



Surfers Paradise State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Surfers Paradise State School is uniquely situated on the Isle of Capri in the heart of the Gold Coast. Our experienced and committed staff provide quality teaching and engaging learning activities that match children's interests and developmental needs as they progress through each year level. We have high expectations of all students and we work hard to support every one of them to achieve their best. Surfers Paradise also embraces the diversity that exists within our school community. Children enrolled in the school have the opportunity to make friends with children from across the globe. We believe that every student is capable of learning and it is important that they readily experience success. We ensure that students with particular gifts, talents, interests and needs are supported through our curriculum and wide range of extra-curricular programs offered to students.

Principal's Forward

Introduction

As a newly appointed Principal, I feel very privileged to be leading this great school. At Surfers Paradise, we have committed to delivering a high quality education for all students. Trusting and positive working relationships between the child, teacher and parents is vital at Surfers Paradise as this leads to greater success for our students. Building a consistent work ethic is also very important to us. We support children to develop positive classroom and playground behavior. Our behaviour standards are very high and we are constantly impressed by the manners, attitudes and enthusiasm of our children. Students, parents and staff find that Surfers Paradise State School has a very positive school climate where community and parental involvement are key features. Our P&C association provide a great support to our school as well as opportunities for parents to contribute and to get to know each other.

We are proud to present the School Annual Report for 2016. This report details our achievements and progress towards our goals as well as our future goals to improve student performance. It also contains our school profile, the curriculum and extra curriculum offerings, satisfaction levels of parents, students and staff and performance levels of our students.

School Progress towards its goals in 2016

Provide a strong focus on teaching reading across the school to help improve literacy levels for all students to the very best of their capabilities.

- A school wide differentiation model was created
- A Speech Pathologist was employed to support the Oral Language Program in the Early Years
- Oral language programs developed by Speech Pathologists used to improve phonological awareness and literacy development.
- Early Start screening was implemented in Prep during Term 1
- Early Start Data analysed and intervention and enrichment provided
- U2B improvement strategy sourced from Regional Office expert teaching team to provide PD and focus on Complex Texts and the related Higher Order Thinking questions
- Professional Development and coaching provided in Guided Reading for P-6 teaching staff and teacher aides
- The use of data was used to target teaching and track student progress towards Upper Two Bands (U2B).

Improve Numeracy levels across the school so all students achieve to the best of their ability

- A consistent approach to the teaching of problem solving was established
- Best practice problem solving models were introduced. Professional Development and coaching provided to teaching staff
- Classroom resources were designed and developed to improve, implement and amplify high yield strategies
- Demonstrated lessons were rolled out modelling explicit teaching of strategies and real life problem solving
- Targeted teaching focussed on whole school common mathematical language

Improve student attendance, engagement and well - being to ensure successful transitions across the Primary Years into the Secondary years.

- High expectations of student attendance was communicated
- Intervention and support was provided for high absenteeism
- The SWPBS philosophy developed and maintained a positive school culture
- The Learning and Well Being Framework was used to help improve student engagement
- Every Day Counts guided community interactions
- Early Years networks and collegial relationships with neighbouring schools and Early Education Centres in the local area developed



- Regular meetings with Deputy Principals, class teachers and Early Education Centres to discuss transitions to Primary years
- Early Education Centre's staff and students invited to community events: Under 8's Day, Prep orientation, Ready Reader Program and Speech Language workshops
- Year 6 students engaged in a range of activities with a strong secondary focus. STEM (Benowa SHS), Sport (Keebra Park SHS).
- Transition days and briefing sessions were arranged to prepare students for the formal transition process.

Future Outlook

		<h1>Improvement Agenda 2017</h1>	
QUANTITATIVE MEASURES			TARGET
3	Attainment	A-C Student results in English	85%
	NAPLAN Reading	YEAR 3	95% above NMS 50% U2B
		YEAR 5	90% above NMS 40% U2B
	School Opinion Survey	Parent feedback	95% parent satisfaction
NON-QUANTITATIVE MEASURES			
3	Reading	Consistency of practice using the Big 6 with a focus on the explicit teaching of reading comprehension strategies. Personalised learning will be visible through: <ul style="list-style-type: none"> • Differentiated reading groups • The use of complex texts. 	Operating in all classrooms
		Common language around Marzano's Art and Science of Teaching focusing on Design Questions 1 and 2. Reflective practices and quality feedback via: <ul style="list-style-type: none"> • Walkthroughs • Observations 	Operating in all classrooms: <ul style="list-style-type: none"> • Learning goals • Success criteria • Quality feedback
3	Pedagogical Framework		
	Community Engagement	Improved communication between school and the wider community.	

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	723	339	384	19	90%
2015*	701	340	361	18	90%
2016	700	348	352	19	92%

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 2016, 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

Overview

Surfers Paradise State School is a moderately high socio economic area. All classes are co-educational with single year levels. Classes are situated in double teaching spaces with some teachers choosing to work collaboratively. Students come from diverse cultural and ethnic backgrounds. The school caters for students with diagnosed and verified disabilities who require an adjustment to their educational program according to individual need.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	23	24
Year 4 – Year 7	26	25	26
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Surfers Paradise State School, we continually set high expectations for our students' achievement.

