

# Surfers Paradise State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Surfers Paradise State School is uniquely situated on the Isle of Capri, literally in the heart of the Gold Coast. Surfers Paradise State School has a reputation for providing a high quality learning experience for students from Prep to Year 6 through a family orientated philosophy. Our school is culturally diverse, with families from over many countries engaged in our EAL/D and IEC programs. This School Annual Report outlines the school's strategic plan for the year and our achievements for 2015.

The report also includes data about the school's teaching and learning programs, parent and student opinion surveys and staff professional development. It provides a review of the school profile, the distinctive curriculum offered at Surfers Paradise State School, our extra curricular programs and our community partnerships.

Indications for future planning are also contained in the report. As a school community, we are proud of our commitment to honour the belief that every child is capable of succeeding and deserves to develop a love of learning.

### School progress towards its goals in 2015

#### Numeracy

- PD arranged in the teaching of numeracy (HOT topics, Mathematics, PAT-M, data analysis)
- Informal classroom coaching and feedback for teachers commenced
- Action research undertaken on the teaching of numeracy

#### Literacy

- Reviewed reading strategies (guided reading, literacy blocks, assessment, data analysis, STRIVE, PAT-R)
- Improvement in the teaching of comprehension targeted through PD

#### Personalised learning

- The use of assessment to drive teaching and learning undertaken
- ICP developed and implemented

#### National Curriculum

- Implementation of new subject areas
- Oral language programs investigated for Early Years Curriculum

#### Productive partnerships with school community stakeholders

- Relationships continued with the Surfers Paradise Alliance
- Engagement with the community by collaborating with representatives to create real world experiences
- Supported local community events and organisations by offering school performances ie. Music Count Us In

#### High quality teaching practices

- Developing Performance Framework adopted
- The use of data was used to drive teaching practice and improve student outcomes

#### Whole school assessment and data collection

- School assessment framework reviewed
- Data used to inform planning
- Planning processes focused on student data and the how of teaching
- Moderation processes maintained

## Workforce performance development

- PD provided through HOT topics to support reading, maths and science
- Additional teacher aides and volunteers trained to support Ready Reader and Support A Talker

## Closing the Gap

- Support provided for all Indigenous students identified as requiring intervention
- Strategies put in place to improve attendance of Indigenous students
- Solid Pathways Program promoted and supported within the school

## Future outlook

### Provide a strong focus on teaching reading across the school to help improve literacy levels for all students

- Appointed a differentiation mentor for every year level
- Purchase extra allocation of speech language pathologist
- Provide professional development and coaching

#### Desired Outcomes

- Differentiation Mentors co planning, co teaching and working with teachers to analyse, interpret and respond to student reading data
- SLP working with every prep teacher to plan, model and co teach oral language and metalinguistic programs

### Improve student attendance, engagement and well being to ensure successful transitions across the primary years and into the secondary years

- Address student absenteeisms with the 5 step approach
- School is a member of an Early Years Neighbourhood network
- Re Established collegial relationships with local secondary schools enabling seamless transitions to secondary schooling

#### Desired Outcomes

- Improved attendance across the whole school
- Early Years Neighbourhood network meet twice per term with the local ECCs attending
- Local secondary schools visiting the school and the students visiting local secondary schools

### Improve numeracy levels across the schools so that all students achieve to the best of their ability

- Establish a consistent approach to the teaching of problem solving
- Implement high yield strategies
- Improve instruction in mathematics

#### Desired Outcomes

- Common language developed around the teaching of mathematics
- Incorporate real life problems into mathematics

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	721	345	376	21	92%
2014	723	339	384	19	90%
2015	701	340	361	18	90%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Surfers Paradise State School is a moderately high socio economic area with a ACSEA rating of 1043 where 1000 is average for schools across Australia.

The school operates in sectors, Early (P-1), Junior (2-3), Middle (4-5) and Senior (6). Classes are generally taught in double teaching areas with some collaboration occurring for the teaching of core subjects. Only four classes operate as a single entity. There is a slightly higher number of boys to girls in each class, however, classes are balanced with the numbers we have throughout the school.

A school wide behaviour plan has been established to actively support all students. Opinion surveys from students and staff suggest that students in the school generally get on well together, get on well with staff and feel that the school has a safe and supportive environment.

Students come from diverse cultural and ethnic backgrounds. About a quarter of students speak English as an additional language and dialect at any given time. An Intensive English Classroom (IEC) is provided to these students for the first year of schooling. This is supported by two specialist teachers (at least two hours per day).

There are 21 verified students who are working from an EAP.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	24	21
Year 4 – Year 7 Primary	27	26	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	6	1	26
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

At Surfers Paradise we teach the essential knowledge, skills and capabilities identified by the Australian Curriculum for the key learning areas of English, Mathematics, Science, History, Geography, Civics and Citizenship, Economics and Business, Technology, Health, PE, French, Music and Visual Arts.

