Southport State School (0368)

Queensland State School Reporting

2012 School Annual Report

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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 2012

Teaching and Learning Audit recommendations
Teachers have been involved in taking responsibility for some of the actions outlined in the Teaching and Learning Audit. The school has been working hard on ensuring our implementation of the National Curriculum. We have continued our focus on Literacy through the employment of a Literacy Coach. Our Flying Squad initiative is in its second year and is providing blocks of intensive literacy instruction in small groups within classrooms.

Implementation of the Australian Curriculum and mandatory LOTE
Classroom teachers are accessing the Australian Curriculum and using this new curriculum to plan the teaching and learning sequence in their classrooms. Some teachers have elected to use the C2C units while others are using the descriptors straight from the National Curriculum.
LOTE is provided in years 5-7.

Embrace and empower the system generated Curriculum into the Classrooms to leverage consistency and renewal for classroom practice and expectations.
Our teachers have been adopting the C2C units as instructed. Some teachers have branched out and are using their professional expertise to adapt the units to suit the needs of their students while ensuring that the Assessment items and GTMJ are used to ensure consistency.

A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students.
Our focus on school improvement involves a number of areas that include reading, grammar & punctuation, numeracy and spelling. We reached five out of our 8 targets. We were above Like schools in 5 of the NAPLAN areas with the other 10 areas being Close to Like Schools. Our writing and spelling results were similar to the National Mean in years3, 5 and 7.

Queensland
Government

Implementation of developing Performance Plans for administrators and teaching staff.
All staff have participated in a formal process around their performance development. Our teachers satisfaction in relation to PD has improved from 59.6% in 2011 to 87.2 % in 2012 as a result of knowing how to best address staff needs.

Consolidation of ONESCHOOL as the operational environment for school data, plans and financial operations.
Teachers have been increasingly using ONESCHOOL to store and access student data. Finance is all done through the ONESCHOOL application.

Maintain the school focus on multiculturalism
The school once again held its annual Multicultural Day Activities with a very high number of parents and students participating. Assistance from our parent community was outstanding.

Ensure the smooth transition of year 7 to Secondary
Our school was part of the year 7 into High school Flying Start Initiative. Throughout the year we communicated with Southport State High School and provided them with assistance and an understanding of how primary schools work. This sharing led to a number of our year 6 students electing to go to Southport to commence year 7.

Future outlook

Strategic Directions for 2013 are

Improvement is sought in reading and numeracy specifically in years 3 and 7

Improve the attendance and academic results of Aboriginal and Islander Students

Embed the development of the Instructional Coaching Model for teaching staff with the assistance of the NP Numeracy Coach.

Ensure the smooth transition of year 7 to secondary school as part of the Flying Start Trial

Continue the promulgation of the School wide Pedagogical Framework with an emphasis on differentiation and personalised learning

Upgrade and maintain technology for e-learning in our school

Embed the SWPBS approach to behaviour in our school

Continue the development of the Australian Curriculum with an emphasis on Science and History.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	590	294	296	88%
2011	528	260	268	89%
2012	538	254	284	88%

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

Characteristics of the student body:

Composite and single year classes

Students from 61 different nationalities

6% indigenous

A highly transient population

Most students live in close proximity to the school

Special needs students are integrated into mainstream classes

Student enrolment number that remains quite stable

Behaviour is generally very well managed and the students are consistently able to concentrate on their learning.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	22	22
Year 4 – Year 10	27	27	25
Year 11 – Year 12			

School Disciplinary Absences

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Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	20	12	12

Long Suspensions - 6 to 20 days	3	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

We offer Italian to all our year 6 and 7 students.

Our Behaviour teacher provides a social skills program for all of our children from Prep to year 5.

Special Education children are fully included in our regular classrooms and we cater for Intellectually impaired, autistic and Physically impaired children.

Programs are offered by a specialist technology teacher

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

We have a full time music teacher at the school.

We are a National Partnership school with assistance from a Literacy Coach

Flying Squad groups of teachers and aides visit all classrooms throughout the week to provide intensive literacy support

Our school has a full time ESL teacher to cater for the wide range of ESL students.

