

Southport State School Queensland State School Reporting 2015 School Annual Report



Postal address	215 Queen Street Southport 4215
Phone	(07) 5531 9111
Fax	(07) 5531 9199
Email	principal@southporss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mrs Sevil Aldas – Principal

Principal's foreword

Introduction

I'd like to welcome you to Southport State School's 2015 Annual Report.

This report details our achievements and progress towards our goals for 2015 as well as our future goals to improve student performance. It also contains our school profile, the curriculum and extra-curricular offerings, satisfaction levels of parents, students and staff, and the performance levels of our students.

At Southport State School we are committed to providing high quality education programs designed to meet the individual needs of our students. Our core belief that every student can achieve leads us to constantly review our processes in order to improve educational, social and emotional outcomes for all students. We value and maintain a positive learning culture that supports students and staff to achieve their best work. We provide programs that engage students in purposeful learning opportunities with a focus on individual achievement. Our vision – **empowering learners, enriching futures** encapsulates our desire to realise every child's potential and aspirations.

Teaching at Southport State School means meeting high expectations, where everyone is a member of a highly professional learning community. Our teachers receive extensive quality professional development aligned to our school priorities. There is a strong focus on improvement through analysis of our results, extension programs and targeted intervention programs. Our focus on quality learning experiences at school, at home and in the community along with a dedicated team of staff who care for every student have resulted in improved outcomes and opportunities for our students.

School progress towards its goals in 2015

Southport State School identified several key priorities for 2015. We have focused on maximising the benefits of the *Great Results Guarantee* (GRG) funding to improve student learning outcomes, and after reviewing our GRG agreement, it is clear that we have met or exceeded our goals. We continue to implement our strategies to ensure that every student succeeds. Strategies implemented include:

- Continue to strengthen professional practice in
 - early years literacy programs for Years Prep – 3 (Early Years Literacy Coach and Speech Language Pathologist)
 - problem solving and numeracy (Numeracy Coach)
 - digital pedagogies (iLearn Mentor)
 - new and beginning teachers (Mentoring Beginning Teachers program)
- Continue to develop data literacy skills by engaging in consistent and focussed data meeting to inform evidence based decision making and differentiation practices
- Implement Prep Early Start assessment for all students in Prep
- Guaranteed and viable curriculum planning across all year levels
- Develop and implement a Gifted and Talented program

- Engage in regular classroom walkthroughs to provide informal and formal feedback to teachers twice a year
- Develop teacher capacity through coaching, mentoring, watching others work and professional development to inform teaching practice
- Review and tighten moderation processes
- Implementation of student learning goals and regular feedback
- Explicit focus on improving student attendance in Prep – 6 by regular monitoring and developing stronger partnerships with parents
- Continue to deploy digital technologies for classroom use and upgrade infrastructure
- Engage the school community in local decision making, including the Quadrennial School Review (QSR) and Student Dress Code review

Future outlook

Priorities for 2016 include:

- Implementation of the Fleming explicit instruction teaching model in reading, numeracy and writing
- Dedicated focus on reading comprehension through the support of a Literacy Coach and Support Teacher
- Explicit focus on increasing U2B% in reading and numeracy, to develop critically literate learners and problem solvers
- Employing and training teacher aides for all Early Years classes (P – 2) to deliver targeted intervention programs in literacy and numeracy for identified students
- Maintain a strong focus on instructional leadership, including explicit instruction, observations and feedback to encourage professional dialogue around pedagogy
- Evidence based data meetings once a term to review progress and set new goals using the theme: Know your data, Know your students, Know your strategies
- Appoint an attendance officer to follow up absences and implement tight attendance processes
- Continue to strengthen Early Years networks to improve transitions from Kindergarten to school. Collaborate with cluster secondary schools to improve transitions to high school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	503	244	259	25	86%
2014	577	274	303	34	91%
2015	583	266	317	47	87%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

The Southport State School student body reflects the community of Southport and is largely drawn from low – mid socio economic backgrounds with increasing cultural diversity. Approximately 28% of the student population identify as having a language background other than English, while 8% are Indigenous. Our staff, parents and students value being a member of a multicultural community. We also welcome international students whose parents may be studying at nearby universities or who have been offered permanent employment. Our enrolment trend highlights that we are continuing to experience growth in 2015.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	23	23
Year 4 – Year 7 Primary	28	25	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	7	56	47
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

At Southport State School we teach, plan and assess using the Australian and Queensland Curriculum. Specific outcomes for students with special needs are developed and delivered through Individual Curriculum Plans. Our aim is to develop continuity of curriculum and consistent pedagogical practice across Prep – Year 6.

