



Surat State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

|                 |   |
|-----------------|---|
| Postal address: | 55 Robert Street Surat 4417   |
| Phone:          | (07) 4626 4333  |
| Fax:            | (07) 4626 4300  |
| Email:          | principal@suratss.eq.edu.au   |
| Webpages:       | Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website. |
| Contact Person: | Mr Justin Washington  |

## School Overview

Surat State School has provided a positive educational experience to the students of Surat since 1874, with the Secondary Department available for learning to Year 10 from 1963, and Preschool classes in the Early Learning Building from 1976. Surat historically has strong links to the Cobb and Co enterprise as the starting point for the very last scheduled Cobb and Co service to operate in Australia on 14 August 1924.

The Surat State School Way is to commit to our learning, strive for excellence and succeed in all that we do. The school mission statement was adopted to promote the high expectations of student learning and behaviour throughout the school. Our school expectations are to Be Safe, Be Responsible, Be Respectful and Be Committed.

## Principal's Foreword

### Introduction

Welcome to the Surat State School Annual Report for 2016.

This report outlines the achievements and challenges from the 2016 school year. It will also provide an insight into the future outlook and goals for 2017.

### School Progress towards its goals in 2016

School outcomes for 2016 were:

#### *School and Student Performance*

1. *Increased achievement levels in areas of reading and numeracy for most students.*
2. *Used data to inform teaching practice. Use Regional Benchmarks and NAPLAN data for guidance around individual improvement targets for students.*

#### *Implementation of National Curriculum*

3. *Developed and embedded Whole School Curriculum Plan with alignment to Australian Curriculum.*
4. *All teachers implemented Australian Curriculum and utilised C2C resources.*

#### *Staff Development & Performance*

5. *Professional Development appropriate to the school included engagement with Explicit Teaching, Numeracy, PBL, THRASS (Annual refresher), Reading, Data Analysis, Coding and Robotics.*
6. *Established Professional Learning Communities for: School Leadership Team, Student Support Team, PBL Team.*
7. *Continued regular Classroom Profiling, Coaching and Feedback sessions at school level.*

#### *Community confidence*

8. *Developed a 0-5 education plan to support transition from home to school.*
9. *Reinforced productive partnerships with students, staff, parents, and the community.*

### Future Outlook

At Surat State School in 2017, students in all year levels will have access to explicit teaching and learning practices throughout the school community, enabling all participants to engage in meaningful and enriching learning experiences. Our key goals for 2017 are:

### **Improvement Priority 1. Improve Student Performance**

1. *Improve the teaching of Reading, Number and Writing.*

#### **Strategy:**

1. *Embed Explicit Instruction practices in all Key Learning Areas.*
2. *Enhance participation and achievement levels in areas of reading and numeracy for all students in Prep to Year 6.*
3. *Enhance participation and achievement levels in areas of writing and numeracy for all students in Year 7 to 10.*
4. *Establish and embed processes for strategic planning and establishing and monitoring school improvement priorities.*
5. *Review and embed the school data collection overview to ensure the range of data compliments the teaching and learning process.*
6. *Use data to enhance learning opportunities for all students. Use Regional Benchmarks and NAPLAN data for guidance around individual improvement targets for students.*
7. *Embed Age Appropriate Pedagogies in Prep to Year 3 classrooms.*

### **Improvement Priority 2. Consistent Implementation of Curriculum Plan**

1. *Embed Whole School Curriculum Plan with alignment to Australian Curriculum.*

#### **Strategy:**

1. *Review and update School Wide Pedagogical Framework to ensure currency and consistency of practice across the school.*
2. *Review and update School Curriculum Plan and clearly define school planning processes for all teaching staff.*

### **Improvement Priority 3. Staff Development and Performance**

1. *Improve the teaching of Reading, Number and Writing.*

#### **Strategy:**

1. *Embed regular Classroom Profiling, Coaching and Feedback sessions at school level.*
2. *Embed Professional Learning Communities for: School Leadership Team, Student Support Team, PBL Team.*
3. *Professional Development appropriate to the school engaging with Explicit Teaching, Numeracy, Writing, PBL, THRASS (Annual refresher), Reading, Data Analysis, Coding and Robotics.*

### **Improvement Priority 4. Community Confidence and Engagement**

1. *Embed Surat Early Education Program for 0-5 year olds.*
2. *Engage and enhance participation / enrolment in secondary school.*

