2011 proved to be another positive year in all areas of our school life at Broadwater State School. The blend of success in our academic, physical and extracurricular activities has made for a great year. As well as completing our own school’s Curriculum plan with learning experiences in accordance with the Early Years Curriculum and the new ACARA National Curriculum for Years 1-9, we had a quality teaching and learning programme with purposeful connected and challenging learning experiences for all students. The digital age has impacted on our assessment by using OneSchool as a better way of timetabling, recording and reporting on student achievement.

Some special features which I would like to highlight are the Music presentation on Graduation night revealed some talented musicians and tuneful singers showing their parents their musical skills from the instrumental music programme. As an Active After School Community with Federal funding for another year, the children were able to keep active and fit taking part in aquatics, snorkelling, athletics, soccer skills, lawn bowls, skating and ball skills on two afternoons a week.

Academically, the students performed well with all Year 3, 5, and 7 students being above the state benchmarks in reading and numeracy. The very positive results from the Annual School Opinion Survey again show that our parents and caregivers, staff and students all think that this is a good school with a positive school spirit present in 2011.

School progress towards its goals in 2011

1. Student performance
   • The majority of NAPLAN Targets were achieved, with some students being in the top bands of achievement for their grade level, giving evidence that the whole school NAPLAN plan was successfully carried out. The whole school reading program has been implemented with intensive and explicit teaching of reading taking place every day. The EATSIPS Plan is being implemented in all curriculum learning areas, and we work together to combine with all other GBCOSS schools in the district to hold learning activities for our students. Improvement has been made in Student Attendance Targets.

2. School Curriculum
   The School Curriculum and Assessment Plans were aligned with National Curriculum for implementation in 2012, with all staff members attending professional development in accessing and using the C2C units of work. Curriculum Audit recommendations have been acted upon, especially in the collection and use of school data in planning. Time allocations for English, Maths and Science have been complied with in timetabling for both classes.

3. Readiness for National Curriculum
   We decided to use the multi-age scope and sequence plans from the C2C framework as our preferred planning documents for 2012.

2011 School Annual Report
4. Staff Development & Performance

Personal Development Plans, including their professional development preferences for all staff were put in place for 2011 in consultation with the Principal, with most being achieved. Some have been carried over to 2012 due to the priority of the curriculum implementation. The Principal’s Personal Development Plan was revised with consultation from the ARD.

5. Community and staff confidence

School Opinion Survey data is comparable with Like School Data. The parent community have been invited on many occasions to be involved in classroom and school activities during the year.

6. Other School Based Key Priorities

Teachers mentored each other to improve accountability and their ICT abilities with the Interactive White Boards in each classroom. The school Behaviour Plan “Traffic Lights” to improve behaviour was maintained with positive results, especially in Semester 2. All staff continued to support colleagues by attendance at GBCoSS, Administrators functions, P-3 Network, and Middle school / Junior Secondary Transition activities with Stanthorpe High School. The BER multi-purpose building was finally finished in early 2012.

Future outlook

The key areas for improvement in 2012 as detailed in the School Implementation plan are:-

1. School and student performance in English (Spelling, Writing, Inferential comprehension) and Maths (Problem Solving) Create a Year 3, 5 and 7 Target group for increased support. Achieve student attendance targets.

2. Implementation of National Curriculum

Implement adapted multigrade C2C curricula in English, Maths, Science and History. Trial C2C spelling in Term 1

3. Staff Development & Performance

PD for all staff in implementing C2C curriculum. Interpreting school data for planning and teaching strategies. Support AO2 in transition to Oneschool Finance. Update staff personal development plans from 2011 plans and set up new plan for new staff members

4. Community confidence

Distribution of our school newsletter to interested members of the wider community, especially grandparents. Revamp school website for online newsletters and school information.
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>29</td>
<td>12</td>
<td>17</td>
<td>86%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Broadwater State School is a rural school, six kilometres west of the town of Stanthorpe drawing the majority of its students from the town area, with the remainder coming from the local Broadwater area. Two children identify as having indigenous heritage, the balance are from Australian-European backgrounds. More than half the families are single parent families with many being seasonal farm workers or unemployed. Other parents are workers in local businesses, small business owners, teachers, professional and admin officers. Our students work in two multi-age classes in a very pleasant low set modular classroom engaged in learning activities with their class teachers.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>13</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td>15</td>
</tr>
<tr>
<td>All Classes</td>
<td>14</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>2</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our distinctive curriculum offerings

As well as our 8 Key learning areas we continued to maintain innovated and distinctive activities such as being a Health promoting school with a daily dental care program, mid-morning fruit break, Smart choices tuckshop, daily exercises and an Active After School activities Program which provides free activities two afternoons each week for all students.