- Specialist lessons are provided once a week for all students in Prep to Year in 6 Chinese (Mandarin), The Arts and PE
- Literacy and numeracy is further enhanced through the provision of Reading Eggs and Mathletics
- iPads and laptops are integrated into curriculum areas to enhance classroom learning
- Special Education Program focuses on integrated curriculum for students with physical, visual, hearing and intellectual impairment
- Social skilling program for all students as part of our Positive Behaviour for Learning (PB4L) program
- Full time EAL/D teacher to cater for the wide range of students from non-English speaking backgrounds

- Support Teacher Literacy and Numeracy (STLaN) provides Intervention & Extension Programs / Intensive Teaching Programs
- Guidance Officer provides learning and counseling support
- Chaplaincy Program to support the emotional well-being of the school community

Extra curricula activities

The school prides itself on the extensive range of extra-curricula activities offered to students and the excellent facilities to support these additional experiences. A significant number of students are involved in:

- Academic extensions through a range of local/state/national competitions / IMPACT – Literacy and Numeracy Projects / Solid Pathways Initiative / OPTI- Minds / Gifted and Talented projects
- Student Leadership Roles – School Captains / House Captains / Student Council Representatives / Play Leaders. Students are provided with the opportunity to enhance leadership skills by attending an annual Leadership Camp
- The Arts – Instrumental Programs (Strings and Brass, Woodwind and Percussion) / Choir / Annual whole school and specialist concerts / Camp / Music Count Us In
- Sports – An intra and interschool program, athletics, cross country, Touch Academy and swimming
- Community Events – Anzac Day Ceremony / School Disco / Fun Run / Under 8's Day / Education Week / NAIDOC activities / Literacy and Numeracy Week / Premier's Reading Challenge / Annual Awards Ceremony / Talent Quest / Assembly Performances
- Lunchtime Clubs – Chess / Science / Computer Lab / Chinese / Deadly Mob / Art / Games / Library / Mathletics
- Excursions, incursions and camps (including the Year 6 Canberra Trip)

How Information and Communication Technologies are used to improve learning

Southport State School integrates the use of computers and other digital technologies into the curriculum. Our infrastructure has been upgraded to provide enhanced wi-fi connectivity to meet the learning needs of the 21st century and a learning environment that enhances student engagement across all curriculum areas. ICT'S utilised at Southport State School include:

- Wifi connectivity in all learning areas across the school
- Interactive Whiteboards in all classrooms to enhance student engagement
- Ipad kits (consisting of 12 iPads) available in all Blocks
- Mobile Laptop Trolleys available for Years 4, 5 and 6 classes
- Computer Lab and Library Computers

Social Climate

Our school community works together to provide an environment that is supportive, safe and stimulating .We strive to recognise and reward effort. We run a variety of programs to assist our students to develop the social and emotional skills required to enable them to participate successfully in life. We believe being proactive is the best method of managing behaviours in the school.

The Positive Behaviour Reward Program is used as a whole of school program to help develop student skills in the areas of persistence, getting along, resilience and confidence. Other programs include PB4L, Rock and Water, and social skilling programs for targeted groups.

Our Responsible Behaviour Plan is designed to assist students to become self-managing in the playground and classroom so as to improve learning outcomes for all. Our school has a valued, well communicated school wide plan and procedures that allow for professional consistency across the school.