#### **Strategy:**

1. *Collaboratively develop a school community action plan to identify a junior secondary identity and opportunities for leadership and mentoring of younger students.*
2. *Continue to offer Playgroup for 0-5 year olds.*
3. *Embed Surat Early Years Network and support for assisting with school's readiness and capacity to accommodate and support early years transition to Prep.*

# Our School at a Glance

## School Profile

|                                     |                     |
|-------------------------------------|---------------------|
| <b>Coeducational or single sex:</b> | Coeducational       |
| <b>Independent Public School:</b>   | No                  |
| <b>Year levels offered in 2016:</b> | Prep Year - Year 10 |

### Student enrolments for this school:

|              | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| <b>2014</b>  | 89    | 40    | 49   | 16         | 91%                              |
| <b>2015*</b> | 89    | 35    | 54   | 8          | 84%                              |
| <b>2016</b>  | 71    | 28    | 43   | 4          | 93%                              |

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

The students of Surat State School come from varied socio-economic backgrounds and cultures. There are a small number of students that are of Aboriginal descent.

### Average Class Sizes

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

| AVERAGE CLASS SIZES |      |       |      |
|---------------------|------|-------|------|
| Phase               | 2014 | 2015* | 2016 |
| Prep – Year 3       | 13   | 15    | 13   |
| Year 4 – Year 7     | 7    | 11    | 12   |
| Year 8 – Year 10    | 5    |       |      |
| Year 11 – Year 12   |      |       |      |

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our distinctive curriculum offerings in addition to core Key Learning Areas

- Instrumental Music
- The Arts
- LOTE Japanese via Brisbane School of Distance Education
- Learning Support for students requiring additional support
- STEM - Robotics
- Industrial Design Technology
- Kitchen and Garden – Stephanie Alexander Program

## Extra curricula activities

- Arts Council Performances – a variety of genres visited the school to perform for the students throughout the year.
- NAIDOC Week - the local Surat Aboriginal Corporation facilitates activities to celebrate aspects of indigenous culture with the students.
- School Camps – The School Camping Program was developed with implementation in 2009. 2015 saw camps to Sydney/Canberra, Tallebudgera, Columboola (near Miles) and locally.
- Inter-school Sports – Netball and Rugby League are conducted on Saturday mornings as part of Roma and District School Sport.
- ANZAC Day Ceremony – The students engaged in the town celebrations.
- Students participated in Sporting Schools activities for an hour, twice per week. This attracts strong participation due to committed teachers.
- Homework Club was available for four afternoons per week to allow students to complete homework and receive assistance if needed.

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

Teachers embedded activities requiring engagement with computers into all aspects of classes in both primary and secondary. Each classroom has access to iPads for everyday interactions, while a computer lab provides opportunities for whole class engagements.

Teachers are using interactive whiteboards in the classroom.

## Social Climate

### Overview

At Surat State School, all staff work closely to ensure all students are catered for. Students, Staff and Parents work together to maximise learning outcomes. At Surat State School, we subscribe to the following values:

- Being safe
- Being responsible
- Being respectful
- Being Committed

## Parent, Student and Staff Satisfaction

### Parent opinion survey

| Performance measure  | 2014 | 2015 | 2016 |
|--|------|------|------|
| Percentage of parents/caregivers who agree <sup>#</sup> that:  |      |      |      |
| their child is getting a good education at school (S2016)  | 100% | 100% | 70%  |
| this is a good school (S2035)  | 100% | 100% | 91%  |
| their child likes being at this school* (S2001)  | 100% | 100% | 91%  |
| their child feels safe at this school* (S2002)   | 100% | 88%  | 91%  |
| their child's learning needs are being met at this school* (S2003)                                     | 92%  | 100% | 82%  |
| their child is making good progress at this school* (S2004)  | 100% | 100% | 73%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 100% | 100% | 91%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 92%  | 100% | 82%  |
| teachers at this school motivate their child to learn* (S2007)   | 100% | 100% | 82%  |
| teachers at this school treat students fairly* (S2008)   | 92%  | 100% | 73%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 100% | 100% | 82%  |
| this school works with them to support their child's learning* (S2010)                                 | 100% | 100% | 80%  |
| this school takes parents' opinions seriously* (S2011)   | 92%  | 88%  | 73%  |
| student behaviour is well managed at this school* (S2012)  | 92%  | 100% | 91%  |

| Performance measure                               |      |      |      |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| this school looks for ways to improve* (S2013)    | 100% | 100% | 91%  |
| this school is well maintained* (S2014)           | 100% | 100% | 100% |

