

Queensland State School Reporting – 2011

Southport State School (0368)



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Principal's foreword

Introduction

This report provides a brief introduction to our wonderful school. The report provides information that makes our school distinctive and some general information about our staff and students over the past year. The report covers student details, curriculum, parent and student satisfaction with our school, teaching staff and student attendance and achievement. Above all else this report reflects the optimism I have for the future of our children and the sheer hard work of our staff that is provided to achieve the best possible result for our students.

School progress towards its goals in 2011

Teaching and Learning Audit

The setting up of a parent coffee club has commenced and learning lounges have continued. Centralizing data around G drive has commenced. A set of school improvement curriculum objectives has been set. The setting up of the school flying gang with amassed human resources for our Literacy Blocks have commenced. The teaching staff have continued the Gillingham Model of Pedagogical Practice. The assistance of the Primary Science Facilitator has been requested to set up the new School Science Program. Discussions around a planning tool for differentiation are taking place. Fire side chats have commenced between administrators and teaching staff on classroom intervention plans in reading.

Implementation of National Curriculum and LOTE

A LOTE continues in our school in Italian for all year 6 & 7 students. Discussions around a planning format for the National Curriculum have commenced in English and Mathematics and looking forward to Science in 2012 and History in 2013. Some teachers will choose between a school panning framework and a framework from Curriculum to Classroom.

A comprehensive NAPLAN strategy that is transparent and focused firmly on school improvement

Our focus on school improvement involves a number of areas that include reading, grammar & punctuation, numeracy and spelling. The particular focus for us is with the year 5's with most of the year 7 results above national average and most of the year 3 results above the state mean.

Closing the Gap on indigenous and non-indigenous student performance

All indigenous students are included in any group of students that require support. The Learning Support Teacher Literacy and Numeracy has compiled a wall map tracking indigenous reading results. Attempts have been made to contact all parents of Aboriginal students to discuss attendances if required.

Develop Performance Plans for administrators and teaching staff

Performance plans have been compiled for all administrators and staff members.

Consolidation of Oneschool as the operational environment for school data, plans and financial operations.

Oneschool was confirmed as the data and financial platform for the school.



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Future outlook

2012 Strategic Objectives

1. Teaching and Learning Audit recommendations actioned with explicit school strategies focussed on improvement.
2. Implementation of the Australian Curriculum and mandatory LOTE
3. Embrace and empower the system generated Curriculum into the Classrooms to leverage consistency and renewal for classroom practice and expectations
4. A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students.
5. Implementation of developing Performance Plans for administrators and teaching staff.
6. Consolidation of ONESCHOOL as the operational environment for school data, plans and financial operations.
7. Maintain the school focus on Multiculturalism
8. Ensure the smooth transition of year 7 to Secondary



Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
528	260	268	89%

Characteristics of the student body:

- o Multi-age & single year classes
- o Students from 61 different nationalities
- o 6% indigenous
- o A highly transient population
- o Live within reasonable distance of the school
- o Special needs children are integrated into mainstream classes
- o A number of generations have attended our school as it is 132 years old
- o Student enrolment number that remains quite stable
- o On the whole we have evidenced an improvement in the behaviour of our children which has allowed us to concentrate on learning.

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

Phase	Average Class Size
Prep – Year 3	22.2
Year 4 – Year 10	26.9
Year 11 – Year 12	
All Classes	24.2

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	12
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0



Our school at a glance

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 5 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

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

We are a recent finalist in the Premier's Public Service Awards for sustainability, a Green and Healthy awards state winner and a Showcase finalist.

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 Information and Communication Technologies 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 to 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.



Our school at a glance

Parent, student and teacher satisfaction with the school

Parents believe that their children are receiving a good education more strongly in 2011 than over the last four years. The trend with students is that they believe that our school still offers a good education compared with the last four years with parents also satisfied with their child's school over the same period. Our school workforce don't believe that they are receiving the professional development opportunities they need compared to previous years. The factors affecting this include the exorbitant cost associated with providing a relief day for teaching staff. In most cases this may necessitate a factor four times that actual cost of the PD session. Staff Morale is also down. This may well be attributed to the compulsory staff changes associated with the staffing exchange policy implemented in the Region.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	76%
Percentage of students satisfied that they are getting a good education at school	81%
Percentage of parents/caregivers satisfied with their child's school	79%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	60%
Percentage of staff members satisfied with morale in the school	77%

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 up to 50 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.

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 school has taken a number of steps to reduce our environmental footprint. This has included a water audit and retrofit of all toilets in our school as well as showers. The school has also installed a Rain Water tank to provide water for our Community Garden with the eventual aim of feeding into our toilet system. The school now has an 8kw system installed on the roof of the new hall.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	148,934	744
2010	157,214	482
% change 10 - 11	-5%	54%



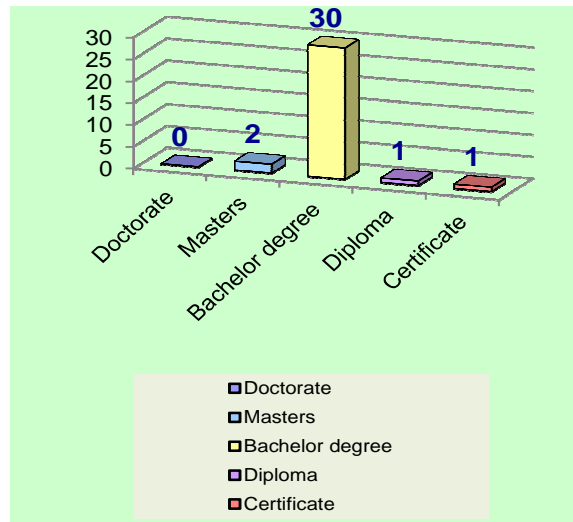
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	41	20	<5
Full-time equivalents	34	13	<5

Qualifications of all teachers

Doctorate	0
Masters	2
Bachelor degree	30
Diploma	1
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$11671.86.

