



Southport State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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 585 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.

School progress towards its goals in 2018

The 2018 Annual Implementation Plan detailed our school's strategic vision for 2018 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

The 2019 Annual Implementation Plan detailed our school's strategic vision for 2019. See below.

2019 School Improvement Plan			
Priorities	Explicit Improvement Actions	Our School's Performance Indicators	Our Teachers' Performance Indicators
Maximising the Learning and Performance of ALL	Improve explicit teaching pedagogies in the area of literacy, with a focus on whole school Guided Reading, Oral Language and Complex text	<ul style="list-style-type: none"> All staff explicitly teach the rigour of reading (Guided Reading – Big 6) within a balanced literacy block Development of structured walk throughs to support the implementation of a balanced literacy block Embedding of an early intervention and explicit oral language program (0-8 years old) – T1 All staff to actively access and engage in the professional development plan and coaching model Development of whole school framework for implementation of Complex text – T1 	<ul style="list-style-type: none"> A minimum of 4 Guided Reading explicit lessons in each class per week – 100% Staff, Weekly Timetable All staff set evidence based SMART goals aligned to the school coaching model and APR process Yr.3 & Yr.5 Students show measurable improvements in reading evidenced through an increase in % in the NMS & U2B – Yr3, 98% NMS, 40% U2B; Yr5, 95% NMS, 35% U2B All teachers and teacher aides are confident in what quality guided reading looks like at Southport SS – Increase 10% in PD Survey All teachers are confident in what quality complex texts look like at Southport SS – Increase % in PD Survey
Strengthening EFFECTIVE Pedagogies	Embedding our Pedagogical Framework as a reflection tool & building capacity to improve staff capabilities	<ul style="list-style-type: none"> Unpack Pedagogical Framework Pylons through professional development plan, teacher vignettes, learning lounges and PLC's – <i>El Pylon T1, Evidence Pylon T2</i> Update the standards and assessment framework (SAF) with clear links to semester and yearly overviews – <i>WKS T1</i> Development of a strong culture with effective horizontal and vertical PLC's – <i>T1 Ongoing</i> Each PLC to engage in 1 Cycle of Inquiry per term - <i>Ongoing</i> Establish a formalised data conversations with direct line manager and support team each semester – <i>WKS & 6, T1 & T2</i> 	<ul style="list-style-type: none"> All teachers know their students, know their data, know their strategies and know their targets - <i>Through PLC's 1/2 term data check-ins, OneSchool differentiation data conversation meetings</i> All teachers work collaboratively and use professional dialogue within the PLC inquiry cycles to improve practice - <i>Teachers to identify focus pedagogies to build on through a survey – Term 1 2019</i> All staff teaching practices are aligned to the school pedagogical framework and school agreed practices - <i>A yearly formal observation by administration on an agreed practice – Term 1 & Term 3</i> Teachers to access Pedagogical Coaching to enhance their capabilities within identified 'pylons' of improvement. – <i>Throughout 2019</i>
Building a Positive and Supporting School Environment	Our school wide and learning culture is enhanced through a comprehensive focus on wellbeing and positive interactions for students, staff and community	<ul style="list-style-type: none"> Strengthen our Parent and Community Engagement (PaCE) framework that promotes partnerships to enhance the learning and wellbeing of students – <i>End of T1</i> Positive behaviour for learning is explicitly embedded and enacted across all sectors of the school – <i>Ongoing</i> Continued implementation of trauma informed practices at an individual, class, school and cluster level - <i>Ongoing</i> A systematic process of supporting positive interaction with families and students – <i>Ongoing</i> An increased school wide attendance rate of 94% - <i>Ongoing</i> 	<ul style="list-style-type: none"> All teachers and teacher aides are confident in using effective behaviour management strategies - <i>I feel confident managing the behaviour of all of my students at my school 96%</i> Student behaviour data continues to increase in positive and decrease in negative behaviours All staff, students and parents feel valued and contribute positively to all things Southport SS, with an increase in SOS – <i>The school has a strong sense of community 92.5% (+5%)</i> Staff celebrate great achievements through Principal Post Cards and positive phone calls home – <i>The school celebrates student achievements 95%</i> All teachers are confident in what quality complex texts look like and implementation at Southport SS – <i>Increase % in PD Survey</i> Increase in cohort, year level, and individual student attendance rates – <i>Per Term</i>

