learning support program is managed through a special needs committee which uses a 'case conference' approach. Learning Support staff includes a Guidance Officer, two Learning Support teachers, a visiting Speech Language pathologist, a visiting teacher for specialised areas e.g. Visual, Hearing, Physical and Intellectual Impairment, Autistic Spectrum Disorder, and a visiting teacher for English as a Second Language (ESL).

Over many years our school has supported various community groups e.g. the annual Salvation Army Christmas Appeal, National Bandanna Day

Responses to the statewide parent and student opinion surveys include:

### Parents

That your child is happy to go to this school 88.5% satisfied, 7.7% undecided, 3% dissatisfied

That your child is safe at this school 88.4% satisfied, 11.5% undecided, (above the state mean)

That this is a good school 84.6% satisfied, 7.7% undecided, 7.6% dissatisfied

The level of parent satisfaction with the behaviour of students and student discipline was also above the state mean. In general the level of satisfaction was higher than in 2007.

### Students

That you are happy to go to this school 79.6% satisfied, 13% undecided, 7.4% dissatisfied

That you are safe at this school 75.2% satisfied, 16.5% undecided, 8.3% dissatisfied

That this is a good school 77.9% satisfied, 16.5% undecided, 5.5% dissatisfied

Whilst the level of satisfaction of Year 5 students remained constant, there was a decrease in the level of satisfaction of Year 7 students.

## Involving parents in their child's education.

Partnership with parents, where openness and trust are valued, is vital to a child's success at school. Parents volunteer in a range of roles – student banking, book club, excursions, classrooms, tuckshop assistance, to name a few. Parents are encouraged to attend parent information sessions held at the beginning of the year, parent teacher interviews, school assemblies, concerts, sports days, and class presentations. Many parents participated in Support A Reader and Support A Talker training and subsequently used these skills to assist with class programs and to support their child's learning. The school provided written reports for Years 1-7 twice during the year implementing Australian Government requirements. Interviews were held for parents of prep students using the Early Learning Record as a focus for discussion.

The P&C Association, a small but active group of parents and community members, actively supports the school and over the years students have benefited from facilities and activities that have been provided through their efforts. Examples include discos, refreshments before statewide testing, working bees, provision of additional curriculum resources; financial support for students who represent the school at regional, state and national level; tuckshop, stationery and uniform shop.

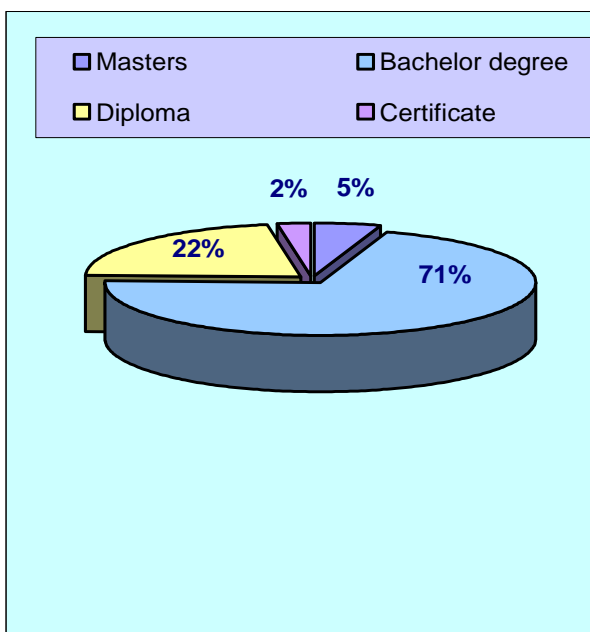
A school newsletter is published weekly and is a key source of communication with parents. Our school website is constantly updated to provide relevant and timely information including links to information of particular interest to parents.

The widespread support of parents in many aspects of school life is appreciated

## Our staff profile

### Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	2
Bachelor degree	29
Diploma	9
Certificate	1



### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$14247. Funding used to support year level planning was \$24299

The major professional development initiatives are as follows:

QCARF implementation (Queensland Assessment and Reporting Framework)

One School implementation

Literacy training P-3

Supporting students with disabilities

The inclusive classroom

Year of Physical Activity

Using information communication technologies

Senior First Aid

Developing higher order thinking skills

The involvement of the teaching staff in professional development activities during 2008 was 76 %.

## Our staff profile

Average staff attendance	
For permanent and temporary staff and school leaders the staff attendance rate was 94% in 2008.	
Proportion of staff retained from the previous school year.	
From the end of the 2007 school year, 91% of staff were retained by the school for the entire 2008 school year.	
Student attendance	
The average attendance rate as a percentage in 2008 was 94 %.	

## Performance of our students

### Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	376	472	516
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	94 %	90 %
Writing	Average score for the school	405	473	524
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	96 %	97 %
Spelling	Average score for the school	376	459	530
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	91 %	84 %
Grammar and Punctuation	Average score for the school	390	475	518
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	98 %	90 %
Numeracy	Average score for the school	368	454	543
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	95 %	92 %

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	76 %
Writing	78 %
Number	75 %

## Performance of our students

### Value added

In National Testing conducted in Years 3, 5 and 7 the number of students above the minimum benchmark was above the state in all areas except Year 5 spelling which was similar to the state. Our staff are committed to maximising literacy and numeracy achievements for all students.

Each year our Year 7 students undergo a period when they rotate between teachers for aspects of their program. This gives the students a taste of the secondary model of operation. Considerable interaction occurs with local feeder secondary schools. Our students have given us very positive feedback on their readiness for the transition to Year 8.

Areas of value addedness are evident throughout this report e.g. behavioural and academic student support, SWAT program, student leadership opportunities and extracurricular programs.

### Parent, student and teacher satisfaction with the school

Through the statewide school opinion surveys parents and students expressed satisfaction levels comparable to those expressed across the state for all state schools and 'like' schools. Raising staff satisfaction will be a focus for 2009.

Students are generally satisfied with our school. 83% expressed satisfaction that they are getting a good education at our school. (State target 79%)

Parents are satisfied that their child is getting a good education at our school. (88% compared to state target of 78%)  
Parent satisfaction with student behaviour, student discipline, and the safety of their child was significantly higher than the state mean and an improvement on 2007.