- French is currently taught as our Language other than English (LOTE) from years 4 – 6
- Science, Music and Sport connections with local state high schools to assist transition from year 6 to year 7
- Music program incorporating junior and senior choirs
- Special Education Program with Head of Special Education Services (HOSES) and specialised staff
- Teacher Librarian and Digital Technology Specialist
- Swimming program offered at onsite pool in terms 1 and 4
- EAL/D students are supported through our intensive English program

### Extra curricula activities

- Aerobics
- Instrumental Music Program for students from years 3 – 6 with opportunities for students to perform in junior, senior jazz bands and strings ensemble.
- Junior and senior choirs (approximately 90 students)
- Soccer
- Impact Numeracy
- Science Club
- Football workshops
- French Club
- Student Council
- Enrichment Opportunities – Chess Club, Sommerset Festival of Literature, Debating, Tournament of the Minds
- Swimming Carnival, Athletics Carnival, Cross Country
- Fun Run
- Instrumental Concerts – Winter Festival and Fine Night Concert
- Representation of school in various sports at district, regional and state levels
- District Chess Championships
- Annual Talent Quest – S Factor
- Year 5 Tallebudgera Camp
- Year 6 Camp Goodenough
- Advanced Music Camp
- Gold Coast Eisteddfod
- Fanfare
- Sporting Schools Program
- Various Excurions – Farm visits, Jacobs Well, Currumbin Wildlife Sanctuary, Starlab, Lighthouse Museum, Shine Carnival

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

Surfers Paradise State School is committed to provide opportunities for students to develop 21<sup>st</sup> Century skills and ICT's within the delivery of the curriculum. Students have access to a variety of online literacy and numeracy programs including Ed Studios and virtual classrooms.

Our technology room provides full computer and laptop access for up to 28 students. This resource is timetabled for prep and year 6 students for one session a week and is used to facilitate Impact (Numeracy Project). In 2015, every classroom had access to a minimum of 3 Apple computers and 6 I pads per double teaching space.

## Social Climate

Surfers Paradise State School is a supportive school environment and is guided by a Responsible Behavior Plan. This plan outlines school rules of 'Be a Learner', 'Be Safe' and 'Be Responsible'. Students are made aware of this through explicit teaching throughout the school year. Parents have access to these guidelines as a part of the school newsletters, parent handbook and school website. Bullying in any form, verbal, physical or electronic, is not accepted nor tolerated. The school wide behavior plan is used by staff, it provides samples of rules, respect, safety and responsibility.

Peer support programs have also implemented in the playground with older students assisting with supervision of playtime activities such as dancing and games. General extra-curricula activities are also available at lunchtime to provide support and interest during playtimes.

An Out of School Hours Program exists to support working families. A special needs team meets weekly and takes an active role in student welfare. This includes the members of the school's administration, Guidance Officer, Learning Support staff and Special Education Services. The Guidance Officer and the Student Welfare Officer work within the school to provide counselling

and support services to students and families as required. Parents can also be directed to outside government and counselling support agencies when required.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	87%	86%
this is a good school (S2035)	100%	87%	89%
their child likes being at this school (S2001)	100%	94%	91%
their child feels safe at this school (S2002)	100%	94%	91%
their child's learning needs are being met at this school (S2003)	100%	89%	82%
their child is making good progress at this school (S2004)	97%	91%	84%
teachers at this school expect their child to do his or her best (S2005)	100%	94%	91%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	89%	86%
teachers at this school motivate their child to learn (S2007)	100%	90%	84%
teachers at this school treat students fairly (S2008)	100%	92%	91%
they can talk to their child's teachers about their concerns (S2009)	93%	92%	91%
this school works with them to support their child's learning (S2010)	93%	91%	87%
this school takes parents' opinions seriously (S2011)	97%	87%	82%
student behaviour is well managed at this school (S2012)	100%	83%	84%
this school looks for ways to improve (S2013)	100%	88%	86%
this school is well maintained (S2014)	93%	86%	77%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	100%	98%
they like being at their school (S2036)	98%	95%	96%
they feel safe at their school (S2037)	98%	97%	94%
their teachers motivate them to learn (S2038)	98%	98%	98%
their teachers expect them to do their best (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	94%	96%
teachers treat students fairly at their school (S2041)	99%	92%	78%
they can talk to their teachers about their concerns (S2042)	95%	91%	86%
their school takes students' opinions seriously (S2043)	96%	88%	84%
student behaviour is well managed at their school (S2044)	90%	85%	76%
their school looks for ways to improve (S2045)	99%	94%	100%
their school is well maintained (S2046)	95%	95%	96%
their school gives them opportunities to do interesting things (S2047)	99%	98%	90%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	98%	95%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	97%	100%	97%
staff are well supported at their school (S2075)	98%	100%	91%
their school takes staff opinions seriously (S2076)	98%	100%	91%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	92%	93%	89%
their school gives them opportunities to do interesting things (S2079)	98%	98%	91%

# '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

Surfers Paradise State School provides various opportunities for parents to engage with our school: Community based sessions with key school personnel, prep orientation sessions and prep play day, sports days, concerts, ANZAC day ceremony, school leader induction ceremony, volunteer's morning tea, Year 6 graduation and award ceremony, weekly assemblies, art show, parent information sessions, working bees and discos.

