


Performance of our students

	PO address	215 Queen Street Southport Q 4215
	Phone	55319111
	Fax	55319199
	Email	Bfran18@eq.edu.au
	Website or Contact Person	www.southporss.eq.edu.au

Principal's foreword

Introduction

This school report provides a brief introduction to our wonderful school. The report provides information to convince readers that our school is special and more distinctive than others, some general information on our professional staff and the performance of our students over the past year.

Above all else this report reflects the optimism I have for the future of our children and the sheer hard work that is provided to achieve the best possible result for our students.

The monitoring and review of year 3, 5, 7 Literacy and Numeracy results

In the majority of cases the year 3 and 7 results were above state averages with the year 5 results disappointing in reading and writing. The States results have been under a great deal of pressure this year however our year 7 results in writing, spelling and numeracy are above the National average.

The staff and I have planned a concerted attack on a number of areas this year that include:

- Concentrated work on testing vocabulary for English and mathematics
- Promotion of a program of diagnostic Reading Comprehension
- Concentrated effort on building a framework for writing on demand and in particular the narrative

A further area of development includes the monitoring and review of all strands of communication.

As part of the more effective communication strategy a group of students from Griffith University is working on a holistic school communication plan. Further, a staff team has been investigating ideas for improved communication and morale.

The review of the Student Welfare Plan and the development of our new Code of Behaviour

The monitoring and development of Staff Professional Development Profiles

Each staff member has completed a School Professional Development Profile.

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Future outlook

Further effort will be spent on trying to improve year 3, 5, 7 test results with particular emphasis on the year 5 results and improvements in Writing and Grammar and Punctuation across all grade levels. More effort will be made as the year develops on the development of skills required for good teaching and further effort will be made on the development of PD profiles and the extension of our identified gifted students.

School Profile

Total student enrolments for this school 572

Year levels offered P-7

Coeducational or single sex Coeducational

Curriculum offerings

Our distinctive curriculum offerings

We offer Italian to all our year 6 & 7 children and a social skills program for all of our children from Prep to year 7 with the assistance of our Behaviour Management teacher. All of our Special Education children are fully included in our regular classrooms and we cater for Intellectually Impaired, Autistic and Physically Impaired children.

Our school has most recently also placed a high priority on the physical well being of all our students with the advent of our smart moves program.

Programs are offered by specialist Technology teachers and Librarians

Project cub activities are also offered to our children at Big Lunch

Full time Physical Education and Music teachers are also provided at this school.

Extra curricula activities

Camping program at Tallebudgera Camp School for our year 4 children

Canberra and Sydney trip for all year 7 students

Leadership camp for all year 6 students

Breakfast and Lunch clubs and Instrumental Music.

How computers are used to assist learning

Computers are used to assist in the design of learning programs for our children. A large percentage of our teachers were involved in professional development that involved the use of technology to plan learning units. Classrooms have access 3 to 4 computers each and a specially equipped new Computer laboratory that provides for the latest in technological learning. The new laboratory allows classroom teachers to work with the technology specialist to use computers as a tool in the learning experience. A technician has now been appointed to maintain our equipment

Social climate

The staff decided that with increased resources in behaviour management we would be able to concentrate on improving learning and teaching and striving for academic excellence. This concentration on learning is paying off with all members of our community signalling a dramatic improvement in behaviour amongst our children and a greater concentration on learning. Further to this our newly appointed Chaplain has provided many opportunities for discussion with our students and has been proactive in working with boys who display aggressive tendencies.

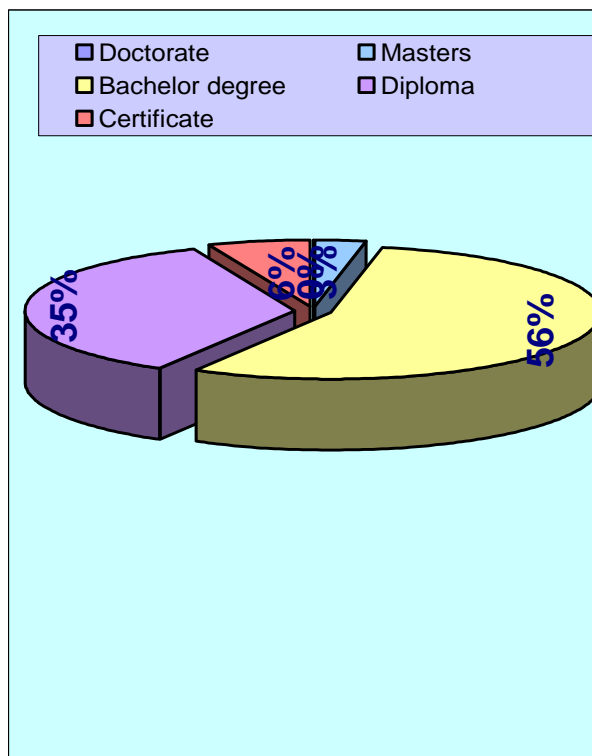
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Involving parents in their child's education.

We promote the active participation of our parents in our school community. We provide a morning tea at least once a year for approximately 70 volunteers who provide many different kinds of support for our school from uniform shop to reading with children. Opportunities also present themselves when parents as resource people provide information for work being carried out in the classroom. Parents are also a large group of the volunteers who seek Support-a-Reader in-service each year. Of course, our P&C provide the necessary support with decision making in our school community and assistance with fundraising. In a recent review of our school a forum was formed of parents with a parent representative from each of our classes. This formed the basis for our next three year planning cycle.

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	36
Diploma	23
Certificate	4



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$9876.

The major professional development initiatives are as follows: Learning, development of school based curriculum, critical incident training, Leadership and Preparatory training.

The involvement of the teaching staff in professional development activities during 2008 was 85 %.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2008.

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Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 93 % 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 93 %.

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		374	454	530
	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	87 %	77% %	84 %
Writing	Average score for the school		411%	458%	551%
	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	90%	84%	84%
Spelling	Average score for the school		382	472	547
	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	90%	85%	82%
Grammar and Punctuation	Average score for the school		386	472	513
	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	90%	81%	78%
Numeracy	Average score for the school		380	461	550
	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	87%	88%	87%

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Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	89%
Writing	91%
Number	89%

Value added

During term 1 we appointed a PACT teacher (Positive Acceptable Choices Training) with the role of withdrawing any student who prevented learning in our school and also providing proactive social skills training for all classes. This strategy has been extremely successful and has provided the platform for a more acceptable learning environment. Teachers were commenting on how settled our children were. When a child feels OK and is in a safe environment opportunity for meaningful learning presents itself.

In studying the results from the year 3, 5, 7 tests an overwhelming trend from 2006 to 2007 is a steep climb in results in Numeracy and Literacy and value addedness in particular from year 5 to year 7. In particular our results are below district levels but above in regional levels. Regional levels would seem a fairer measure considering the socio economic status of many of our parents.

All teachers are presently working on improving reading comprehension school wide and studying the effects of language in Mathematics. A future direction may involve a further concentration on writing in the school.

Parent, student and teacher satisfaction with the school

With few exceptions there has been an improvement in scores from 2006 to 2008 with staff and a great improvement in student's perception of the way the school operates. Staff and student opinion has improved while parent opinion has remained relatively stable. Students to the question "that this is a good school" improved the rating from 2.75 to 3.35. To the question for staff "I am happy working in this school" the rating moved from 2.91 in 2006 to 3.15 in 2008. A good result for these areas and reward for the hard work put in by staff.