

# Surfers Paradise State School (1295)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

Surfers Paradise Primary School has a reputation for providing a high quality learning experience for students from Prep to Year Seven. Parents send their children to this school because of its family orientation and the emphasis of the curriculum and teaching methods on individual difference. This means that teachers look at a student's ability rather than his or her grade level. Our classes are organised in line with these beliefs in that the school is divided into four sectors:

Early Years Sector: Prep & Year 1

Junior Sector – Yr 2 & Yr 3

Middle Sector – Yr 4 & Yr 5

Senior Sector – Yr 6 & Yr 7

During 2012 the Junior, Middle and Senior Sectors classes operated separately with a strong focus on the standards required to ensure a smooth transition to the National Curriculum. This worked well with the transition to the National Curriculum occurring without any major concerns.

Surfers Paradise Primary School is a diverse cultural school with students coming from many different countries. In response to this diversity and the high number of newly arrived students, there is English as a Second Language Unit (ESL) in place. This unit provides individual support for those students requiring extra English tuition. The school introduced an Intensive English Class (IEC) in 2009 ensuring students are able to receive full time instruction in English language studies. Two classes operated during 2012.

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Our parent community is diverse with the majority of parents residing outside our catchment area. The realisation that more families choose to bypass their local schools to attend this school attests to the fact that this school is highly regarded within the community. Our parent community is highly supportive and continues to support a range of initiatives focussed on families and student welfare.

Becoming a member of this school community provides students and parents with the opportunity to extend their experience and receive a quality education. All staff are committed to ensuring the girls and boys receive a quality education. Enrolments have continued to grow.

#### School progress towards its goals in 2012

At Surfers Paradise State Primary School our intent is to help every student “Ride the Crest of their Wave to Success”.

In alignment with Education Queensland’s Strategic Objective- United in the Pursuit of Excellence, we seek a dynamic school environment where high quality teaching focussed upon the achievement of every student is delivered to encourage and help each student achieve to their full potential.

The revision of curriculum offerings progressively undertaken during 2011 to ensure alignment with the National Curriculum paid dividends with implementation progressing smoothly.

Key areas of improvement were identified and actively supported with a range of Professional Development sessions and classroom support.

Literacy Blocks were continued with Guided Reading becoming part and parcel of each day’s program across years 1-7.

A further range of activities were used in conjunction with Guided Reading to complement the allocated Literacy Block. Reciprocal teaching of reading was introduced in selected year levels with a considerable amount of professional development provided to support this teaching and learning strategy.

The Junior and Early Years continued these sessions in the morning while the middle and senior years ran the sessions in the middle sessions.

This allowed support services of Literacy and Numeracy to remain concentrated in those sectors during Literacy time.

Teachers also completed professional development in the area of assessment to further support monitoring of programs in all areas of the curriculum. All year levels revised the assessment tools used to align with the National Curriculum.

The school spelling program was previously fully revised and aligned with the National Curriculum but further supported using Words Their Way to inform quality teaching practice T

In support of numeracy testing was conducted using the Progressive

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Achievement in Mathematics Test to inform ongoing planning and support for students requiring intervention.

A Science consultant (Science Spark) visited one day per week providing modeling for Year 4- 7 Staff in preparation for the National Curriculum. The program was extended until June 2012. All Year 4-7 teachers worked closely with the Science Spark during allocated times and engaged with teaching the new curriculum.

### Future outlook

In 2012 a concerted effort was made to work on focus areas identified by staff, gathered data, and strategic initiatives.

A Teaching and Learning Audit was conducted late in 2011. Those recommendations form an important part of our schools focus as we continue into the future. Explicit Improvement Agenda

During 2012 a full review of our schools programs was completed.

