



Surfers Paradise State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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 in a nurturing and safe environment. 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.

As parents and carers, you play a major role in your child's educational development. Your positive attitude towards education, the teacher and school in general, will assist in your child's enthusiasm for learning. Trusting and positive working relationships between the child, teacher and parents and carers are vital at Surfers Paradise State School 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 behaviors. Our behaviour standards are very high and I am constantly impressed by the manners, attitudes and enthusiasm of our children.

Students, parents and carers and staff find that Surfers Paradise State School has a very positive school climate where community and parental/carer involvement is a key feature. Our P&C Association provide a great support to our school as well as opportunities for parents and carers to contribute and to get to know each other. Our children, parents/carers and staff take pride in being part of our community and I invite new families to come and find out more about our excellent school.

Principal's Foreword

Introduction

This report outlines this school's profile, expenditure, attendance and key outcomes in the early and middle phases of schooling as well as students, staff and community levels of satisfaction with this school. It also outlines the journey that we have taken and the future pathways that we will be taking in order to continually improve student-learning outcomes.

There is a strong focus on improvement at Surfers Paradise State School through analysis of our results, targeted intervention and extension programs. Our school has quality, committed teachers, innovative programs, quality facilities and very strong community partnerships.

Additional programs include instrumental music, many extra - curricular activities, student leadership, swimming, athletics and cross country events. Surfers Paradise State School has wonderful facilities which include a swimming pool, tennis courts, a



school oval and access to council ovals, a purpose built hall which proudly hosts school and community events, a STEM space, a computer lab and our students have access to ipads and computers in classrooms. I am very privileged to lead such a great school and we invite you to come and experience our diverse and unique community.

School Progress towards its goals in 2017

Throughout 2017, our main focus was to continue with the implementation of the Australian Curriculum, through adopting and adapting the use of Curriculum into Classrooms resources (C2C).

A whole school approach to support student learning continued to be embedded with a strong focus on reading across the school to improve literacy levels.

Our focus on Teacher Professional conversations enabled us to drive a strong improvement agenda for the school, grounded in evidence from research and practice. Explicit and clear school-wide targets for improvement were set, monitored and communicated.

Future Outlook

SURFERS PARADISE STATE SCHOOL - AIP 2018				
Explicit Improvement Action	Targets	Timelines	Responsible Officer	
Improving student reading and writing outcomes through Effective Pedagogical Practices and Expert Teaching Teams	Teachers align their pedagogy to whole school reading practices	100% are working towards delivering the agreed approach	Semester 1 and 2	Instructional Leaders
	Teachers use complex texts and text dependant questions during Rigorous Reading for all students	85% of teachers are delivering Rigorous Reading	Semester 1 and 2	Master Teacher
	Teachers use data to monitor progress, plan for and implement effective reading & writing strategies	100% of teachers use data to plan for reading & writing	Term 1	Instructional Leaders
	Focus and Intensive <i>intervention and teaching</i> programs are delivered to targeted groups of students	NMS Year 3 95% Year 5 96% U2B Year 3 50% Year 5 47%	Term 1	P – 2 DP Support team
	Teachers use a range of evidence to regularly reflect on practice and to inform their teaching through PLTs, observation and feedback cycles	60% of teachers have engaged	Semester 1 and 2	Instructional Leaders
	Continue to embed 3 min walkthrough and provide weekly feedback to teachers	All teachers receive feedback for Guided Reading lessons	Semester 1 and 2	Instructional Leaders
Collaboratively Planning and Implementing a relevant and rigorous curriculum	All teaching staff engage in collaborative planning and differentiating curriculum with Instructional leaders	100% of teachers are released for PLT	Semester 1 and 2	Instructional Leaders
	Deepen and embed teacher's understanding of formative and summative assessment and moderation processes	85% of students are achieving C and above	Semester 1 and 2	Instructional Leaders
Building a Positive Culture for Learning	Embed the Surfers Paradise State School Attendance policy for increasing attendance to 95% - Every Day Counts	Student attendance is at 95%	Semester 1 and 2	Principal
	Create strong community partnerships by encouraging parents to be partners in their child's education	SOS data 30% of parents and carers are engaging in parent workshops	Semester 1 and 2	Instructional Leaders
	Review current systems and structures in place for behaviour and align to 7 Essential Features to PBL in preparation for 2019	Implementation of PBL in 2019	Semester 2	PBL team

