



Surfers Paradise State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal



School overview

I am very proud to introduce you to Surfers Paradise State School.
Our vision of Inspiring and empowering successful life long learners is something we aspire to each and every day.
Our values are Respect, Resilience and Integrity.



We have a great school that is committed to delivering a high quality education to all students. I feel very privileged to be Principal of our school. 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.

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 have high expectations of all students and we work hard to support every one of them to achieve their best. 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 extra-curricular programs. Building a consistent work ethic is also very important to us. We support children to develop positive classroom and playground behaviour. Our behaviour standards are very high and I am constantly impressed by the manners, attitudes and enthusiasm of our children.

As parents, 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 are vital at Surfers Paradise as this leads to greater success for our students.

Students, parents and staff comment 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 get to know each other. Our children, parents 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.

We look forward to meeting you and sharing our great school with you.


School progress towards its goals in 2018

Throughout 2018, our main focus was to continue with the implementation of the Australian Curriculum. Opportunities were provided termly for our Head of Curriculum and Deputy Principals to work collaboratively with Professional Learning Teams to ensure alignment and precision.

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.

In April, we celebrated our achievements as our school was identified as having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN.

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.

VISION Inspiring and empowering successful lifelong learners		Annual Implementation Plan 2019			VALUES Respect Resilience Integrity
Positive Behaviour for Learning	Explicit Improvement Action		Targets	Timelines	Responsible Officers
	 <p>Reading and Writing Precision & Alignment</p>	<p>Embed the shared understanding of 'data literacy' and what differentiated reading and writing strategies are needed for each group of learners to improve student outcomes.</p> <p>Deepen and embed teacher's understanding of moderation processes aligned to summative and formative assessment to improve reading and writing outcomes.</p> <p>Teachers align their pedagogy to whole school reading practices in Modelled, Shared, Guided, Independent and Rigorous Reading.</p> <p>Teachers are reflecting on and developing their knowledge of the 6 critical teaching functions and skills aligned to High Impact Teaching.</p>	<p>85% of students are achieving C and above in English.</p> <p>100% of students are above NMS in Reading and Writing Targets met for U2B Reading 45% Yr 3 50% Yr 5 Writing 45% Yr 3 18% Yr 5</p> <p>100% of teachers are working towards delivering the agreed whole school reading practices and High Impact Teaching.</p>	<p>Semester 1 and 2</p> <p>NAPLAN</p> <p>Semester 2</p>	<p>Deputy Principals</p> <p>Deputy Principals and Mentors and Peer Coaches</p> <p>Head of Curriculum</p>
		<p>Develop the culture, climate, processes and protocols of the Surfers Paradise State School Collegial Framework.</p> <p>All teaching staff engage in collaborative planning to embed their knowledge and understanding of the Achievement Standards and Content Descriptors of the Australian Curriculum through High Impact Planning processes.</p> <p>Teachers will work collaboratively in PLT's to reflect on best practice and to inform their teaching in Reading and Writing.</p> <p>Working collaboratively within our 3B network to ensure a smooth transition to Prep for our new students.</p>	<p>100% of teachers are engaging with the Collegial Framework.</p> <p>School Opinion Survey 92% of teachers feel they receive useful feedback about my work at this school.</p> <p>100% of teachers are released for planning.</p> <p>School Opinion Survey 98% of teachers feel confident using student assessment data to improve student achievement at my school.</p>	<p>Semester 1 and 2</p>	<p>Principal</p> <p>Deputy Principals English Head Of Curriculum other KLAs</p>
		<p>Culture for Learning</p> <p>Embed the Surfers Paradise State School Attendance policy for increasing attendance to 95% - Every Day Counts</p>	<p>Student attendance is at 95%</p>	<p>Semester 1 and 2</p>	<p>Principal</p>
Growth Mindset & High Expectations					