Green and Sustainable school. We regularly log in to the Solar School program and its related on-line student activities. Twenty -five solar panels on the roof enable us to be independent of external power sources during most days in summer which, together with our rain water tanks, vegetable gardens, worm farm and compost heap, recycling of most used paper extend our environmental efforts to be Green and Sustainable.

Extra curricula activities

• We are a Health Promoting School, which entails activities involving daily dental care programme; morning fruit break; fitness and Occupational Therapy exercises; Asthma Friendly School accreditation; facets of the “You Can Do It” program; weekly Smart Choices tuckshop; and when necessary, further referral to medical specialists to assist the children’s individual education plans.
• We are one of only two Granite Belt schools who can offer a federally funded Active After School Activity Program two afternoons a week, supervised by qualified instructors. Activities have included lawn bowls, roller skating, aquatics, snorkelling, water safety; athletics, lawn bowls, ball skills for soccer, netball, basketball and tennis; squash, and multi skill games.
• Guitar, drumming and keyboard weekly lessons are offered free to all children in the senior class by a highly qualified instrumental music teacher. The school owns 6 electronic keyboards, 6 acoustic guitars, drumming pads, a large range of percussion instruments and 20 set of drumsticks for use by the students.
• Participation in transition to high school involves all Year 7 students from the Granite Belt smaller schools working together at one central venue in planned activities including Spaghetti Bridge competition held at Stanthorpe State High School; camp at Tallebudgerra Camp school for all Granite Belt small schools year 6 and 7 students; Book Fair and Science Week activities at Stanthorpe High: Lecturette Competition in public speaking Extended Learning Camp for all of the year 7 district cohort and in term 4, visits to the high school to become familiar with timetabling and school facilities.

How Information and Communication Technologies are used to assist learning.

Each class room is equipped with a soft touch electronic interactive white board to enrich the ICT experiences at our school. Activities using the IWB are integrated into each day’s learning activities where applicable. Every teacher has gained their ICT Certificate and with mentoring, are becoming more expert at digital technologies. There are 9 desktop computer; 7 laptop computers in the classrooms for daily use by all children, all linked to laser printers, with a further 3 desktops computers being solely dedicated for use on administration and library use. Over 90% of the library resources are barcoded for ease of borrowing, returning and cross referencing all resources available to children and staff members.

The school’s ICT plan encourages the children to gain essential skills for their use of the computers. With the wireless network operating, students are able to work away from their classrooms desks, going into the outdoor environment using the laptop computers. The junior class, (Prep – Yr.3), work through the set procedures to gain their “Computer Smart – Green license”, which allows them to operate the computers and complete their set tasks without a mentor. The school subscribes to an on-line program to enrich our reading called “Reading Eggs” which has proved to be very popular with all early readers.

In Years 4 – 7, students begin their keyboarding skills on a choice of 3 typing tutor programmes as well as “Internet Buddy” research tasks, drill/skill numeracy (“Mathletics”) and literacy games and a series of “Computer Challenges” which teach the functions of keys, shortcuts and built in programmes such as Front Page, Publisher, Excel and Word. At the Year 7-8 transition to High School, the students are very confident and competent computer operators.

Social climate

Our supportive school environment is based on respect and self-management, which is actively modelled and taught by all staff. Each week at our school assembly, we discuss and develop for that week, one of the “Nine Values for Australian Schooling” - (Care and Compassion, Doing Your Best, Fair Go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility, Understanding, Tolerance and Inclusion).

As part of our proactive plan, we celebrate and honour “Students of the Week” at assembly congratulating them in the school newsletter and on the school notice board. Daily good efforts in school work, achievement, great manners, helpful and friendly
behaviour is rewarded by issuing “Gotcha for Being Good” tokens which are collected for a week to see who the “Students of the Week” are.

