Southport State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Welcome to Southport State School's 2016 Annual Report.

This report details our achievements and progress towards our goals for 2016 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 stive for and achieve their best. 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. At Southport State School we value and reward being a Learner, being Respectful and being Safe. 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.

Principal's Forward

Introduction

School Progress towards its goals in 2016

Southport State School identified several key priorities for 2016. We have focused on maximising the benefits of the *Investing in Success (I4S)* funding to improve student learning outcomes, and after reviewing our I4S agreement, it is clear that we have met or exceed our goals. We continue to implement our strategies to ensure that every student succeeds. Strategies implemented include:

- ➢ Continue to strengthen professional practice in Explicit Instruction (supported by EI mentors)
- ➢ A targeted focus on Early Years literacy programs for Prep – Year 3 (Literacy Coach and Speech Language Pathologist)
- ➢ Problem solving and numeracy (Master Teacher)
- ➢ Focus on Science and Technologies and mentoring teachers in developing these programs (STEM Mentor)
- ➢ Implement new and beginning teachers mentoring 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
- ➢ Engage in regular classroom walk throughs and scheduled lesson observations 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 combined with regular feedback
- ➢ Explicit focus on improving student attendance in Prep – Year 6 by regular monitoring and developing stronger partnerships with parents
- ➢ Continue to deploy digital technologies for classroom use and upgrade infrastructure

Future Outlook

Priorities for 2017 include:

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- Continued implementation of the Fleming Explicit Instruction teaching model in reading, grammar, writing and numeracy

- Dedicated focus on reading comprehension through the support of the Head of Curriculum and Support Teacher

- Explicit focus on increasing U2B percentages in reading and numeracy

- Develop critically literate learners and problem solvers (lead by two classroom teachers)

- 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 about pedagogy

- Evidence based data meetings once per 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 and improve both student attendance and punctuality

- 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: Yes

Year levels offered in 2016:   Prep - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	577	274	303	34	91%
2015*	583	266	317	47	87%
2016	579	262	317	43	86%

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 2016, 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

Overview

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 25% of the student population identify as having a language background other than English, while 7% 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 2016.

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Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	25	23
Year 4 – Year 7	25	27	26
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Southport State School we teach, plan and assess using the National Australian 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 6 in Chinese (Mandarin), The Arts and Physical Education

➢ Literacy and numeracy is further enhanced though the provision of Reading Eggs, Maths Seeds and Mathletics

➢ iPads and laptops are integrated into curriculum areas to enhance classroom learning

➢ Special Education Programs focus on integrated curriculum for students with physical, visual, hearing and intellectual impairment

➢ Social skilling programs for all students form 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 and Extension Programs / Intensive Teaching Programs

➢ Master teacher (Numeracy) supports teachers and students and enhances learning activities in the area of problem solving

➢ Guidance Officer provides learning and counselling support

➢ Chaplaincy Program and Kid's Hope Mentors support the emotional well-being of the school community and liaises with Kid's Hope Mentors

Co-curricular Activities

The school prides itself on the extensive range of extra-curricular 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 / The Arts and Language 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

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- Community Events – Anzac Day Ceremony / School Disco / Fun Run / Under 8's Day / Grandparent's Day / Multi-Cultural 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

How Information and Communication Technologies are used to Assist 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:

- Wi-Fi connectivity in all learning areas across the school

- Interactive Whiteboards or Projectors in all classrooms to enhance student engagement

- iPad kits (consisting of 12 iPads) available in all teaching blocks

- Mobile Laptop Trolleys available for Years 4, 5 and 6 classes

- Computer Lab and Library Computers

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Social Climate

Overview

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, Chaplaincy run targeted social skills programs for both a boys' and a girls' Group.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	90%	88%
this is a good school (S2035)	100%	95%	92%
their child likes being at this school* (S2001)	100%	93%	92%
their child feels safe at this school* (S2002)	97%	93%	88%
their child's learning needs are being met at this school* (S2003)	91%	85%	92%
their child is making good progress at this school* (S2004)	91%	88%	92%
teachers at this school expect their child to do his or her best* (S2005)	97%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	90%	92%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
teachers at this school motivate their child to learn* (S2007)	94%	90%	92%
teachers at this school treat students fairly* (S2008)	94%	89%	92%
they can talk to their child's teachers about their concerns* (S2009)	97%	98%	96%
this school works with them to support their child's learning* (S2010)	84%	95%	85%
this school takes parents' opinions seriously* (S2011)	84%	89%	76%
student behaviour is well managed at this school* (S2012)	85%	79%	83%
this school looks for ways to improve* (S2013)	97%	89%	92%
this school is well maintained* (S2014)	100%	93%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	94%	97%	91%
they like being at their school* (S2036)	88%	92%	88%
they feel safe at their school* (S2037)	95%	92%	84%
their teachers motivate them to learn* (S2038)	98%	97%	89%
their teachers expect them to do their best* (S2039)	97%	97%	95%
their teachers provide them with useful feedback about their school work* (S2040)	92%	98%	88%
teachers treat students fairly at their school* (S2041)	88%	94%	82%
they can talk to their teachers about their concerns* (S2042)	87%	89%	82%
their school takes students' opinions seriously* (S2043)	81%	93%	79%
student behaviour is well managed at their school* (S2044)	77%	75%	72%
their school looks for ways to improve* (S2045)	96%	96%	89%
their school is well maintained* (S2046)	89%	95%	86%
their school gives them opportunities to do interesting things* (S2047)	91%	92%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	92%	93%	87%
they feel that their school is a safe place in which to work (S2070)	96%	98%	93%
they receive useful feedback about their work at their school (S2071)	88%	89%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	87%	93%
students are encouraged to do their best at their school (S2072)	100%	95%	100%
students are treated fairly at their school (S2073)	100%	93%	93%
student behaviour is well managed at their school (S2074)	96%	91%	70%
staff are well supported at their school (S2075)	84%	78%	80%

