

Southport State School

Queensland State School Reporting

2013 School Annual Report



Postal address	215 Queen Street Southport 4215
Phone	(07) 5531 9111
Fax	(07) 5531 9199
Email	the.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	Principal – Mrs. Sevil Aldas

Principal's foreword

Introduction

At Southport State School we are committed to providing quality education programs designed to meet the individual needs of our students. We provide programs that engage students in purposeful learning opportunities with a focus on individual achievement. There is a strong focus on improvement at Southport State School through analysis of our results, targeted intervention programs and extension programs. Our school has quality, committed teachers, innovative programs, quality facilities and strong community partnerships.

The report covers information relating to our students, curriculum offerings, parent and student satisfaction with our school, teaching staff, and student attendance and achievement. This report provides for you some insights to our achievements and our prioritised areas as part of our continuous improvement cycle.

School progress towards its goals in 2013

The School has been strongly focused on the achievement of key objectives set out in our Annual Implementation Plan for 2013. The majority of key objectives have been addressed, with a dedicated focus on the alignment of planning, teaching and assessment. Key objectives from 2013 that have not been addressed have been carried forward to 2014. We continue to examine as a school the teaching and support strategies that require continued implementation to cater for the diverse range of students in our classes.

Future outlook

Throughout 2014 our main focus as a school will be to develop consistency across year levels in the implementation of the Australian Curriculum, through the use of Curriculum into Classrooms resources (C2C). Collaborative unpacking of the Australian Curriculum will be a focus of much discussion and professional development conversations across year levels.

Queensland State School Reporting

2013 School Annual Report



Our focus on Teacher Professional Conversations will enable us to drive a strong improvement agenda for the school, grounded in evidence from research and practice. Explicit and clear school-wide targets for improvement have been set and communicated with accompanying timelines.

The main focus for the school in 2014 is as follows:

Reading

- Teachers set reading targets for individual students to ensure continual student improvement in reading comprehension (with administrative guidance and support).
- Development and implementation of Southport SS Reading Framework with a focus on a balanced reading program to improve student reading comprehension outcomes.
- Implementation of Soundwaves, a phonological awareness program.
- Implementation of STRIVE, a vocabulary development program.
- Teachers to conference with students to create reading goals, with a strategy and skill improvement focus.
- Tracking of students using a range of diagnostic tools to inform distance travelled and individual student needs.

Spelling

- Implementation of spelling program incorporating Words Their Way, application of spelling words in writing and proof reading.
- Teachers to follow daily lesson format and assessment schedule.

Numeracy

- Follow the Australian Curriculum into the Classroom maths units.
- Explicit teaching of problem solving strategies across all year levels using the THINKBOARD.

National Curriculum

- Teachers will work from the C2C documents. Focus on understanding what needs to be assessed, the curriculum intent and varying the learning pathway by differentiating for individuals and or groups of students.
- Strengthen the use of English, Mathematics, Science and History units, while introducing Geography units.

Instructional leadership

- Leadership team to use Instructional Leadership practices to directly or indirectly effect student improvement.
- Implementation of learning walks and feedback processes to further enhance teaching practices.

Developing Workforce Performance

- Use of Dimensions of Teaching and Learning model aligned to the school improvement agenda.
- Creating a whole school culture of continuous improvement through the embedding of coaching methodology that will lead to new ways of working in the school which promote a culture of continuous improvement.
- Develop individual Performance Plans for all teaching staff.

Professional Development

- Provide additional teacher release and year level meeting time to support unpacking of the Australian Curriculum.
- Develop a collegial culture by enabling teachers to visit one another's classrooms to observe effective practices and discuss their work.

Queensland State School Reporting 2013 School Annual Report



- Embed Professional Learning Circles to focus on targeted learning objectives leading to improved student outcomes.
- Revise and implement the School Induction Program.
- Continue professional learning to embed the SWPBS approach to behaviour in our school

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	528	260	268	89%
2012	538	254	284	88%
2013	503	244	259	86%

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

Characteristics of the student body:

The demographics of the Southport area are changing as evidenced by an increase in the school's ICSEA value (Index of Community Socio-Educational Advantage), which is close to the 2013 average. The increase in young families in the area has created a 'bottom heavy' period of growth. Approximately 16% of the student population identify as having a language background other than English, while 5% are Indigenous. The school community is supportive of the Indigenous Perspectives in the school, and has embraced the knowledge of our Indigenous Education Officer.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	22	21
Year 4 – Year 7 Primary	27	25	28
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	12	12	7
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Differentiated curriculum to provide opportunities to maximize student achievement
- Integration of ICT's into curriculum areas and classroom learning
- Performing Arts program (classroom music, choirs, Instrumental music – concert band and a strings program)
- Special Education Program focuses on integrated curriculum for students with physical, visual, hearing and intellectual impairment
- Strong learning support program linked to inclusive curriculum
- Italian lessons for our year 6 and 7 students
- Through the PACT lessons, our behaviour teacher provides a social skilling program for all of our students from Prep to year 5
- Project club activities are also offered to our children at Big Lunch
- 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

- Instrumental Music Program
- Student Leadership Program
- Interschool Sports Program
- Excursions and Camping programs
- Canberra trip for all Year 7 students
- Wipe out Waste
- School Talent Quest
- Cluster sports events
- Under 8's Day activities
- Athletics and cross country events
- Swimming lessons
- Lunchtime clubs
- Assembly performances
- OPTI-minds

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 by developing the digital pedagogies of its teachers. Every classroom is equipped with a Smartboard and several computers. Ipad's are used to support literacy and numeracy intervention programs and the Special Education Program. Teachers and students have access to a computer lab and library computers to cater for whole class curriculum lessons with an embedded ICT component. Our focus is not just on ensuring the appropriate numbers of student to computer ratios in the school but making sure that our teachers can use these tools in the most engaging and effective ways in the classroom to enhance student learning.

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 SWPBS program and 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 PACT, Rock and Water, and other specific Social Skilling programs.

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 chaplain is an active member of the school community and is not limited to providing support to families or students identified as having personal or behavioural needs, but also those who just need to have a chat. 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

The School Opinion Survey is administered in term 3 of every school year. Students, parents and staff are asked to rate the school based on 'how satisfied' they are with a range aspects within the school. Our parent satisfaction with the education that their child is getting at the school has continued to improve over the last couple of years. Our students also believe that they are getting a good education at the school. Our staff morale and the access that staff have had to PD has improved from 2012. 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	2013
their child is getting a good education at school (S2016)	95%	97%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	97%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	97%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	97%
teachers at this school motivate their child to learn* (S2007)	97%	97%
teachers at this school treat students fairly* (S2008)	97%	97%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%
this school works with them to support their child's learning* (S2010)	97%	97%
this school takes parents' opinions seriously* (S2011)	92%	84%
student behaviour is well managed at this school* (S2012)	84%	100%
this school looks for ways to improve* (S2013)	94%	97%
this school is well maintained* (S2014)	94%	94%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	94%
they like being at their school* (S2036)	81%	92%
they feel safe at their school* (S2037)	95%	94%
their teachers motivate them to learn* (S2038)	98%	96%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	97%

Our school at a glance

teachers treat students fairly at their school* (S2041)	88%	84%
they can talk to their teachers about their concerns* (S2042)	88%	88%
their school takes students' opinions seriously* (S2043)	81%	84%
student behaviour is well managed at their school* (S2044)	88%	78%
their school looks for ways to improve* (S2045)	91%	96%
their school is well maintained* (S2046)	89%	94%
their school gives them opportunities to do interesting things* (S2047)	91%	88%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	97%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	92%
their school takes staff opinions seriously (S2076)	88%
their school looks for ways to improve (S2077)	94%
their school is well maintained (S2078)	89%
their school gives them opportunities to do interesting things (S2079)	92%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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, numeracy and art
- Parent and Citizens groups
- Support-a-Reader
- Parent Training Sessions
- Semester reporting processes including parent-teacher interviews
- School Tuckshop
- Parent Information Sessions

Our school at a glance

- Prep Open Days
- ANZAC day services
- 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:

- We currently have solar power in use, with 2 solar panels on our hall roof.
- Our tuckshop has introduced online ordering for parent convenience and to reduce the usage of paper bags for ordering.
- As a school community, we are working towards becoming a paperless school and encouraging the use of electronic forms of communication and digital pedagogies.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	148,934	744
2011-2012	212,128	900
2012-2013	151,819	1,126