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	579	576	580
Girls	262	261	262
Boys	317	315	318
Indigenous	43	45	53
Enrolment continuity (Feb. – Nov.)	86%	85%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Students	580
Male	317
Female	263
Indigenous	51
Out of Home Care	4
Students with Disabilities	26
EAL/D	169
International	53
Nationalities	45

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	24
Year 4 – Year 6	26	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- English
- Mathematics
- Science
- History
- Health
- Technology
- STEM
- Specialist areas include – Physical Education, Music, Language Other Than English: Chinese (Years 5 – 6)
- Instrumental Music
- Literacy and Numeracy Intervention
- Gifted and Talented
- Sport

Co-curricular activities

Touch Excellence Program

- Deadly Mob
- Pacifica Roopu
- 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
- Eco Warriors 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. We have one device to every four students within each and every classroom. These devices are either a laptop and or iPad.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	88%	79%	96%
• this is a good school (S2035)	92%	82%	94%
• their child likes being at this school* (S2001)	92%	89%	96%
• their child feels safe at this school* (S2002)	88%	87%	88%
• their child's learning needs are being met at this school* (S2003)	92%	79%	89%
• their child is making good progress at this school* (S2004)	92%	82%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	87%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	82%	92%
• teachers at this school motivate their child to learn* (S2007)	92%	84%	94%
• teachers at this school treat students fairly* (S2008)	92%	79%	83%
• they can talk to their child's teachers about their concerns* (S2009)	96%	86%	92%
• this school works with them to support their child's learning* (S2010)	85%	74%	92%
• this school takes parents' opinions seriously* (S2011)	76%	77%	86%
• student behaviour is well managed at this school* (S2012)	83%	79%	78%
• this school looks for ways to improve* (S2013)	92%	84%	94%
• this school is well maintained* (S2014)	88%	87%	92%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
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Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	90%	93%
• they like being at their school* (S2036)	88%	82%	89%
• they feel safe at their school* (S2037)	84%	80%	82%
• their teachers motivate them to learn* (S2038)	89%	84%	97%
• their teachers expect them to do their best* (S2039)	95%	97%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	94%	94%
• teachers treat students fairly at their school* (S2041)	82%	76%	85%
• they can talk to their teachers about their concerns* (S2042)	82%	66%	81%
• their school takes students' opinions seriously* (S2043)	79%	73%	78%
• student behaviour is well managed at their school* (S2044)	72%	63%	67%
• their school looks for ways to improve* (S2045)	89%	94%	88%
• their school is well maintained* (S2046)	86%	80%	86%
• their school gives them opportunities to do interesting things* (S2047)	86%	87%	87%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	87%	96%	98%
• they feel that their school is a safe place in which to work (S2070)	93%	96%	96%
• they receive useful feedback about their work at their school (S2071)	83%	88%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	94%	92%
• students are encouraged to do their best at their school (S2072)	100%	94%	100%
• students are treated fairly at their school (S2073)	93%	94%	100%
• student behaviour is well managed at their school (S2074)	70%	79%	80%
• staff are well supported at their school (S2075)	80%	77%	89%
• their school takes staff opinions seriously (S2076)	73%	77%	96%
• their school looks for ways to improve (S2077)	93%	98%	98%
• their school is well maintained (S2078)	93%	92%	100%
• their school gives them opportunities to do interesting things (S2079)	90%	96%	95%

