

Surfers Paradise State School

Queensland State School Reporting

2013 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 and Year 1

Junior Sector – Year 2 and Year 3

Middle Sector – Year 4 and Year 5

Senior Sector – Year 6 and Year 7

During 2013 the Junior, Middle and Senior Sectors classes continued to operate separately ensuring consolidation of the National Curriculum.

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. Flexible groupings operated during 2013 to ensure the range of students were catered for both in the intensive teaching environment and regular classroom environment.

Our parent community is diverse with one third of parents residing outside our catchment area. The realisation that this number of 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

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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. An enrolment boundary was planned for during 2013 and put in place from the commencement of 2014.

School progress towards its goals in 2013

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 focused upon the achievement of every student is delivered to encourage and help each student achieve to their full potential.

The work done over the previous two years to embed the National Curriculum has paid dividends. The implementation of the new History and Geography programs progressed smoothly.

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

A strong focus on teaching Numeracy required a number of professional development sessions at sector levels in particular supporting differentiation and problem solving.

Classroom coaching to support the teaching of numeracy was provided in selected classrooms.

Numeracy testing was conducted using the Progressive Achievement in Mathematics Test to inform ongoing planning and support for students requiring intervention.

Literacy Blocks were continued with support for the implementation of the spelling/vocabulary program, “Words Their Way”, using the previously revised spelling lists.

A further range of activities were used in conjunction with Guided Reading to complement the allocated Literacy Block. Reading Eggs, an on-line learning program, was introduced across the school.

The Junior and Early Years continued the Literacy Blocks in the morning while the Middle and Senior years ran the sessions during the middle session.

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 moderation of programs in selected areas of the curriculum

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especially areas of literacy and numeracy. All year levels revised the assessment tools used to align with the National Curriculum to include the added subjects of History, The Arts and Geography.

Future outlook

In 2013 a concerted effort was made to work on focus areas identified by staff, gathered data and strategic initiatives.

The recommendations from the 2011 Teaching and Learning Audit continue to form an important part of our schools focus as we move into the future. An Explicit Improvement Agenda remained as a major area of focus.

During 2013, effort was placed on the final roll out of the National Curriculum to include The Arts, History, Geography and Technology.

Key considerations remain:-

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 in Numeracy

The focus for improvement during 2014 will be on :-

- Literacy – in particular a renewed focus on reading
- Differential learning needs of students
- Community partnerships
- Quality of teaching practice
- Transition Year 6/7 to high school
- Protocols for assessment and benchmarking of standards
- Professional Development /Peer Coaching
- Closing the Gap for Indigenous Australians

The Year 6/7 transition to high school will require a realignment of the student leadership model, more frequent engagement with parents and a flexible teaching model to engage students in programs designed to develop independence and resilience, to cope with the challenges of high school.

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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. This continues on from previous years.

Implementation of Performance Plans for administrators and teaching staff will continue into the second year. The performance plans will align to Education Department plans and to the specific improvement agenda designed to meet the school's ongoing needs. Professional development opportunities will be offered to staff to support their professional learning journey.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	674	320	354	90%
2012	684	305	379	89%
2013	721	345	376	92%

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, the Junior and Middle Sector carry eight classes each while the Senior Sector is just five classes. 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 (4 classes). There is a slightly higher number of boys to girls in each class, 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. A Discipline Audit will be conducted in early 2014.

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 an additional language and dialect and at any given time approximately 30 to 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 (at least 2 hours per day). Transition from sessions in the IEC to full time in the regular classroom occurs within at least a year or earlier where appropriate.

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

Our school at a glance

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	22	22
Year 4 – Year 7 Primary	26	26	27

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	4	8	6
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 and ICT teacher
- Swimming program (terms 1 and 4) at school's on-site pool
- Specialist support program for students with special learning needs or challenged by disability
- English as an Additional Language and Dialect (EAL/D) - Intensive English Class supports students learning English for the first time.

Extra curricula activities

- Instrumental music program Years 4 to 7 (190 students)
- Choirs – Senior (Years 4 to 7) and Junior (Years 2/3) (90 students)
- Aerobics – Years 4 to 7 (after school and first break)
- Science Club – All year levels (first break)
- Scientist in Schools Program
- Chess – Years 1 to 7 (first break)
- Strategy Club - Years 3 to 7 (break times)
- Football workshops (various codes)
- Intraschool Sports
- Selected Interschool Sports

Our school at a glance

- After school swimming lessons commencing term 4 of 2014
- Tournament of Minds (break times) Years 4 to 7
- French Club (break times) Years 4 to 7
- Cheerleading (Years 4 to 7)
- Student Council (Years 3 to 7)

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 professional development 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. Purchases during 2013 have enhanced our capacity to use programs.

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.

The school computer system will be upgraded and fully replaced in early 2014. A super-fast connection has been ordered to enhance online learning with the expectation this will be available by mid 2014.

Social climate

Surfers Paradise State School is 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.

Our school at a glance

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. 100% of parents also believe that students are treated fairly and student behaviour is well managed. A high majority (98%) 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. This is a significant improvement since 2012.

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 2013 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 agree that teachers expect them to do their best. Over 98% 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.