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

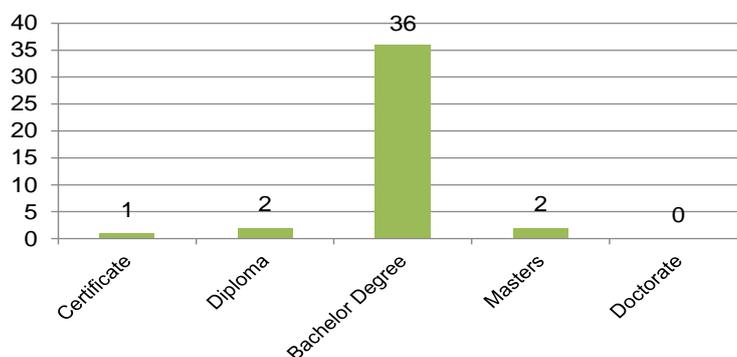
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	41	22	<5
Full-time equivalents	33	14	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	2
Bachelor Degree	36
Masters	2
Doctorate	0
Total	41



* 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 2013 were \$ \$15,600.

The major professional development initiatives are as follows:

- * SWPBS Training
- * Reading Comprehension Strategies
- * iPad training
- * One school, reporting and C2C unit implementation

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 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

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

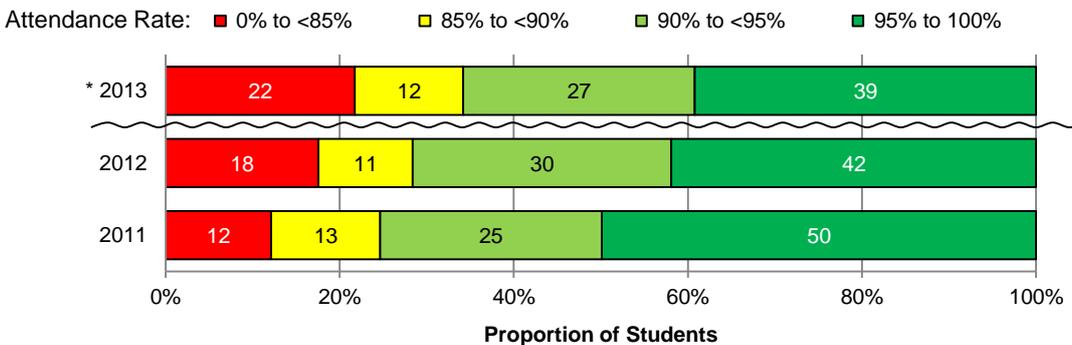
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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
2011	92%	92%	93%	96%	93%	93%	94%					
2012	92%	91%	91%	91%	93%	91%	92%					
2013	88%	92%	91%	91%	91%	91%	91%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

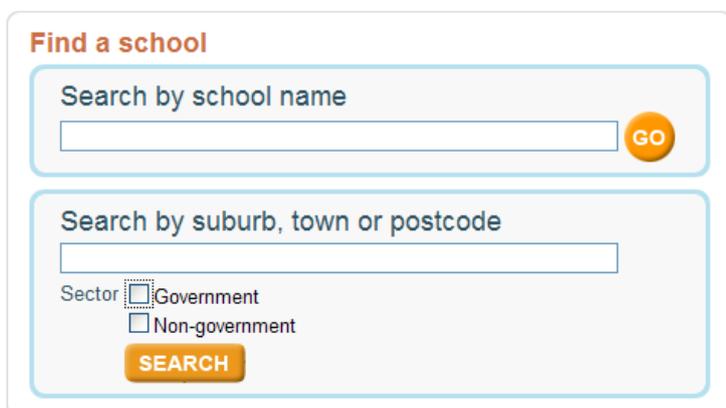
At Southport State School electronic rolls are marked twice per day. Parents are rung if a student is away for 3 consecutive days with an unexplained absence. Emergency contact numbers are rung if there is no response. Parents and care-givers are required to provide reasons explaining the child's absence. 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 of 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.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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

There is a significant difference in the attendance of Indigenous students (8.0% lower) and non-Indigenous students. This is an area which is a key priority to be addressed in 2014. Indigenous students' academic achievement levels did not meet specific targets and will be monitored closely in 2014. Targeted intervention programs will support the improvement of literacy and numeracy outcomes, along with an Indigenous Education Officer who will continue to be employed in 2014 to further support intervention programs and the embedding of Indigenous perspectives in curriculum.