# Southport State School
# Queensland State School Reporting
# 2014 School Annual Report

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# Principal's foreword

## Introduction

This report details our achievements and progress towards our goals for 2014 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 quality education programs designed to meet the individual needs of our students. We 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.

There is a strong focus on improvement through analysis of our results, targeted intervention programs and extension 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 2014

Southport State School identified several key priorities for completion in 2014. 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 exceed our targeted student outcomes. We continue to implement our strategies to ensure that every student succeeds. Strategies implemented include:

- Implementing and building teacher capacity in an explicit teaching program based on the phonemic approach (oral language and early literacy program) for Years Prep – 3

- Development and implementation of a whole school approach to reading instruction using the Big 6 Reading Framework

- Building teacher capacity in explicit teaching of problem solving through the implementation of a numeracy coach

- Implementing continuous assessment strategies to monitor student progress and inform teaching practice in targeted focus areas

- Establishing a professional development program around short data cycles to inform teaching practice and differentiation needs to improve student performance

- Training and implementation of a peer coaching model to raise pedagogical practice, with appropriate teacher release to support capacity building of all teachers

- Continue to deploy digital technologies for classroom use and upgrade infrastructure

**Future outlook**

Priorities for 2015 include:

- Continue to strengthen professional practice in

  ➢ oral language and 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 cycles to inform evidence based decision making and differentiation practices

- Implement Prep Early Start assessment for all students in Prep

- Develop and implement a Gifted and Talented program

- Engage in regular classroom walkthroughs to provide informal and formal feedback to teachers twice a year

- Review the school wide Pedagogical Framework to define our key principles and shared understandings of effective teaching and learning in our school

- Focus on higher order thinking skills and reading complex texts

- Student engagement- explicit focus on improving attendance in Prep to Year 6

- Strengthen community partnerships

# Our school at a glance

**School Profile**

**Coeducational or single sex:    Coeducational**

**Year levels offered in 2014:       Prep Year - Year 6**

**Total student enrolments for this school:**

|  | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|---|---|---|---|---|
| 2012 | 538 | 254 | 284 | 88% |
| 2013 | 503 | 244 | 259 | 86% |
| 2014 | 577 | 274 | 303 | 91% |

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

**Characteristics of the student body:**

The Southport State School student body reflects the community of Southport and is largely drawn from mid socio economic backgrounds with increasing cultural diversity. Approximately 28% of the student population identify as having a language background other than English, while 6% are Indigenous. Our school welcomes international students whose parents may be studying at nearby universities or who have been offered permanent employment. We have experienced strong enrolment growth in 2014 and this trend continues into 2015.

## Average class sizes

| Phase | Average Class Size | | |
|---|---|---|---|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 22 | 21 | 23 |
| Year 4 – Year 7 Primary | 25 | 28 | 25 |

## School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---|---|---|---|
| | 2012 | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 12 | 7 | 56 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| Exclusions# | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

- Integration of iPads and laptops into curriculum areas and classroom learning
- Chinese lessons for all students in Prep to Year 6
- Participation in the University of NSW International Competition and Assessment (ICAS), and the Premier's' Reading Challenge cater for the many and varied talents of students in our school.
- *Project 600* Math extension program ( School of Distance Education), Critical Thinking extension program *Unify* ( University for You- Griffith Uni)
- Reading Eggs and Mathletics
- Performing Arts program (classroom music, choirs, Instrumental music – concert band and a strings program), including Gold Coast Eisteddfod and Fanfare performances
- 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 commitment
- Our school has a full time EAL/D teacher to cater for the wide range of students from non-English speaking backgrounds.

### Extra curricula activities

- Instrumental Music Program
- Student Leadership Program
- Sports Program and Touch Academy
- Excursions and Camps
- Canberra trip for all Year 6 students
- School Talent Quest
- Athletics and cross country events
- Swimming lessons

- Lunchtime clubs and projects
- Assembly performances
- OPTI-minds

## How Information and Communication Technologies are used to assist learning

During 2014 the whole school ICT infrastructure was reviewed, leading to a significant Wi-Fi upgrade. The purchase of more resources to cater for our learning extended to additional sets of iPads, covers, laptops, replacement of classroom computers, new printers, and replacement of some classroom projectors with state of the art interactive capability. An iLearn Mentor was appointed to support teachers develop their digital pedagogies, as well as lead professional development in this area. The on-line programs of Reading Eggs and Mathletics were introduced to give all students access to these literacy and numeracy enrichment activities outside of school hours.