Extra curricula activities

*Camping program at Tallebudgera Camp school for our year 4 students

*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 have been involved in professional development that involved the use of technology to plan learning units. Classrooms have access to 3-5 computers each and a well-equipped computer lab provides access to a class group of computers.

The school received 10 iPads through EQ for use in differentiating instruction for the SEP students. These devices are used by students to access a range of Apps to assist with their learning.

Social climate

The social climate of the school has improved since the introduction of our Behaviour Management teacher and our PACT program. Our Chaplain also adds and extra dimension to building the social climate in his pastoral care role in the school. 94% of our students indicated that they are getting a good education at the school and we believe that positive engagement with the curriculum builds a positive social climate in the school. 88% of the students also believe that the behaviour of students in the school is very good.

Parent, student and staff satisfaction with the school

Our parent satisfaction with the education that their child is getting at the school has improved dramatically over the last couple of years with 2012 seeing another improvement. The satisfaction level rose from 76% in 2011 to 94.7% in 2012. As you can also see in the table below, our parent body believe that the school is achieving at a very high level in the majority of areas especially that this is a good school (100%).

Our students also believe that they are getting a good education at the school. There is some concern about the relatively low % of

students who like being at the school and in some ways this could be attributed to the increased level of work expected and the demands on students with the new National Curriculum.

Our staff morale and the access that staff have had to PD has improved dramatically from 2011. We have invested wisely in providing effective and timely PD for teachers and this in turn assists with building morale from within the teaching group.

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	94.7%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	94.6%
teachers at this school motivate their child to learn*	97.3%
teachers at this school treat students fairly*	97.3%
they can talk to their child's teachers about their concerns*	97.4%
this school works with them to support their child's learning*	97.3%
this school takes parents' opinions seriously*	91.7%
student behaviour is well managed at this school*	84.2%
this school looks for ways to improve*	94.4%
this school is well maintained*	94.4%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	94.1%
they like being at their school*	80.6%
they feel safe at their school*	95.0%
their teachers motivate them to learn*	97.9%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	98.0%

teachers treat students fairly at their school*	88.4%
they can talk to their teachers about their concerns*	87.5%
their school takes students' opinions seriously*	80.8%
student behaviour is well managed at their school*	88.1%
their school looks for ways to improve*	91.5%
their school is well maintained*	89.1%
their school gives them opportunities to do interesting things*	90.9%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	82.7%
with the individual staff morale items	95.1%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents are encouraged to take an active role in their child's education from classroom support, to sports days and being a member on the P&C. We provide a morning tea once per semester to thank our volunteers who have assisted in a variety of ways. Parents are also invited to attend and assist with the Multicultural day activities as well as attend assemblies.