* 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	69	22	47
Long suspensions – 11 to 20 days	3	0	5
Exclusions	1	0	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The entire school is 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. We have an Eco Warrior club that looks after our school collection of recycling. Money raised through the 'Cash for Containers' program will go back to ensuring sustainable practices within the school and local community.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	146,266	158,065	145,572
Water (kL)	1,329	1,769	3,510

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	48	24	<5
Full-time equivalents	42	16	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	6
Graduate Diploma etc.*	6
Bachelor degree	33
Diploma	2
Certificate	

*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 2018 were \$ 54,000.33

The major professional development initiatives are as follows:

- Guided Reading and Balanced Literacy Blocks
- Explicit Instruction – John Fleming
- School Tours
- Coaching
- Health and Wellbeing
- Literacy Solutions
- Developing Leadership
- U2B Reading/Robust Reading
- Mentoring Beginning Teachers
- Monitoring and Assessment
- Data Analysis
- Trauma Informed Practices

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	90%
Attendance rate for Indigenous** students at this school	83%	88%	83%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	92%	90%
Year 1	91%	91%	92%
Year 2	90%	92%	91%
Year 3	92%	88%	92%
Year 4	92%	93%	89%
Year 5	92%	91%	88%
Year 6	89%	92%	89%

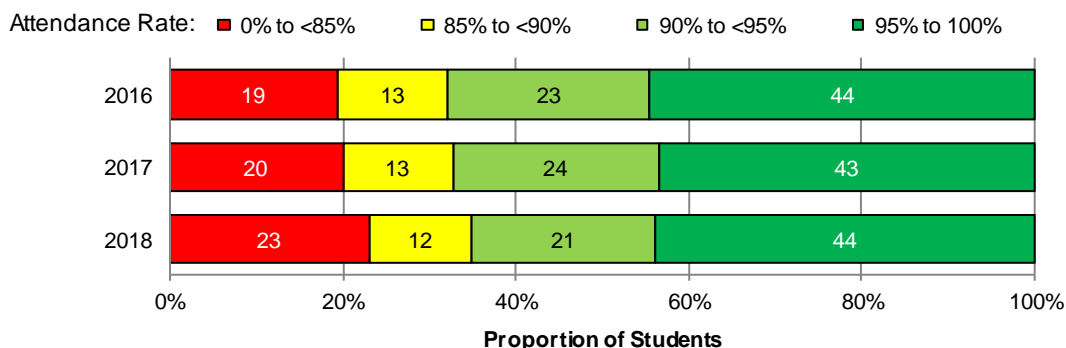
Year level	2016	2017	2018
Year 7	NA	NA	NA
Year 8	NA	NA	NA
Year 9	NA	NA	NA
Year 10	NA	NA	NA
Year 11	NA	NA	NA
Year 12	NA	NA	NA

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

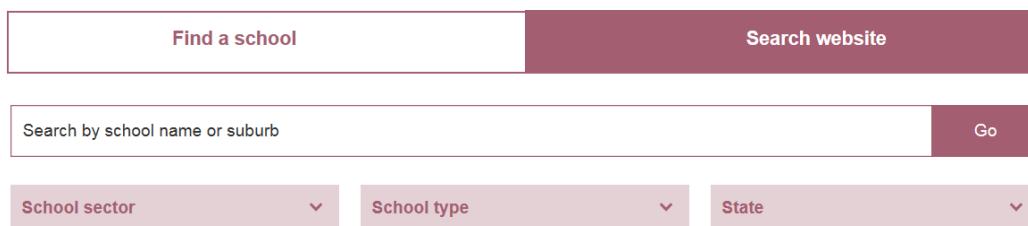
Roll marking occurs before 9:05am and after 2:05pm daily. Unexplained absences are followed up daily via a text message sent to the parent/caregiver. If the parent/caregiver does not respond to this text message by 12:00pm, a phone call is made by the School enrolment officer. Unexplained absences that 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.