## 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 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 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: | 2012 | 2013 | 2014 |
| their child is getting a good education at school (S2016) | 95% | 97% | 97% |
| this is a good school (S2035) | 100% | 100% | 100% |
| their child likes being at this school* (S2001) | 100% | 97% | 100% |
| their child feels safe at this school* (S2002) | 100% | 100% | 97% |
| their child's learning needs are being met at this school* (S2003) | 100% | 97% | 91% |
| their child is making good progress at this school* (S2004) | 100% | 100% | 91% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 97% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 95% | 97% | 85% |
| teachers at this school motivate their child to learn* (S2007) | 97% | 97% | 94% |
| teachers at this school treat students fairly* (S2008) | 97% | 97% | 94% |
| they can talk to their child's teachers about their concerns* (S2009) | 97% | 100% | 97% |
| this school works with them to support their child's learning* (S2010) | 97% | 97% | 84% |
| this school takes parents' opinions seriously* (S2011) | 92% | 84% | 84% |
| student behaviour is well managed at this school* (S2012) | 84% | 100% | 85% |

| Performance measure | | | |
|---|---|---|---|
| Percentage of parent/caregivers who agree# that: | 2012 | 2013 | 2014 |
| this school looks for ways to improve* (S2013) | 94% | 97% | 97% |
| this school is well maintained* (S2014) | 94% | 94% | 100% |

| Performance measure | | | |
|---|---|---|---|
| Percentage of students who agree# that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 94% | 94% | 94% |
| they like being at their school* (S2036) | 81% | 92% | 88% |
| they feel safe at their school* (S2037) | 95% | 94% | 95% |
| their teachers motivate them to learn* (S2038) | 98% | 96% | 98% |
| their teachers expect them to do their best* (S2039) | 100% | 100% | 97% |
| their teachers provide them with useful feedback about their school work* (S2040) | 98% | 97% | 92% |
| teachers treat students fairly at their school* (S2041) | 88% | 84% | 88% |
| they can talk to their teachers about their concerns* (S2042) | 88% | 88% | 87% |
| their school takes students' opinions seriously* (S2043) | 81% | 84% | 81% |
| student behaviour is well managed at their school* (S2044) | 88% | 78% | 77% |
| their school looks for ways to improve* (S2045) | 91% | 96% | 96% |
| their school is well maintained* (S2046) | 89% | 94% | 89% |
| their school gives them opportunities to do interesting things* (S2047) | 91% | 88% | 91% |

| Performance measure | | | |
|---|---|---|---|
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | | 97% | 92% |
| they feel that their school is a safe place in which to work (S2070) | | 97% | 96% |
| they receive useful feedback about their work at their school (S2071) | | 89% | 88% |
| students are encouraged to do their best at their school (S2072) | | 100% | 100% |
| students are treated fairly at their school (S2073) | | 100% | 100% |
| student behaviour is well managed at their school (S2074) | | 100% | 96% |
| staff are well supported at their school (S2075) | | 92% | 84% |
| their school takes staff opinions seriously (S2076) | | 88% | 85% |
| their school looks for ways to improve (S2077) | | 94% | 96% |
| their school is well maintained (S2078) | | 89% | 94% |
| their school gives them opportunities to do interesting things (S2079) | | 92% | 90% |

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

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# 'Agree' represents the 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 Association
- Parent Training Sessions
- Semester reporting processes including parent-teacher interviews
- School Tuckshop
- Parent Information Sessions
- 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. An example of this is the introduction of an online Parent Teacher Interview booking system (SOBS).

| Years | Environmental footprint indicators | |
| --- | --- | --- |
| | Electricity kWh | Water kL |
| 2011-2012 | 212,128 | 900 |
| 2012-2013 | 151,819 | 1,126 |
| 2013-2014 | 146,952 | 0 |

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

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|---|---|---|---|
| Headcounts | 40 | 24 | <5 |
| Full-time equivalents | 34 | 15 | <5 |

## Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|---|---|
| Certificate | 1 |
| Diploma | 2 |
| Advanced Diploma | 0 |
| Bachelor Degree | 35 |
| Graduate Diploma etc.** | 0 |
| Masters | 2 |
| Doctorate | 0 |
| **Total** | **40** |
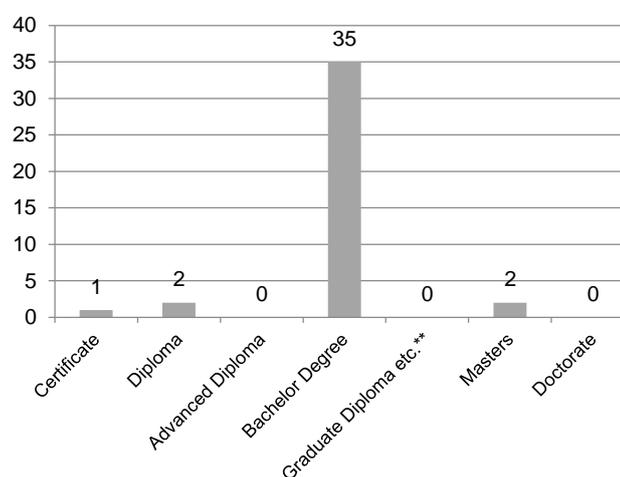


*Teaching staff includes School Leaders

**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 2014 were $45,000.

The major professional development initiatives are as follows:

* Big 6 Reading Framework implementation

* Peer coaching training

* Instructional coaching training

* Collaborative Planning

* Personalised Learning

* Individual Curriculum Plans

* Teaching Problem Solving in Math

* Analysis of Data

*Embedding Indigenous Perspectives in the Curriculum

* iPad training

* SWPBS Training

* One School and implementation of the Australian Curriculum

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

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

| Average staff attendance | 2012 | 2013 | 2014 |
|---|---|---|---|
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 96% | 96% |

## Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 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

[            ] GO

Search by suburb, town or postcode

[            ]

Sector ☑ Government
       ☑ Non-government

SEARCH

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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 | 2012 | 2013 | 2014 |
|---|---|---|---|
| The overall attendance rate for the students at this school (shown as a percentage). | 92% | 90% | 90% |

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.
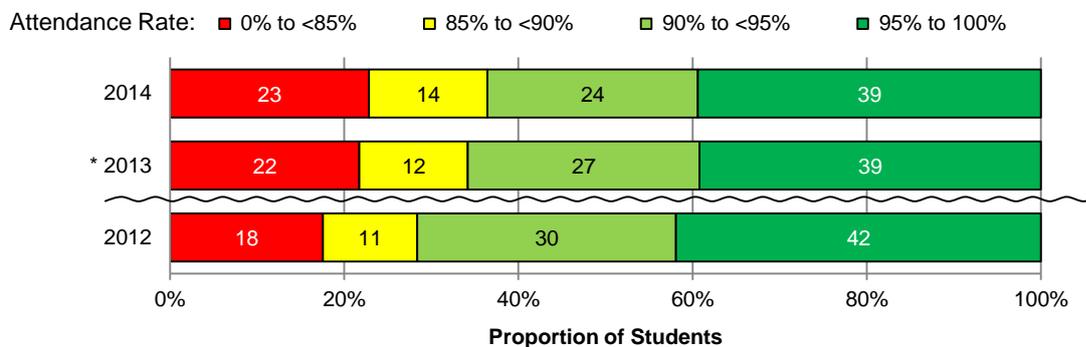
## Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2012 | 92% | 91% | 91% | 91% | 93% | 91% | 92% | | | | | |
| 2013 | 88% | 92% | 91% | 91% | 91% | 91% | 91% | | | | | |
| 2014 | 87% | 90% | 91% | 92% | 90% | 91% | 92% | | | | | |

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 |
| * 2013 | 22 | 12 | 27 | 39 |
| 2012 | 18 | 11 | 30 | 42 |

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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. 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.

An Attendance Trophy is presented at each assembly to a class in the lower school and upper school that has the best 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. These strategies have proven very successful in encouraging students to attend school regularly.

**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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**Achievement – Closing the Gap**

We have reduced the attendance gap of Indigenous students and non-Indigenous students, from 8% in 2013 to 5% in 2014. Closing this gap still remains a key priority for the school. Indigenous students' academic achievement levels were above the State and Region means for most areas of literacy and numeracy in Year 3 and Year 7. Indigenous students in Year 5 did not meet specific targets and will be monitored closely in 2015. 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 2015 to further support intervention programs and the embedding of Indigenous perspectives in curriculum.