



Southport State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

We are a coeducational school, located within the suburb of Southport on the Gold Coast of Queensland, Australia. Our school has in excess of 583 students enrolled from prep to year 6. Our school prides itself on a strong history of academic, sporting, cultural and community excellence. Our values of being respectful, being safe and being a learner underpin our school ethos of empowering learners and enriching futures. These are an integral part of our school programs, curriculum and all that we do at Southport State School. Southport State School aims to provide a warm and supportive environment in which every child can grow with confidence. All members of our learning community are committed to helping young people reach their potential and achieve success at school and make a successful transition to further study. Our students are encouraged to enjoy their learning through the delivery of a quality curriculum that is specific to all phases of learning. Our school engages fully in the Australian Curriculum providing high quality educational experiences for our students in an environment which is safe and holds very high expectations for both students and staff. We want our students to be successful people who can function in our society as individuals and as team players. Academically we have strong processes for identifying the needs of individuals and implement intervention programs and high performance strategies, in conjunction with personal goals in Literacy and Numeracy, in order to assist students achieve continuous growth at a high standard. Catering to students' interests is a focus at our school, students have opportunities to participate in a wide-range of extra-curricular activities. These clubs vary from year to year and are organised and run by staff either during school breaks or outside of school hours. We have an active and successful Instrumental Music Program, a comprehensive classroom Music Program, Chinese lessons commencing in Year 3, through to Year 6, a wide variety of sporting offerings and our Year 4 and Year 6 students have access to our exciting camp program on an annual basis.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

The 2017 Annual Implementation Plan detailed our school's strategic vision for 2017 to maximise student engagement, our focus was to strengthen and intensify our commitment to the quality teaching and learning process through the refinement of pedagogy, the enhancement of curriculum development and delivery and through implementing key strategies to improve student outcomes in reading, writing and numeracy.

Future Outlook

2018 Improve Priorities

- Improve explicit teaching pedagogies in the area of literacy, with a focus on Guided Reading and Oral Language
- Develop a schoolwide pedagogical framework, improve staff capabilities and establish clear roles and responsibilities for all



- Our school wide and learning culture is enhanced through a comprehensive focus on wellbeing and positive interactions for students, staff and community

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	583	266	317	47	87%
2016	579	262	317	43	86%
2017	576	261	315	45	85%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Students	557
Male	311
Female	246
Indigenous	43
Out of Home Care	4
EAL/D	142

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	23	23
Year 4 – Year 6	27	26	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

As a part of our daily teaching and learning we offer the following:

- English
- Mathematics
- Science
- History
- Health
- Technology
- Specialist areas include – Physical Education, Music, Language Other Than English: Chinese (Years 5 – 7), Instrumental Music
- Literacy and Numeracy Intervention
- Gifted and Talented
- Sport

Co-curricular Activities

- Touch Excellence Program
- Running Club
- Deadly Mob
- Pacifica Roopu
- Tech Club
- Southport's Got Talent
- Choir
- Instrumental and Strings
- Gardening Club
- STEM and Coding Club
- Books for Breakfast
- Music Bus
- Student Council
- Origami Club
- Lego Land Club
- Art Club
- Gala Sports (Interschool Sports for Years 4 – 6)

How Information and Communication Technologies are used to Assist Learning

At Southport State School teachers and students use information technologies to enhance teaching and learning. Computers and mobile devices are integrated as part of school life. Whilst the school has a designated computer lab, the most powerful way that ICTs are used in the school context is in the classroom, at the point of learning.

Social Climate

Overview

At Southport State School, we value a zero tolerance to bullying approach. This means that we also involve our parents in the discussions with students when required and ask for your support.

Our School's Responsible Behaviour Plan can be located on our school website. We also offer a range of wellbeing layers of support to students through our Guidance Officer and Chaplain.

Through our extensive extra-curricular program, students also receive pastoral care.