The major professional development initiatives are as follows:

Wages to backfill teachers for PD sessions were \$2315.94, Learning Lounges \$681.53, Leadership \$1174.55 and others that included HPE, LST and e-learning to the value of \$1037.72.

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 96% in 2011.

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 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/>.

Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the 2010 calendar year. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. For further information on the methods used and on the comparability of the data, [click here](#). For further information on financial reporting for non-government multi-campus schools, [click here](#).

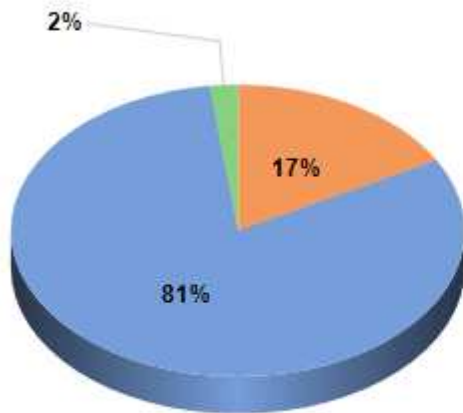
Net recurrent income 2010	\$ Total	\$ Per student
Australian Government recurrent funding	879,015	1,490
State/Territory Government recurrent funding	4,202,134	7,122
Fees, charges and parent contributions	87,616	149
Other private sources	19,242	33
Total gross income (excluding income from government capital grants)	5,188,007	8,793
Less Deductions	0	0
Total net recurrent income	5,188,007	8,793

Capital expenditure 2010	\$ Total
Australian Government capital expenditure	2,930,660
State/Territory Government capital expenditure	206,270
New school loans	0
Income allocated to current capital projects	0
Other	0
Total capital expenditure	3,136,930

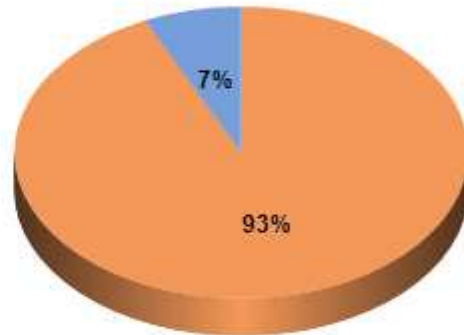


Our staff profile

Total gross income 2010
(excluding income from government capital grants)



Total capital expenditure 2010



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

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



Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

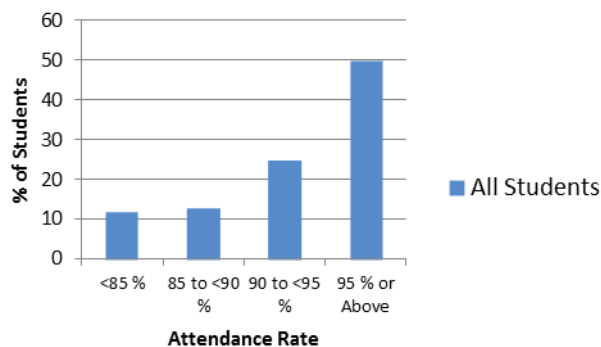
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92%	92%	93%	96%	93%	93%	94%	NA	NA	NA	NA	NA

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 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.

At present the electronic rolls are marked twice in a day. The student's teacher has the responsibility of tracking patterns of absenteeism. If there is a prolonged pattern of absenteeism then this pattern would be reported to administration for follow up. The administration of the school would then make contact with the parents of the student. The usual procedures would then be implemented if we have a lack of support from the student's parents to get the student to attend school.

Afternoon teas have also been held for aboriginal parents.



Performance of our students

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/>.

	Reading		Persuasive Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	396 380 - 412		384 370 - 398		381 366 - 396		403 385 - 421		364 350 - 378	
	SIM 393 384 - 402	ALL 416	SIM 397 389 - 405	ALL 416	SIM 386 377 - 395	ALL 406	SIM 396 386 - 406	ALL 421	SIM 382 374 - 390	ALL 398
	451 435 - 467		466 451 - 481		469 454 - 484		472 455 - 489		463 448 - 478	
Year 5	451 435 - 467		466 451 - 481		469 454 - 484		472 455 - 489		463 448 - 478	
	SIM 468 459 - 477	ALL 488	SIM 462 454 - 470	ALL 483	SIM 465 457 - 473	ALL 484	SIM 476 467 - 485	ALL 499	SIM 470 462 - 478	ALL 488
	527 514 - 540		527 513 - 541		528 515 - 541		522 508 - 536		543 530 - 556	
Year 7	527 514 - 540		527 513 - 541		528 515 - 541		522 508 - 536		543 530 - 556	
	SIM 521 514 - 528	ALL 540	SIM 510 501 - 519	ALL 529	SIM 519 511 - 527	ALL 538	SIM 511 502 - 520	ALL 532	SIM 524 516 - 532	ALL 545

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