Our Guidance Officer and Chaplain are active members of the school community and provide support to students and families. Our constant celebration of success and growing relationships across our whole school community makes Southport State School a warm and supporting environment in which to teach and learn.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	97%	90%
this is a good school (S2035)	100%	100%	95%
their child likes being at this school (S2001)	97%	100%	93%
their child feels safe at this school (S2002)	100%	97%	93%
their child's learning needs are being met at this school (S2003)	97%	91%	85%
their child is making good progress at this school (S2004)	100%	91%	88%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	85%	90%
teachers at this school motivate their child to learn (S2007)	97%	94%	90%
teachers at this school treat students fairly (S2008)	97%	94%	89%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	98%
this school works with them to support their child's learning (S2010)	97%	84%	95%
this school takes parents' opinions seriously (S2011)	84%	84%	89%
student behaviour is well managed at this school (S2012)	100%	85%	79%
this school looks for ways to improve (S2013)	97%	97%	89%
this school is well maintained (S2014)	94%	100%	93%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	94%	97%
they like being at their school (S2036)	92%	88%	92%
they feel safe at their school (S2037)	94%	95%	92%
their teachers motivate them to learn (S2038)	96%	98%	97%
their teachers expect them to do their best (S2039)	100%	97%	97%
their teachers provide them with useful feedback about their school work (S2040)	97%	92%	98%
teachers treat students fairly at their school (S2041)	84%	88%	94%
they can talk to their teachers about their concerns (S2042)	88%	87%	89%
their school takes students' opinions seriously (S2043)	84%	81%	93%
student behaviour is well managed at their school (S2044)	78%	77%	75%
their school looks for ways to improve (S2045)	96%	96%	96%
their school is well maintained (S2046)	94%	89%	95%
their school gives them opportunities to do interesting things (S2047)	88%	91%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	92%	93%

Performance measure			
Performance measure	2013	2014	2015
Percentage of school staff who agree# that:			
they feel that their school is a safe place in which to work (S2070)	97%	96%	98%
they receive useful feedback about their work at their school (S2071)	89%	88%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	84%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	100%	100%	93%
student behaviour is well managed at their school (S2074)	100%	96%	91%
staff are well supported at their school (S2075)	92%	84%	78%
their school takes staff opinions seriously (S2076)	88%	85%	76%
their school looks for ways to improve (S2077)	94%	96%	96%
their school is well maintained (S2078)	89%	94%	89%
their school gives them opportunities to do interesting things (S2079)	92%	90%	89%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Our parents are an integral part of our school community and their involvement is both valued and fostered. We strongly encourage the notion of partnerships between school and home. Traditionally in the lower school families are very hands on supporting learning in the classroom. Students and teachers alike enjoy and appreciate this support. Some activities that involve parents at Southport State School include:

- Classroom support with literacy and numeracy
- Parent and Citizens Association
- Parent Training Sessions
- Semester reporting processes including parent-teacher interviews
- School Tuckshop
- Parent Information Sessions
- Prep Open Days
- ANZAC day services, Under 8's Day and other community events
- Multicultural Day activities
- Assembly performances and showcase events
- Sporting events including cross country, athletics and swimming carnivals
- The school communicates regularly with parents through weekly assembly, newsletters, text messages and website updates.

Reducing the school's environmental footprint

To decrease Southport State School's carbon footprint the following measures have been implemented:

- Water efficient toilet and tap fittings
- We currently have solar power in use, with 2 solar panels on our hall roof
- As a school community, we are working towards becoming a paperless school and encouraging the use of electronic forms of communication. An example of this is the introduction of an online Parent Teacher Interview booking system (SOBS), SMS parent text messaging, and online tuckshop ordering
- Designated bins throughout school for paper recycling by students and staff.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	151,819	1,126
2013-2014	146,952	0
2014-2015	148,584	1,146