Key considerations are:-

To improve the achievement levels of all students through:

- targeted and explicit teaching
- expert assessment and analysis of assessment data
- allocation of resources for targeted intervention
- differentiation for all students
- high expectations and standards Numeracy

The focus for improvement during 2013 will be on :-

Literacy –writing to include spelling , grammar and punctuation

Differential learning needs of students

National Curriculum

Community Partnerships

Quality of teaching practice

Transition Year 7 to high school

Protocols for assessment and benchmarking of standards)

Professional development /Peer Coaching

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## Closing the gap for Indigenous Australians

Closing the Gap on indigenous and non-indigenous student performance will remain in focus. This will require the Principal and Deputy Principal to monitor the progress of indigenous students as well as individual plans for students scoring in Naplan below the National Benchmarks.

Implementation of Performance Plans for administrators and teaching staff will be carried out. The performance plans will align to Education Department plans and to the specific improvement agenda designed to meet the school's ongoing needs.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	652	298	354	92%
2011	674	320	354	90%
2012	684	305	379	89%

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

### Characteristics of the student body:

The school operates in Sectors Early (P-1), Junior (2/3) Middle (4/5) and Senior (6/7). The Early Sector carries the highest number of students, the Junior and Middle Sector with a similar number and the Senior Sector slightly lower. Classes are generally taught in double teaching areas with team teaching a feature of the school. A very small number of classes work as a single classroom. There is a slightly higher number of boys to girls, however classes are balanced as closely as possible throughout the school.

Students across the school are generally very well behaved with a very small percentage requiring some form of intervention for behaviour. A school wide behaviour plan has been established to actively support these 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 with a much larger percentage of Asian families compared to European. About a quarter of students speak English as a second language and at any given time approximately 30-40 students are learning English for the first time. This is done for up to 12 months in an Intensive English Classroom(IEC) environment managed by two specialist teachers. Transition from sessions in the IEC to full time in the regular classroom occurs within at least a year or earlier where appropriate.

A larger than usual percentage of students live away from the area and attend the school as their parents find it convenient for work and family arrangements. Locals who have lived in the area for one or more generations still access the school and take great pride in the

# Our school at a glance

traditions.

Approximately 20% of students are supported with their learning with special programs. A small percentage of students are challenged with a disability.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	25	24	22
Year 4 – Year 10	26	26	26
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	8	4	8
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

- Co-operative approach to teaching and learning
- Specialists – Music, French, Physical Education, Teacher-Librarian & ICT teacher
- Swimming program (Terms 1&4) at school's on-site pool
- Specialist support program for students with special learning needs or challenged by disability
- English Second Language(ESL) - Intensive English classes, and ESL programs

support for students with a range of ESL needs.

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### Extra curricula activities

- Instrumental music program Yr 4-7
- Choirs – senior (Yr 4-7) & junior (Yr 2-3)
- Aerobics – Yr 4-7 (after school & lunchtimes)
- Science Club – All year levels (lunchtimes)
- Scientist in Schools (CSIRO program) – term visits by scientist, John Gallo
- Chess – Yr 1-7 (lunchtimes)
- Strategy Club Years 3-7 (Lunch times)
- Football Workshops (Various all codes)
- Interschool Sports
- After school swimming lessons (Terms 1 & 4)
- Drama Club – Years 3-7 (Lunchtimes)
- Tournament of Minds Years (Lunchtimes) Years 4-7
- French Club (Lunchtimes) Years 4-7
- Cheerleading (Years 4-7)
- Student Council (Years 3-7)

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

At Surfers Paradise Primary School ICT's are actively used to create 21st century learning environments that cater for purposeful learning anytime, anywhere and in any situation.

Our digital pedagogy involves teachers and students engaged in online learning opportunities to enhance curriculum knowledge, teaching and learning experiences and technology skills.

Students have access to virtual classrooms via Blackboard. Teachers regularly attend PD to keep up to date with current on-line opportunities.

All classes have access to Smart boards or data projectors and apple computers. Classes are also able to utilise other ICT equipment such as cameras, ipads and ipods to enhance the learning program.

Members of staff are involved in Smart Classrooms ICT Certificate and Digital Pedagogical Licence programs.

The Resource Centre, which opened in 2011, has been designed to maximise the use of technologies for learning. Students have dedicated ICT access in the Technology Room as well as access in their classrooms.