Parents are offered opportunities throughout the year to experience the educational environment of Surfers Paradise State School with year level information sessions to orientate parents and care givers at the beginning of the year and twice yearly parent teacher interviews.

The school's Parents and Citizens Association works with the school community with fund raising activities; uniform operations, as well as infrastructure projects.

## Reducing the school's environmental footprint

Data is sourced from the Annual Utilities return and is reliant on the accuracy of these returns. This school has installed solar panels and more energy efficient airconditioning systems to reduce the use of electricity resources. Surfers Paradise Primary School uses stored ground water for watering of grounds and gardens.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	216,312	2,749
2013-2014	210,463	3,684
2014-2015	225,346	1,922

\*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.

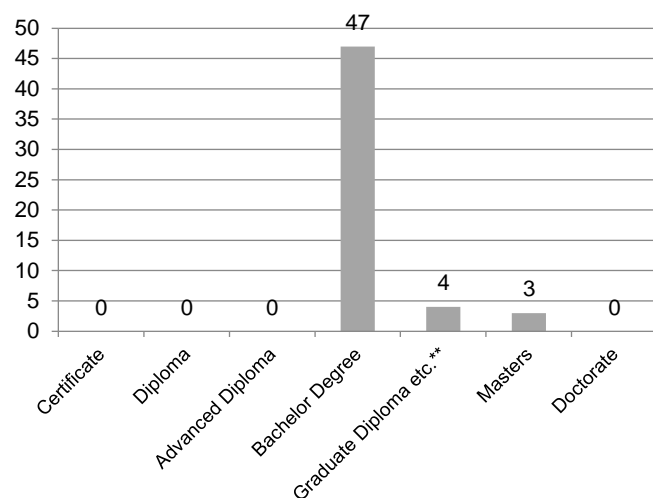
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	54	28	0
Full-time equivalents	48	18	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	47
Graduate Diploma etc.**	4
Masters	3
Doctorate	0
<b>Total</b>	<b>54</b>



\*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 2015 were \$21,138

The major professional development initiatives are as follows:

- Problem Solving
- Moderation
- Levelled Literacy Intervention Program
- Planning days – year level curriculum planning
- STRIVE
- QSSAP conferences
- Master Teacher conference
- Infinite Futures conference
- CPR / First Aid training
- ICT's – ipads

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 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

Where it says '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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	83%	87%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	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
2013	92%	91%	92%	92%	92%	92%	91%	91%	N/A	N/A	N/A	N/A	N/A



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

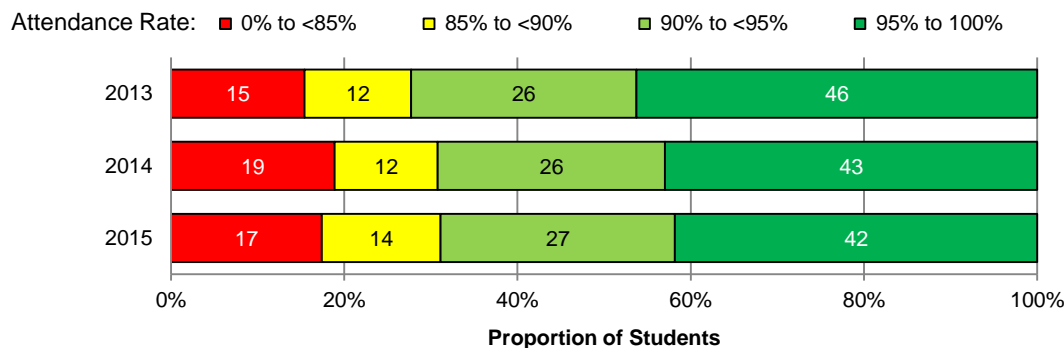
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	91%	91%	93%	93%	92%	92%	90%	N/A	N/A	N/A	N/A	N/A
2015	90%	91%	92%	91%	92%	92%	91%	N/A	N/A	N/A	N/A	N/A	N/A

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

Rolls are electronically marked twice daily at 9.10am and 2.15pm by the classroom teacher. If a child has an unexplained absence for three consecutive days, parents/carers are contacted. Staff conduct a quarterly review of all student absences to check long periods of absence can be verified.

The administration team maintain support for families experiencing difficulties.

**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.

## Find a school

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Sector:

Government

Non-government

Where it says '**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 NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.