De Parker

Principal

Kate Bentley Assistant Regional Director

Rochelle Silvas P&C President

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	700	672	658
Girls	348	334	324
Boys	352	338	334
Indigenous	19	18	25
Enrolment continuity (Feb. – Nov.)	92%	89%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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. We are a culturally rich community with students identified from many cultural and national backgrounds. Approximately half of our students speak another language. Surfers Paradise is considered a moderately high socio economic area.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	24
Year 4 – Year 6	26	25	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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. Our curriculum features:

- Differentiated curriculum to provide opportunities to maximize student achievement for all students
- Age Appropriate Pedagogy in Prep to Year 2
- 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
- Instrumental music (strings and band) and choral programs for students in years 2- 6.
- Swimming program offered onsite in terms 1 and 4

Co-curricular activities

Surfers Paradise offers a wide range of co-curricular activities that develop the interests of our students. These include:

- Gold Coast Eisteddfod performances – choirs, band and strings
- Fanfare
- Instrumental Concerts – WinterFest and Music Excellence Extravaganza
- Sports Aerobics
- 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)
- School Camps for Year 6 students
- 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 (STEM Leader and classroom teachers)
- ❖ 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 aligned to Positive Behavior for Learning and the Inclusion Policy. Our school expectations of 'I am a Learner', 'I am Safe', and 'I am Responsible' are followed by all students. Students are made aware of the rules of each expectation through explicit teaching. Bullying in any form, verbal, physical or electronic, is not accepted or tolerated.

Peer support programs known as 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 fortnightly 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.

We are very fortunate to also have a school welfare officer every Wednesday and Thursday at our school. It is through our Student Welfare Officer that we provide breakfast club for our families every Thursday.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	87%	90%
• this is a good school (S2035)	83%	98%	93%
• their child likes being at this school* (S2001)	93%	96%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child feels safe at this school* (S2002)	90%	94%	95%
• their child's learning needs are being met at this school* (S2003)	88%	87%	88%
• their child is making good progress at this school* (S2004)	93%	89%	93%
• teachers at this school expect their child to do his or her best* (S2005)	95%	92%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	90%	98%
• teachers at this school motivate their child to learn* (S2007)	90%	91%	93%
• teachers at this school treat students fairly* (S2008)	88%	87%	87%
• they can talk to their child's teachers about their concerns* (S2009)	93%	96%	98%
• this school works with them to support their child's learning* (S2010)	88%	92%	95%
• this school takes parents' opinions seriously* (S2011)	87%	90%	93%
• student behaviour is well managed at this school* (S2012)	82%	87%	82%
• this school looks for ways to improve* (S2013)	90%	92%	93%
• this school is well maintained* (S2014)	79%	83%	93%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	93%	96%
• they like being at their school* (S2036)	95%	96%	93%
• they feel safe at their school* (S2037)	94%	98%	96%
• their teachers motivate them to learn* (S2038)	97%	94%	95%
• their teachers expect them to do their best* (S2039)	99%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	93%	94%
• teachers treat students fairly at their school* (S2041)	84%	88%	87%
• they can talk to their teachers about their concerns* (S2042)	91%	86%	86%
• their school takes students' opinions seriously* (S2043)	83%	83%	80%
• student behaviour is well managed at their school* (S2044)	81%	80%	70%
• their school looks for ways to improve* (S2045)	99%	95%	95%
• their school is well maintained* (S2046)	92%	94%	94%
• their school gives them opportunities to do interesting things* (S2047)	91%	89%	92%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	99%	96%
• they feel that their school is a safe place in which to work (S2070)	95%	96%	93%
• they receive useful feedback about their work at their school (S2071)	86%	86%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	91%	84%
• students are encouraged to do their best at their school (S2072)	100%	100%	99%
• students are treated fairly at their school (S2073)	95%	96%	93%
• student behaviour is well managed at their school (S2074)	91%	92%	89%
• staff are well supported at their school (S2075)	85%	92%	90%
• their school takes staff opinions seriously (S2076)	84%	96%	93%
• their school looks for ways to improve (S2077)	95%	100%	96%
• their school is well maintained (S2078)	85%	94%	99%
• their school gives them opportunities to do interesting things (S2079)	91%	90%	92%

* 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

We value and encourage active community engagement within our school. Throughout 2018, in partnership with the school leadership team, the school and community have successfully engaged through the active operation of the P&C, meeting on the 2nd Monday of each month in the school year. This partnership has included working collaboratively on planning and enacting school events.