### Social climate

Surfers Paradise State School has a Supportive School Environment and is guided by a Responsible Behaviour 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 part of the school newsletters, parent handbook and school website. Bullying in any form (verbal, physical or electronic) is not accepted nor tolerated. A School Wide Behaviour Plan is used by staff, it provides examples of Rules, Respect, Safety and Responsibility.

Peer support programs have also been implemented in the playground with older students assisting with supervision of playtime activities such as dancing and games. General extra-curricular activities are also available at lunch time to provide support and interest during play breaks.

An Out of School Hours Care 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 Administration, Guidance Officer, Learning Support Staff and Head of Special Education Services. The Guidance Office and a 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.

School opinion surveys show that 100% of parents feel that their children are happy and safe at this school. 96% of parents also believe that students are treated fairly and student behaviour is well managed. A high majority of students feel behaviour management is appropriate and they feel safe and happy to come to this school. They are also very satisfied that they are treated fairly.

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

School opinion surveys have consistently shown over a number of years that parents and students are very satisfied with the learning environment and the wellbeing of the students at this school.

Improved results in 2012 showed 100% of parents agreeing Surfers Paradise State School is a good school, where teachers encourage students to do their best, and parents are able to speak to teachers about any concerns. 100% of parents also agree that the students enjoy being at school and feel that their children are safe.

100% of students also agree that teachers expect them to do their best. Over 90% of students enjoy being at school and believe they are getting a good education. They also acknowledge that their opinions are taken seriously and they feel safe at school.

Teacher morale has continued to remain very high with 100% of staff in agreement. This is a continued improvement from a 90% in 2011.

# Our school at a glance

## Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	96.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	92.0%
their child is making good progress at this school*	92.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	95.8%
teachers at this school motivate their child to learn*	96.0%
teachers at this school treat students fairly*	96.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	96.0%
this school takes parents' opinions seriously*	95.8%
student behaviour is well managed at this school*	96.0%
this school looks for ways to improve*	91.3%
this school is well maintained*	92.0%

## Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	93.6%
they like being at their school*	90.8%
they feel safe at their school*	92.1%
their teachers motivate them to learn*	93.6%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	94.9%
teachers treat students fairly at their school*	85.9%
they can talk to their teachers about their concerns*	83.3%
their school takes students' opinions seriously*	94.3%

# Our school at a glance

student behaviour is well managed at their school*	78.7%
their school looks for ways to improve*	92.2%
their school is well maintained*	87.2%
their school gives them opportunities to do interesting things*	91.0%

## Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	87.9%
with the individual staff morale items	100.0%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Parents are involved in their child's education at the earliest opportunity.

An enrolment interview for new students is conducted upon entry into the school with new families encouraged to revisit the school as required to ensure a smooth transition for new students.

Parent information and education sessions are conducted for in-coming Prep students.

Parents are welcome to assist in classrooms. Many opportunities also arise for parents to join in activities such as Under 8's day, Easter Bonnet parades, school assemblies and year level culminating activities.

Each sector holds a culminating day each term for parents to attend. This can be a relaxed sharing of work or a formal presentation of activities completed through the term. An increasing number of parents attend school assemblies and special events. Special events include School Leader Presentations, Harmony Day, Anzac Day ceremonies, Queensland Day events, and the presentation of special certificates and pins to acknowledge good behaviour. Sports Days and Music events attract a large number of parents and grandparents.

Formal interviews are held bi-annually but all teachers make themselves available for informal meetings when needed to discuss any issues impacting on the student.

In 2012 Surfers Paradise State Primary School introduced the Parent Liaison Officer concept to assist in building strong relationships and enhanced communication channels between parents and the school in order to continue improving the learning environment for the students.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Every effort is made to reduce use of water and electricity other than for what is really needed. Watering of the grounds is kept to a minimum and water saving devices have been fitted to all service blocks. Lighting is kept switched off when not required and air-conditioning is only used when needed. Selected classes run information campaigns at various times of the year to highlight the need to reduce our footprint. Solar panels have been fitted and a number of tanks are in use for gardening. New buildings are tank fed and automatic lighting has been installed.