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Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
their school takes staff opinions seriously (S2076)	85%	76%	73%
their school looks for ways to improve (S2077)	96%	96%	93%
their school is well maintained (S2078)	94%	89%	93%
their school gives them opportunities to do interesting things (S2079)	90%	89%	90%

* Nationally agreed student and parent/caregiver items
# '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

> ➢ Semester reporting processes including parent-teacher interviews

> ➢ School Tuckshop

> ➢ Parent Information Sessions

> ➢ Prep Open Days

> ➢ ANZAC day services, Under 8's Day, Grandparents' Day and other community events

> ➢ Multicultural Day activities

> ➢ Assembly performances and showcase events

> ➢ Sporting events including cross country and athletics carnivals

> ➢ The school communicates regularly with parents through weekly assembly, newsletters, text messages and website updates.

Respectful relationships programs

Southport State School implements Positive Behaviour for Learning (PB4L), as a key strategy for achieving and maintaining a safe, supportive and disciplined learning environment for our students and staff. PB4L principles are naturally aligned with our school's purpose and values, and the practices of PB4L has enabled the school to evaluate and enhance existing programs and innovations.

Implementing PB4L has been pivotal in maintaining a positive school culture in which relationships are built on mutual trust and respect. PB4L has enhanced the learning and teaching climate of the school by creating a common language around social competency, for both students and staff. We utilised the PB4L processes of team leadership and staff consensus to develop our school's three expectations I am a Learner, I am Safe and I am Respectful. Our school rules, aligned to these three values, helps students understand what is expected of them and supports staff to have more meaningful conversations with students about their behaviour.
We have created visual cues to remind students of our school's expectations. There are posters in all classrooms, assembly areas and messages in our fortnightly newsletters.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

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Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	56	47	69
Long Suspensions – 6 to 20 days	0	0	3
Exclusions	0	0	1
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.

Environmental Footprint

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.

➢ Air conditioning Policy to monitor and identify most productive use of air conditioning units.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	146,952	0
2014-2015	148,584	1,146
2015-2016	146,266	1,329

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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.**

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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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	44	27	<5
Full-time Equivalents	38	17	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	3
Graduate Diploma etc.**	4
Bachelor degree	35
Diploma	2
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $69,228.17

The major professional development initiatives are as follows:

- Explicit Instructions - Warm Up
- Big 6 Reading Framework: Oral Language, Soundwaves, Words Their Way, Comprehension
- Balanced literacy blocks, guided reading
- Magic Words
- Balanced numeracy blocks, problem solving, CUBES & STAMS
- Reading Eggs, Maths Seeds and Mathletics
- PM Benchmarking and PROBE
- Coaching – Peer coaching training, Instructional coaching training
- Collaborative Planning
- Personalised Learning, goal setting and feedback
- Individual Curriculum Plans
- Analysis of Data
- iPad training
- PB4L

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	86%	83%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.
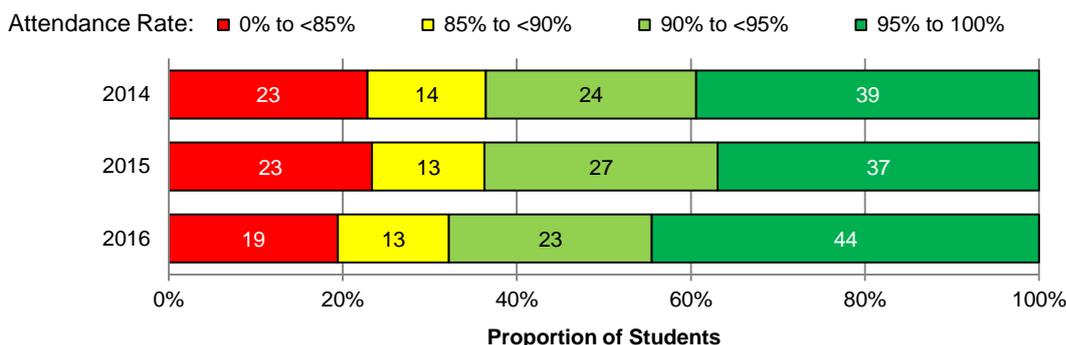
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014	91%	87%	90%	91%	92%	90%	91%	92%					
2015	90%	88%	90%	90%	91%	90%	91%						
2016	93%	91%	90%	92%	92%	92%	89%						

*Attendance rates effectively count 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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	23	14	24	39
2015	23	13	27	37
2016	19	13	23	44

Proportion of Students

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 or invited for an interview to discuss reasons and possible solutions for the low attendance rate and are given the information regarding the requirements of compulsory schooling. A similar process is also implemented when a child demonstrates a pattern of lateness.

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)

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- ➢ 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.

NAPLAN

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.**

Find a school

| School name | **GO** |

| Suburb, town or postcode |

Sector:

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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.