We teach the essential knowledge, skills and capabilities identified by the Australian Curriculum for the key learning areas of English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, The Arts, Technology and French.

- Differentiated curriculum to provide opportunities to maximize student achievement for all students
- Integration of ICTs into curriculum areas and classroom learning



- French is currently taught from Years 2 to 6
- Science, Music and Sport connections from feeder high schools assist in transition from Year 6 to 7
- Music program from Prep to Year 6
- Perceptual motor program for Prep and Year 1 students
- Special Education program focuses on integrated curriculum for students
- Swimming program offered onsite in terms 1 and 4
- School Wide Positive Behaviour - Go for Gold

Co-curricular Activities

- Instrumental music lessons are offered through a specialized teaching program from Years 3 – 6
- Strings lessons are offered through a specialized teaching program from Years 2 – 6
- Junior and senior choirs
- Gold Coast Eisteddfod performances – choirs, band and strings
- Fanfare
- Instrumental Concerts – Winter Festival and Fine Night
- Sports Aerobics
- Swimming carnivals, Athletic carnivals, Cross Country
- Representation of school in district, regional and state levels
- Solid Pathways for identified ATSI students
- Student Council
- Enrichment Opportunities – Chess Club, Somerset Festival of Literature, Debating, Tournament of the Minds
- Book Week and Book Fair
- Under 8's day
- Premier Reading Challenge
- ICAS – University of New South Wales competitions: English, Maths, Science (Years 3-6)
- Active School Travel
- Camps in Year 5 and 6
- Excursions and Incursions across all year levels
- Music Mates

How Information and Communication Technologies are used to Assist Learning

Surfers Paradise State School staff and students have access to a variety of resources in order to embed digital pedagogies across the curriculum. These include:

- ❖ Human Resources (classroom teachers and staff trained in ICT's and digital technologies, Digital Pedagogy Leader)
- ❖ IT resources such as computers, laptops, ipads and smartboards (within classrooms and in our Technology room).

Information and Communication Technologies are being developed within all areas of the curriculum to support and enhance student learning. Students learn and apply ICT knowledge, skills and appropriate social (cyber safety) protocols and practices to investigate, create and communicate their knowledge and meet their learning needs.

Staff planning sessions are held with the Head of Curriculum to continue to refine and embed ICT's throughout each year level, with specific teaching activities and assessment tasks which cater for a variety of student learning styles and abilities.

All learning areas provide the content and contexts within which students develop and apply the knowledge and skills that comprise ICT capability. However, it is more explicit and foregrounded in the Australian Curriculum: Digital Technologies.

Social Climate

Overview

Surfers Paradise State School provides a supportive school environment guided by a Responsible Behaviour Plan. This plan outlines the school rules of 'I am a Learner', 'I am Safe', and 'I am Responsible'. Students are made aware of this through explicit teaching. Bullying in any form, verbal, physical or electronic, is not accepted or tolerated.

Peer support programs - Playground Rangers, have been implemented in the playground with older students assisting with supervision of playtime activities such as dancing and games.

An out of School Hours program is provided by PCYC to support working families. A student services team meets weekly and takes an active role in student welfare. The school has a Guidance Officer 2 days a week available to support the school community. Parents can also be referred to outside agencies and when required.

At Surfers Paradise State School we value student voice through student involvement in Student Council and also via the Student Voice Box which then evolves into student action teams.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	87%	86%	90%
this is a good school (S2035)	87%	89%	83%
their child likes being at this school* (S2001)	94%	91%	93%
their child feels safe at this school* (S2002)	94%	91%	90%
their child's learning needs are being met at this school* (S2003)	89%	82%	88%
their child is making good progress at this school* (S2004)	91%	84%	93%
teachers at this school expect their child to do his or her best* (S2005)	94%	91%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	86%	88%
teachers at this school motivate their child to learn* (S2007)	90%	84%	90%
teachers at this school treat students fairly* (S2008)	92%	91%	88%
they can talk to their child's teachers about their concerns* (S2009)	92%	91%	93%
this school works with them to support their child's learning* (S2010)	91%	87%	88%
this school takes parents' opinions seriously* (S2011)	87%	82%	87%
student behaviour is well managed at this school* (S2012)	83%	84%	82%
this school looks for ways to improve* (S2013)	88%	86%	90%
this school is well maintained* (S2014)	86%	77%	79%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	98%	91%
they like being at their school* (S2036)	95%	96%	95%
they feel safe at their school* (S2037)	97%	94%	94%
their teachers motivate them to learn* (S2038)	98%	98%	97%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	96%	96%
teachers treat students fairly at their school* (S2041)	92%	78%	84%
they can talk to their teachers about their concerns* (S2042)	91%	86%	91%
their school takes students' opinions seriously* (S2043)	88%	84%	83%
student behaviour is well managed at their school* (S2044)	85%	76%	81%
their school looks for ways to improve* (S2045)	94%	100%	99%
their school is well maintained* (S2046)	95%	96%	92%
their school gives them opportunities to do interesting things* (S2047)	98%	90%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	92%
they feel that their school is a safe place in which to work (S2070)	100%	100%	95%
they receive useful feedback about their work at their school (S2071)	95%	94%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	89%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	100%	97%	91%
staff are well supported at their school (S2075)	100%	91%	85%
their school takes staff opinions seriously (S2076)	100%	91%	84%
their school looks for ways to improve (S2077)	100%	100%	95%
their school is well maintained (S2078)	93%	89%	85%
their school gives them opportunities to do interesting things (S2079)	98%	91%	91%