Usage of electricity and water has increased as the new school hall, library and a new classroom block came into service from the beginning of 2011. Student enrolments have also increased. This has settled into a pattern which is acceptable and to some extent offset by the additional 9kw of Solar Panel inputs have been in use for this period of time.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	177,310	2,304
2010-2011	212,192	2,883
2011-2012	232,096	3,333

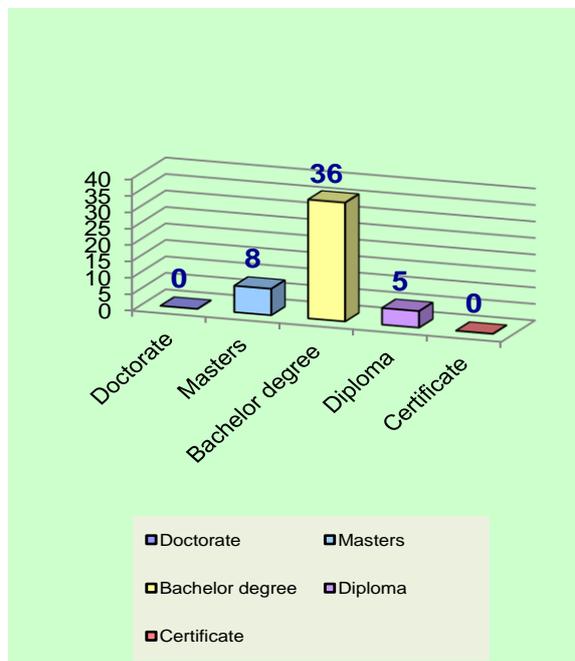
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	49	22	0
Full-time equivalents	40.2	14.7	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Bachelor degree	36
Diploma	5
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$13 360.00

The major professional development initiatives are as follows:

- Literacy Training for all teachers- Guided Reading and planning Literacy Blocks
- Assessment tools for use in all areas of the curriculum
- Higher Order Thinking ( 4-7)

## Our staff profile

- Behaviour Management
- CPR
- Curriculum Planning

The involvement of the teaching staff in professional development activities during 2012 was 100 %.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.7%	95.5%	95.6%

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

From the end of the previous school year, 91.5% of staff was retained by the school for the entire 2012 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

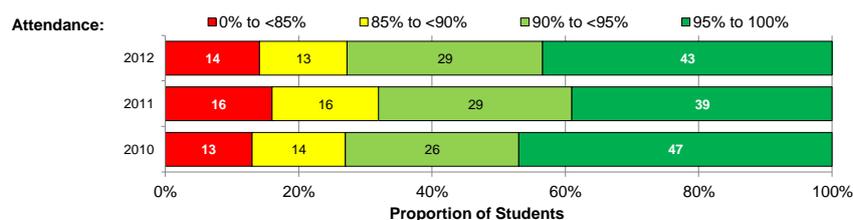
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	93%	92%	92%	94%	92%	93%					
2011	90%	93%	92%	92%	92%	93%	91%					
2012	91%	92%	93%	91%	93%	93%	93%					

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are submitted to the office at 9.00am daily. The previous full days absentees are recorded. If a child has an unexplained absence for 4 consecutive days parents/carers are contacted.

Staffs conducts a quarterly review of all students' absences to check long periods of absence can be verified.

**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.**

## Performance of our students

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/>.

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### Achievement – Closing the Gap

**There were 12 students in attendance during 2012 who claimed an indigenous cultural background. Most students attended regularly**

throughout the year. There was no marked difference in attendance compared to their peers.

Most students are generally performing in line with their peers and doing well in this school environment. A small number of students, however, have significant learning needs and are catered for individually and within the peer group receiving the support required to work to capacity.

The Student Services Team regular monitors the progress of all students with an indigenous cultural background. Where necessary, program adjustments are made both in and out of the classroom.