De Parker

Principal

Alan Jones Assistant Regional Director

Bob Clementson P&C President

Our School at a Glance



School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	701	340	361	18	90%
2016	700	348	352	19	92%
2017	672	334	338	18	89%

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

Surfers Paradise State School is uniquely situated on the Isle of Capri in the heart of the Gold Coast and is considered 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	2015	2016	2017
Prep – Year 3	23	24	22
Year 4 – Year 6	25	26	25
Year 7 – Year 10			
Year 11 – Year 12			

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
- Age Appropriate Pedagogy in Prep
- Dedicated Stem space with a STEM teacher
- Integration of ICTs into curriculum areas and classroom learning
- French is taught from Prep to Year 6
- Music program from Prep to Year 6
- Strong instrumental music (strings and band) and choral programs for students in years 2-6.
- Perceptual motor program for Prep students
- Special Education program focuses on integrated curriculum for students
- Swimming program offered onsite in terms 1 and 4

- Connections from feeder high schools assist in transition from Year 6 to 7
- Positive Behaviour for Learning - Go for Gold

Co-curricular Activities

- Gold Coast Eisteddfod performances – choirs, band and strings
- Fanfare
- Instrumental Concerts – WinterFest and Fine Night
- SportsAerobics
- Swimming carnivals, Athletic carnivals and Cross Country
- Representation of school in district, regional and state levels
- Student Council
- Enrichment Opportunities – Chess Club, Debating, Tournament of the Minds
- Coding Club
- Book Week and Book Fair
- Lunch time clubs eg Science Club
- Under 8's day
- Premier Reading Challenge
- ICAS – University of New South Wales competitions: English, Maths, Science (Years 2-6)
- Active School Travel
- Camp in Year 6
- Excursions and Incursions across all year levels

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, STEM 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 and STEM teacher 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.

Surfers Paradise State School has developed a positive reputation in both the local and wider community, for our high expectations of students and for our caring learning environment. The multicultural enrolment at our school develops our students' racial, ethnic and cultural understanding and tolerance, as well as enriching our learning activities and experiences with input from other cultures.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	86%	90%	87%
this is a good school (S2035)	89%	83%	98%
their child likes being at this school* (S2001)	91%	93%	96%
their child feels safe at this school* (S2002)	91%	90%	94%
their child's learning needs are being met at this school* (S2003)	82%	88%	87%
their child is making good progress at this school* (S2004)	84%	93%	89%
teachers at this school expect their child to do his or her best* (S2005)	91%	95%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	88%	90%
teachers at this school motivate their child to learn* (S2007)	84%	90%	91%
teachers at this school treat students fairly* (S2008)	91%	88%	87%
they can talk to their child's teachers about their concerns* (S2009)	91%	93%	96%
this school works with them to support their child's learning* (S2010)	87%	88%	92%
this school takes parents' opinions seriously* (S2011)	82%	87%	90%
student behaviour is well managed at this school* (S2012)	84%	82%	87%
this school looks for ways to improve* (S2013)	86%	90%	92%
this school is well maintained* (S2014)	77%	79%	83%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	91%	93%
they like being at their school* (S2036)	96%	95%	96%
they feel safe at their school* (S2037)	94%	94%	98%
their teachers motivate them to learn* (S2038)	98%	97%	94%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	93%
teachers treat students fairly at their school* (S2041)	78%	84%	88%
they can talk to their teachers about their concerns* (S2042)	86%	91%	86%
their school takes students' opinions seriously* (S2043)	84%	83%	83%
student behaviour is well managed at their school* (S2044)	76%	81%	80%
their school looks for ways to improve* (S2045)	100%	99%	95%
their school is well maintained* (S2046)	96%	92%	94%
their school gives them opportunities to do interesting things* (S2047)	90%	91%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	92%	99%