Communicating with our community remains a focus engaging in the following ways:

- Surfers Paradise State School Facebook page
- SMS messaging service for absences and to provide relevant reminders
- QSchool app
- Newsletter
- Webpage communication
- Letters home to families including curriculum overviews

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.

One significant event planned for the beginning of the year is a Meet and Greet session for all parents to come along and meet their child's teacher. While face-to-face parent discussions are expected to be a regular part of the ongoing partnership that naturally occurs in the school, Surfers Paradise State School has established a formal parent-teacher interview process that is instigated twice per year – Term 1 and Term 3. This is a designated opportunity to ensure that, on at least 2 occasions each year, class teachers can formally engage in discussion with parents, regarding their child's progress at school. Parents are also welcome as partners-in-learning within classrooms that can avail themselves of this voluntary arrangement.

Respectful relationships education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	4	12
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

This school utilises power generated from solar panels located on the hall roof in an attempt to reduce electricity expenditure. Staff are conscious of the need to conserve energy by minimising the use of air-conditioning and heating in classrooms. Surfers Paradise State School uses stored rainwater in underground water tanks for watering of grounds and gardens. The school takes weekly meter readings to monitor water usage, where exceptions occur investigations are undertaken immediately. The school provides an Environmental Club for students facilitated by a classroom teacher, students are taught about the importance of reduce, reuse and recycle.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	228,979	241,014	287,803
Water (kL)	4,484	725	3,528

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	52	28	0
Full-time equivalents	46	19	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	6
Graduate Diploma etc.*	9
Bachelor degree	49
Diploma	9
Certificate	

*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 2018 were \$44805.54

The major professional development initiatives are as follows:

- Building capability of teaching and non-teaching
- Executive coaching of leadership team
- Differentiating the curriculum
- Establishing professional learning community

The proportion of the teaching staff involved in professional development activities during 2018: 91%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	93%
Attendance rate for Indigenous** students at this school	84%	84%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

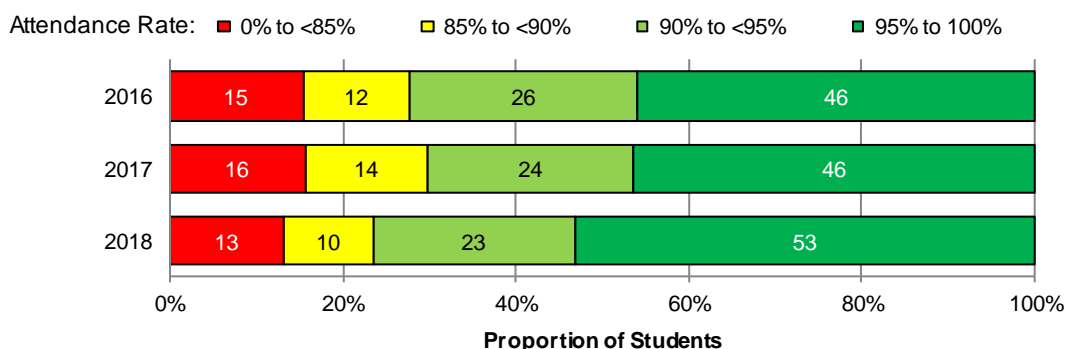
Year level	2016	2017	2018
Prep	93%	94%	94%
Year 1	91%	91%	92%
Year 2	91%	90%	90%
Year 3	94%	91%	93%
Year 4	93%	94%	93%
Year 5	94%	92%	95%
Year 6	90%	93%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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. Queensland state schools manage non-attendance in line with the Queensland 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 absences greater than 3 days. The Principal meets with every parent and reviews attendance.

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.

Unauthorised absences at school are 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 if need be regional 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.