Parent, student and staff satisfaction with the school

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	92%	100%
their child is making good progress at this school* (S2004)	92%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	93%
teachers at this school motivate their child to learn* (S2007)	96%	100%
teachers at this school treat students fairly* (S2008)	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%
this school works with them to support their child's learning* (S2010)	96%	93%
this school takes parents' opinions seriously* (S2011)	96%	97%
student behaviour is well managed at this school* (S2012)	96%	100%
this school looks for ways to improve* (S2013)	91%	100%
this school is well maintained* (S2014)	92%	93%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	99%
they like being at their school* (S2036)	91%	98%
they feel safe at their school* (S2037)	92%	98%
their teachers motivate them to learn* (S2038)	94%	98%
their teachers expect them to do their best* (S2039)	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%
teachers treat students fairly at their school* (S2041)	86%	99%
they can talk to their teachers about their concerns* (S2042)	83%	95%
their school takes students' opinions seriously* (S2043)	94%	96%
student behaviour is well managed at their school* (S2044)	79%	90%

Our school at a glance

their school looks for ways to improve* (S2045)	92%	99%
their school is well maintained* (S2046)	87%	95%
their school gives them opportunities to do interesting things* (S2047)	91%	99%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	98%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	97%
staff are well supported at their school (S2075)	98%
their school takes staff opinions seriously (S2076)	98%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	92%
their school gives them opportunities to do interesting things (S2079)	98%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 were conducted for in-coming Prep students. The Support-A-Reader program was a major focus activity.

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.

Large numbers of parents attended the various activities throughout 2013.

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 2013 meetings were held with year 5 and year 6 parents to plan for the transition of those students to high school at the end of 2014. A large number of parents attended the initial meeting with more attending later in the year. Plans were put in place for 2014 with a further meeting planned for parents for the commencement of 2014.

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 environmental 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 having been in use for this period of time. There has been little change in usage during 2013, the new figures reflecting completion of the building program.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	212,192	2,883
2011-2012	232,096	3,333
2012-2013	216,312	2,749

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

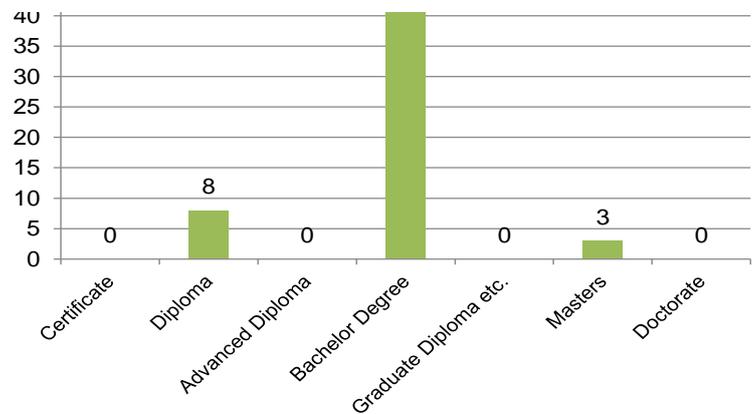
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	52	21	0
Full-time equivalents	45	15	0

Qualifications of all teachers

Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	41
Graduate Diploma etc.	0
Masters	3
Doctorate	0
Total	52



* 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 2013 were \$ 13971.00

The major professional development initiatives are as follows:

- Literacy training for all teachers - Guided Reading and planning Literacy Blocks
- Numeracy – focus on teaching strategies
- Tiered Teaching
- Assessment tools for use in all areas of the curriculum

Our staff profile

- Moderation
- Words Their Way spelling and vocabulary development
- ICT's in the classroom
- Higher Order Thinking (years 4 to 7)
- Behaviour Management
- CPR
- Curriculum Planning
- Supporting Students Challenged through Trauma

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 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.

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

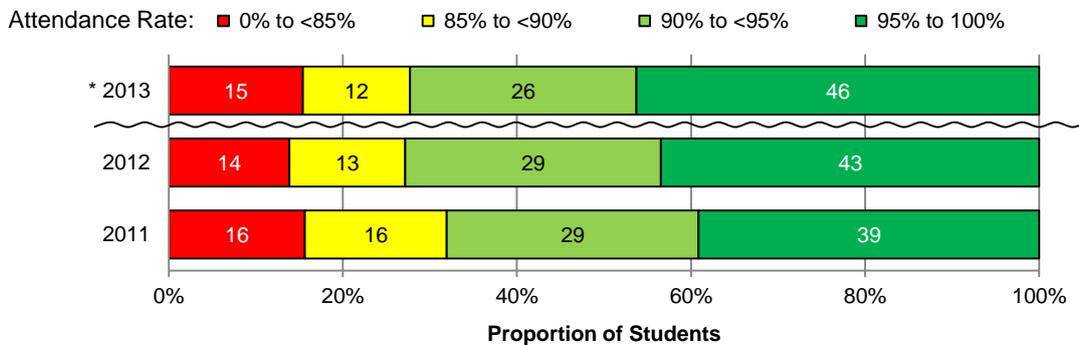
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	90%	93%	92%	92%	92%	93%	91%					
2012	91%	92%	93%	91%	93%	93%	93%					
2013	91%	92%	92%	92%	92%	91%	91%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

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.

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Rolls are electronically marked by 9.00am daily. If a child has an unexplained absence for 4 consecutive days parents/carers are contacted.

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

The Administration Team maintains support for families experiencing difficulties which affect attendance. Attendance rates have improved over the last three years.

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/>.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

There were 22 students in attendance during 2013 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.