Southport State School is a PB4L (Positive Behaviour for Learning) school.

Our 3 universal rules are:

BE SAFE

BE RESPECTFUL

BE A LEARNER

We run an extensive reinforcement program that is celebrated throughout the term. This program recognises the positive behaviour of the students and rewards this with free and frequent acknowledgements, certificates, small group celebrations and whole school celebrations.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	90%	88%	79%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this is a good school (S2035)	95%	92%	82%
their child likes being at this school* (S2001)	93%	92%	89%
their child feels safe at this school* (S2002)	93%	88%	87%
their child's learning needs are being met at this school* (S2003)	85%	92%	79%
their child is making good progress at this school* (S2004)	88%	92%	82%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	87%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	92%	82%
teachers at this school motivate their child to learn* (S2007)	90%	92%	84%
teachers at this school treat students fairly* (S2008)	89%	92%	79%
they can talk to their child's teachers about their concerns* (S2009)	98%	96%	86%
this school works with them to support their child's learning* (S2010)	95%	85%	74%
this school takes parents' opinions seriously* (S2011)	89%	76%	77%
student behaviour is well managed at this school* (S2012)	79%	83%	79%
this school looks for ways to improve* (S2013)	89%	92%	84%
this school is well maintained* (S2014)	93%	88%	87%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	91%	90%
they like being at their school* (S2036)	92%	88%	82%
they feel safe at their school* (S2037)	92%	84%	80%
their teachers motivate them to learn* (S2038)	97%	89%	84%
their teachers expect them to do their best* (S2039)	97%	95%	97%
their teachers provide them with useful feedback about their school work* (S2040)	98%	88%	94%
teachers treat students fairly at their school* (S2041)	94%	82%	76%
they can talk to their teachers about their concerns* (S2042)	89%	82%	66%
their school takes students' opinions seriously* (S2043)	93%	79%	73%
student behaviour is well managed at their school* (S2044)	75%	72%	63%
their school looks for ways to improve* (S2045)	96%	89%	94%
their school is well maintained* (S2046)	95%	86%	80%
their school gives them opportunities to do interesting things* (S2047)	92%	86%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	93%	87%	96%
they feel that their school is a safe place in which to work (S2070)	98%	93%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they receive useful feedback about their work at their school (S2071)	89%	83%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	93%	94%
students are encouraged to do their best at their school (S2072)	95%	100%	94%
students are treated fairly at their school (S2073)	93%	93%	94%
student behaviour is well managed at their school (S2074)	91%	70%	79%
staff are well supported at their school (S2075)	78%	80%	77%
their school takes staff opinions seriously (S2076)	76%	73%	77%
their school looks for ways to improve (S2077)	96%	93%	98%
their school is well maintained (S2078)	89%	93%	92%
their school gives them opportunities to do interesting things (S2079)	89%	90%	96%

* 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

The school continues to have a successful P&C association, ensuring parents have a voice and feel included in the decision making process relating to operational issues. As an IPS (Independent State School), our School Council includes parent representatives that collaborate on the strategic direction of the school.

The school strategically targets parents from the wider-community to participate in skills-based training that relate specifically to our improvement agenda in reading. Parents attend the school to train as reading tutors and volunteers of which their skills are utilised inside our classrooms.

Parent forums are held to provide caregivers a voice in the future direction of our school.

Respectful relationships programs

Through our Positive Behaviour for Learning program, our school focuses on developing appropriate social skills in all of our students. We take a weekly school wide behaviour focus that is discussed at our weekly assembly, and we have a focus on developing a social skill through the You Can Do It program. As a PB4L school we focus on the positive development of students and working as informed and positive students. We display our 3 universal rules of Be Safe, Be Respectful and Be a Learner all around our school, as well as in every classroom. Our focus on You Can Do It ensures our students develop appropriate, respectful and healthy relationships. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	47	69	22
Long Suspensions – 11 to 20 days	0	3	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The entire school has recently been fully air-conditioned, all devices are set at 24c. Glass windows in classes have been serviced to ensure functionality. An audit of all lights and hot water cylinders has taken place to minimise power usage. Water leaks and dripping taps have been attended to promptly.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	148,584	1,146
2015-2016	146,266	1,329
2016-2017	158,065	1,769