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they feel that their school is a safe place in which to work (S2070)	100%	95%	96%
they receive useful feedback about their work at their school (S2071)	94%	86%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	96%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	95%	96%
student behaviour is well managed at their school (S2074)	97%	91%	92%
staff are well supported at their school (S2075)	91%	85%	92%
their school takes staff opinions seriously (S2076)	91%	84%	96%
their school looks for ways to improve (S2077)	100%	95%	100%
their school is well maintained (S2078)	89%	85%	94%
their school gives them opportunities to do interesting things (S2079)	91%	91%	90%

* 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 program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Participation in Bullying! No Way! Day, Being Safe with Emmy and Life Education sessions which concentrate on healthy relationships, respect for others and respect for self and a 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	2015	2016	2017
Short Suspensions – 1 to 10 days	26	1	4
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

This school utilizes the solar panels and as needed replace 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. The school takes weekly meter readings to monitor water usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	225,346	1,922
2015-2016	228,979	4,484
2016-2017	241,014	725

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

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 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	51	29	0
Full-time Equivalent	46	19	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 2017 were \$31 000

The major professional development initiatives are as follows:

- Australian Curriculum
- Reading
- Leadership
- CPR and First Aid training

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.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% 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).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	84%	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 2017 for all Queensland Primary schools was 93%.

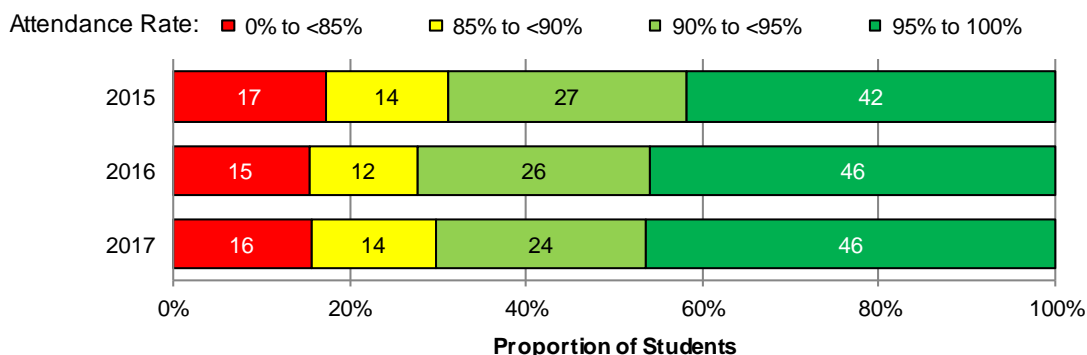
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	91%	92%	91%	92%	92%	91%						
2016	93%	91%	91%	94%	93%	94%	90%						
2017	94%	91%	90%	91%	94%	92%	93%						

*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

We are proactive in working with families to manage non-attendance. Our belief is that it is better to communicate our concerns early so a positive resolution as far as a solution to lack of regular attendance is reached. Non-attendance is managed in sta

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.

Rolls are marked electronically twice daily at 9.00am and 2.15pm by the classroom teacher. If a child has an unexplained absence for 3 consecutive days, parents and carers are contacted.

Through our same day notification processes, parents are sent text messages daily if students are absent without explanation.

Parents must apply in writing to the Principal for student extended absences. When students are late or need to leave early, parents sign them in or out with an explanation. Continued and regular late arrivals/early departures are followed up with parents/carers. Unauthorized attendance at school is taken very seriously and the school employs a series of measures, such as letters for unexplained absences, phone calls home and following protocol for continued absences from school. In serious cases of school refusal and absenteeism, the school seeks guidance officer and behaviour specialist support to work with the school and with families. Parents are reminded of school attendance on a regular basis through newsletters and assemblies.

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

School name

Suburb, town or postcode

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