* 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

Surfers Paradise State School provides various opportunities for parents to engage with our school. Partnerships with parents play a vital role in students' learning and well-being. We take every opportunity to involve parents in their child's education. We welcome parents into the school along with their children through our enrolment process which involves meeting the Leadership team, class teachers and a school tour.

The school's P & C association works with the school community with fund raising activities, uniform shop and infrastructure projects.

Opportunities for parental involvement include:

- P & C meetings and events
- Volunteering in classrooms and tuckshop
- School facebook
- Active School Travel Walking Wheeling Wednesday
- Year level information sessions at the beginning of each year
- Formal interviews are offered twice a year
- Prep orientation sessions and Prep play day
- Sports days
- Under 8's day
- Culminating afternoons for every year level termly
- ANZAC day ceremony
- School leader induction ceremony
- Volunteers morning tea
- Year 6 graduation and award ceremony
- Weekly assemblies
- Art show
- Fine night
- Discos

Respectful relationships programs

The school has developed and implemented a range of programs that focus on appropriate, respectful and healthy relationships.

Participation in Bullying! No Way! Day, Million Stars Project and Life Education sessions which concentrate on healthy relationships, respect for others and respect for self, weekly behavior focus. Think Tank sessions are offered to individual students as a restorative justice process which focuses on respectful 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	26	1
Long Suspensions – 6 to 20 days	0	1	0
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.

Environmental Footprint

Reducing the school's environmental footprint

This school has installed solar panels and as needed replaced more energy efficient air conditioning systems to reduce the use of electricity resources. Surfers Paradise Primary School uses stored ground water and tanks for watering of grounds and gardens. During 2015-2016 year the school had a major underground water leak detected. Once repaired the school continues to take weekly meter readings.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	210,463	3,684
2014-2015	225,346	1,922
2015-2016	228,979	4,484

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	54	28	0
Full-time Equivalents	49	18	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	12
Bachelor degree	33
Diploma	5
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 2016 were \$25015

The major professional development initiatives are as follows:

- Problem Solving
- Guided Reading
- Year level curriculum planning days
- High Reliability Schools Summit
- Deputy Principals Core Business days
- QASSP memberships
- QSSAP conferences
- CPR / First Aid training

The proportion of the teaching staff involved in professional development activities during 2016 was 60%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	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 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	87%	84%

*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 2016 for all Queensland Primary schools was 93%.

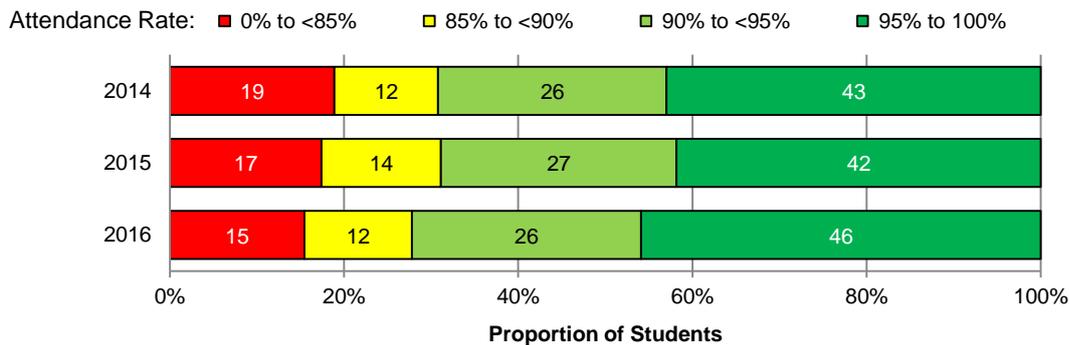
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	91%	91%	93%	93%	92%	92%	90%					
2015	90%	91%	92%	91%	92%	92%	91%						
2016	93%	91%	91%	94%	93%	94%	90%						

*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 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 marked electronically twice daily at 9.10am and 2.15pm by the classroom teacher. If a child has an unexplained absence for 3 consecutive days, parents and carers are contacted.

The administration team maintain support for families experiencing difficulty.

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

Sector:

Government

Non-government

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 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.

Conclusion