Reducing the school's environmental footprint

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

Teachers have been asked to turn off power points in their rooms when they are not in their rooms either during the day or on the weekends. This has not been as successful as we would have liked. Unfortunately our new hall has contributed to an increase in electricity costs during the year.
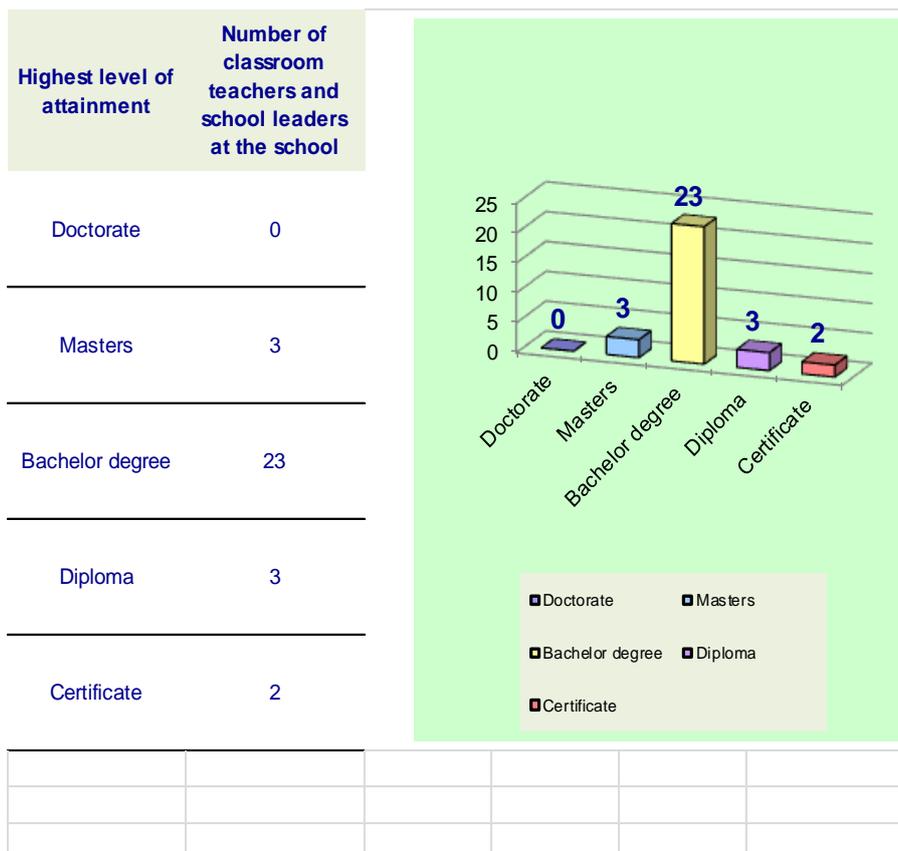
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	157,214	482
2010-2011	148,934	744
2011-2012	212,128	900

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	41	21	<5
Full-time equivalents	33.8	13.6	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school	
Doctorate	0	
Masters	3	
Bachelor degree	23	
Diploma	3	
Certificate	2	

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $12000.

The major professional development initiatives are as follows:

Our staff profile

*SWPBS Training

* iPad training

*Xcel training

*One school, reporting and C2C unit implementation

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.2%	95.9%	95.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2012 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.**

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	92%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	90%	93%	91%	93%	92%	94%	93%					
2011	92%	92%	93%	96%	93%	93%	94%					
2012	92%	91%	91%	91%	93%	91%	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
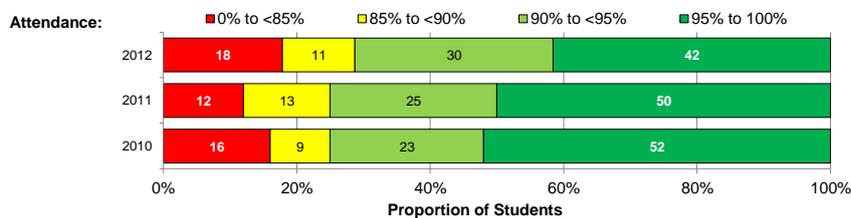
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.
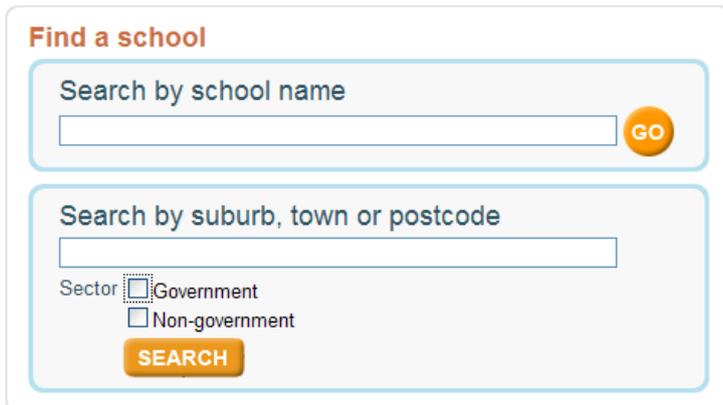
Non attendance is managed through the marking of electronic rolls twice a day. The student's teacher has the responsibility of tracking patterns of absenteeism. If there is a prolonged pattern of absenteeism then the pattern would be reported to administration for follow up. the administration of the school would then made 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.

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/.

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.**

Where it says '**Search by school name'**, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

We have employed an indigenous aide to assist the school with achievement, attendance and retention for our A &TSI students. As he is fairly new to the role we have not seen big gains in the school in this area.