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

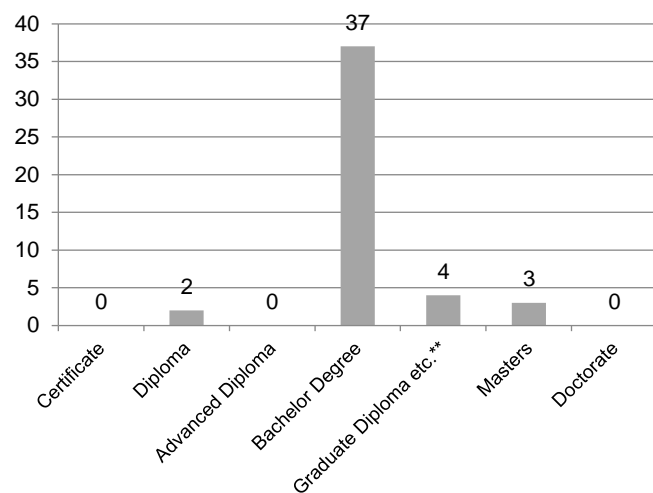
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	46	27	<5
Full-time equivalents	39	17	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	37
Graduate Diploma etc.**	4
Masters	3
Doctorate	0
Total	46



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$44,227.

The major professional development initiatives are as follows:

- Big 6 Reading Framework: Oral Language, Soundwaves, Words Their Way, Strive, Comprehension
- Balanced literacy blocks, guided reading
- Magic Words
- Balanced numeracy blocks, problem solving and STAMS

- Reading Eggs and Mathletics
- PM Benchmarking and PROBE
- Coaching – Peer coaching training, Instructional coaching training
- Collaborative Planning
- Goal setting and Personalised Learning
- Individual Curriculum Plans
- Analysis of Data
- Embedding Indigenous Perspectives in the Curriculum
- iPad training
- PB4L

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2015 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

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	85%	86%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

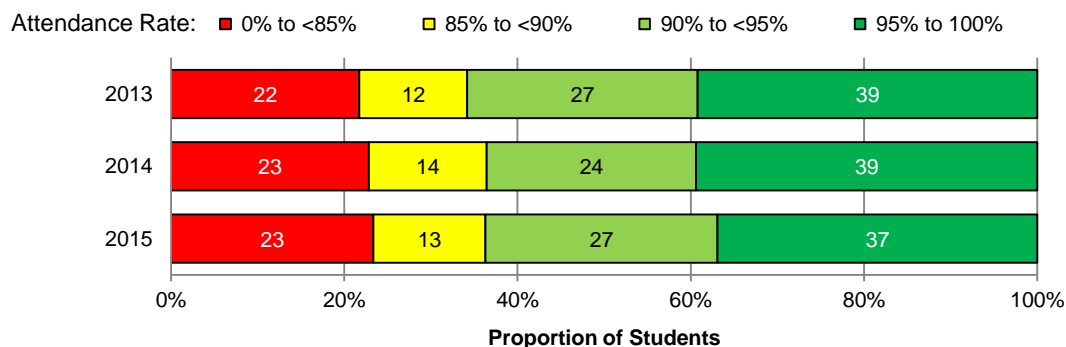
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	85%	88%	92%	91%	91%	91%	91%	91%					
2014	91%	87%	90%	91%	92%	90%	91%	92%					
2015	90%	88%	90%	90%	91%	90%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Southport State School electronic rolls are marked twice per day. For all unexplained absences, parents receive an SMS message by 10.00am, asking them to reply with a reason for the student's absence. Parents are phoned if a student is away for 3

consecutive days with an unexplained absence. Emergency contact numbers are rung if there is no response. Parents and care-givers are required to provide reasons explaining the child's absence. Students arriving to school late are required to report to the office and obtain a late slip.

Non-attendance of a student that continues to be flagged as a concern is then brought to the attention of the Deputy Principal or Principal. Parents are called to explain and are given the information regarding the requirements of compulsory schooling.

Continual absences are followed by formal letters. We also involve government and non-government agencies to work with families and the school to assist with student attendance. Regional Office is notified if all efforts, from the school, are unsuccessful.

All efforts are made by the school to build stronger partnerships with parents to support student attendance. Proactive strategies that are being used to increase attendance have proven successful in encouraging students to attend school regularly, and include:

- Promoting High Expectations for School Attendance to the school community by communicating that higher school attendance is associated with higher student achievement (school newsletter, school website and assembly)
- Visible signage up around the school promoting attendance – Every Day Counts
- Weekly class attendance trophy for the junior and senior school class that has the highest attendance for that particular week
- For students to be eligible to attend the end of semester movies reward, they must have an attendance rate of 94% or greater.

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.

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School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.