Much discussion took place in the reviewing process of writing our school’s Responsible Behaviour Plan. In 2011, we instituted the “Traffic Lights” program with “Red” being “Stop what you are doing. It is unacceptable at our school”; “Orange” - “You need to change your behaviour for a better choice” and “Green” - “Go for it. You are Great!” All members of the school community are aware of the rewards and consequences of positive and negative behaviours. Aspects of the “You Can Do It” programme are included in our weekly Health lessons. The five most important features of our positive behaviour plan are counted on our fingers: Be safe. Be respectful. Be kind. Be proud.

The results from the 2011 School Opinion Survey in each area of “Our school’s learning climate”, “Our School and Community relations” are above the state benchmark for both parents and students. This was especially pleasing to know that parents and students believe that the children are safe, fairly treated and happy to go to our school.

Parent, student and teacher satisfaction with the school

At Broadwater, all parents and staff responded that they were satisfied that their children were getting a good education at our school and the morale of the school. The majority of students also agreed that they were getting a good education at this school. We actively engage our parent community as often as possible in conversation, both formal and informal, to keep them informed and interested in daily happenings, concerns and successes, future plans and outings. It has been noted that the newsletters are not read by some families, whereas talking with them seems to be a more effective way of keeping in touch.

An area we needed to address was access to professional development for our non-teaching staff which was able to be provided in the local district and also be useful to them in areas of their needs and interest. We have investigated using on-line courses available to try to fill this need, to boost this performance measure 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>100%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>96%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

During 2011 there was quite a deal of parent involvement in feedback and decision making in areas of concern such as attendance, health (whooping cough scare), Senior students and School Leaders responsibilities, bus travel.

Review of the Responsible Behaviour Plan, particularly instituting the “Traffic Lights Plan” and “Broadwater 5 Rules”, mobile phone use, Internet agreement and bullying. Parent involvement on each occasion was a more than 60% to the questionnaire sent home with the newsletters or at a specially convened meeting.

A.O.P. and Budget development with the parents encouraged to return their wish list of 5 things to buy or improve at school;

Using the OneSchool reporting framework needed some interpretation and the decision was made to make these as parent friendly as possible.

P & C Meetings and fund raising plans

Decision to change from a parent made tuckshop menu to one which is provided by a local bakery which is owned by school parents.
Reducing the school’s environmental footprint

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

The major expense is for heating the classrooms in winter's cold and bleak weather when temperatures on the Granite Belt often do not reach 10 degrees C. All staff and students are aware of this expense and try to reduce the overall cost in many small ways, eg. wearing a jumper inside the rooms.

The school is making savings in waste removal costs by annually reducing the quantity of waste to landfill by recycling as much paper as possible through reuse, composting and shredding to be used on the gardens. We are making savings by reducing energy use produced by our solar panels (from grid), turning off lights, heating when rooms are not in use, and are reinvesting those savings in green energy or energy efficiency projects.

We are fully self-supporting with storage of water in 6 rain water tanks making savings through a reduction in water consumption and are reinvesting those savings in additional water conservation projects.

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>5,100</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>7,482</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-32%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>2</td>
<td>2</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>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>3</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $4686.

The major professional development initiatives are as follows:
- C2C into the classroom.
- Earth Smart School
- Network meetings (P-3, AO2, GBCOSS, Teachers Aides)
- One School Finance.
- First aid and CPR Update
- Administrator’s Days

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, 100% 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/

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

Search by school name

Search by suburb, town or postcode

Sector
- Government
- Non-government

Search

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 91%.
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 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>91%</td>
<td>97%</td>
<td>84%</td>
<td>95%</td>
<td>85%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;85 %</td>
<td>0%</td>
</tr>
<tr>
<td>85 to &lt;90 %</td>
<td>5%</td>
</tr>
<tr>
<td>90 to &lt;95 %</td>
<td>15%</td>
</tr>
<tr>
<td>95 % or Above</td>
<td>70%</td>
</tr>
</tbody>
</table>

All Students

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.

If a child is absent, most parents ring in with an explanation or write a short note of explanation. If after 3 days of absence without contact from the parent, we contact them by phone for an explanation and encourage them to return the child as soon as possible or when a state of good health is reached. If there is continued absence, the guidance officer is contacted for a home visit, and the local police and Adopt A Cop will also help us out. Each newsletter encourages children to attend daily as learning is important for their future.

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/](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.
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