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.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	42	29	<5



2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	38	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate Diploma etc.**	6
Bachelor degree	28
Diploma	2
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$48,171.11

The major professional development initiatives are as follows:

- Explicit Instruction – John Fleming
- Haileybury Tour
- School Tours
- Coaching
- Health and Wellbeing
- Developing Leadership
- Complex Text/Robust Reading
- Monitoring and Assessment
- Data Analysis
- Team Curriculum Planning

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	83%	88%

*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 2017 for all Queensland Primary schools was 93%.

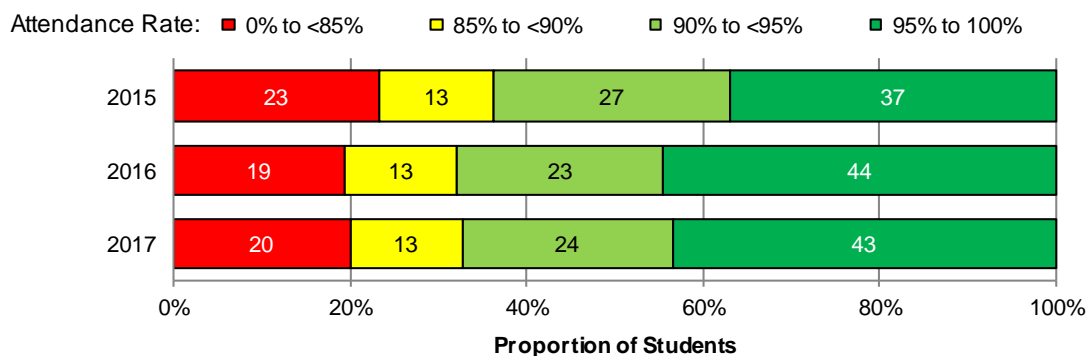
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	88%	90%	90%	91%	90%	91%						
2016	93%	91%	90%	92%	92%	92%	89%						
2017	92%	91%	92%	88%	93%	91%	92%						

*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:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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.

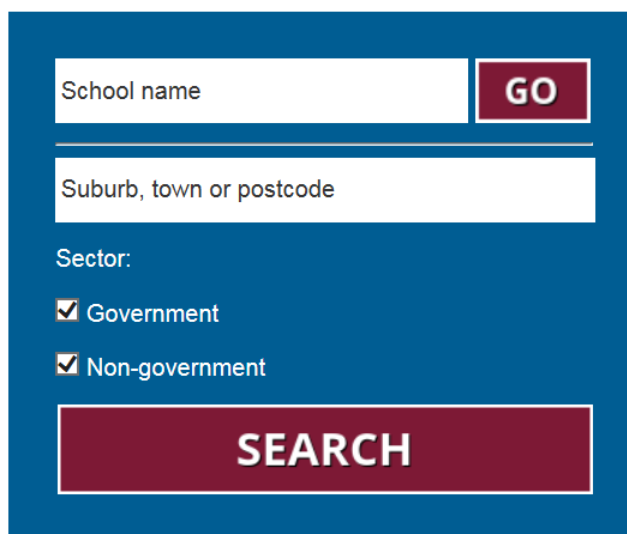
Roll marking occurs before 9:30am and after 1:50pm daily. Unexplained absences are followed up daily via a text message sent to the parent/caregiver. If the parent/caregiver does not respond to this text message by 12:00pm, a phone call is made by the enrolment officer school. Unexplained absences that have still not been explained are addressed in writing by the Deputy Principal and Principal weekly.

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



The image shows a search form titled "Find a school" on a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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