### Student opinion survey

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree# that:   | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048)                               | 97%  | 91%  | 90%  |
| they like being at their school* (S2036)  | 95%  | 91%  | 90%  |
| they feel safe at their school* (S2037)   | 97%  | 96%  | 90%  |
| their teachers motivate them to learn* (S2038)                                    | 97%  | 100% | 90%  |
| their teachers expect them to do their best* (S2039)                              | 100% | 100% | 95%  |
| their teachers provide them with useful feedback about their school work* (S2040) | 97%  | 91%  | 85%  |
| teachers treat students fairly at their school* (S2041)                           | 89%  | 83%  | 70%  |
| they can talk to their teachers about their concerns* (S2042)                     | 89%  | 82%  | 85%  |
| their school takes students' opinions seriously* (S2043)                          | 89%  | 87%  | 85%  |
| student behaviour is well managed at their school* (S2044)                        | 81%  | 82%  | 90%  |
| their school looks for ways to improve* (S2045)                                   | 100% | 100% | 90%  |
| their school is well maintained* (S2046)  | 92%  | 100% | 95%  |
| their school gives them opportunities to do interesting things* (S2047)           | 97%  | 91%  | 80%  |

### Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree# that:  | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069)   | 100% | 100% | 88%  |
| they feel that their school is a safe place in which to work (S2070)   | 100% | 100% | 94%  |
| they receive useful feedback about their work at their school (S2071)  | 100% | 92%  | 82%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 100% |
| students are encouraged to do their best at their school (S2072)   | 100% | 100% | 89%  |
| students are treated fairly at their school (S2073)  | 100% | 100% | 94%  |
| student behaviour is well managed at their school (S2074)  | 100% | 100% | 94%  |
| staff are well supported at their school (S2075)   | 100% | 100% | 82%  |
| their school takes staff opinions seriously (S2076)  | 100% | 100% | 76%  |
| their school looks for ways to improve (S2077)   | 100% | 100% | 94%  |
| their school is well maintained (S2078)  | 100% | 100% | 94%  |
| their school gives them opportunities to do interesting things (S2079)   | 94%  | 100% | 89%  |

\* 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

One of the strengths of Surat State School is the committed parent body. The school has provided a number of opportunities for parents to be involved in their children's education. Frequent communications to parents has kept them abreast of progress. A weekly newsletter provides comprehensive communication. Parents are actively involved in sports coaching and classroom help. Parents demonstrate an outstanding commitment to their children's sport with competition being conducted on Saturdays.

The P & C raises funds to purchase resources for the school, and also runs the Tuckshop once per week. Parents meet with school staff regularly to discuss the most appropriate support for the students, and staff contact most parents on a regular basis to discuss student progress, as well as organising formal parent / teacher interviews twice a year.

### Respectful relationships programs

The school has developed and implemented programs in accordance with our School Wide Positive Behaviour for Learning strategy that focus on appropriate, respectful and healthy relationships.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES    |       |        |      |
|---------------------------------|-------|--------|------|
| Type                            | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 3     | 2      | 2    |
| Long Suspensions – 6 to 20 days | 0     | 0      | 0    |
| Exclusions                      | 0     | 0      | 0    |
| Cancellations of Enrolment      | 0     | 0      | 0    |

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

An overall emphasis has been made on energy conservation throughout the school. Staff and students are constantly reminded of the importance of switching off lights and fans when they leave a room. Also, closing doors and windows while air-conditioning is in use.

| ENVIRONMENTAL FOOTPRINT INDICATORS |                 |          |
|------------------------------------|-----------------|----------|
| Years                              | Electricity kWh | Water kL |
| 2013-2014                          | 54,782          | 0        |
| 2014-2015                          | 59,752          |          |
| 2015-2016                          | 60,500          | 7        |

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



## Find a school

GO

Sector:

Government

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SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

| 2016 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts                 | 12             | 11                 | <5               |
| Full-time Equivalents      | 11             | 7                  | <5               |

#### Qualification of all teachers

| TEACHER* QUALIFICATIONS        |   |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate                      |   |
| Masters                        |   |
| Graduate Diploma etc.**        |   |
| Bachelor degree                | 13  |
| Diploma                        |   |
| Certificate                    |   |

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$6520.41.

The major professional development initiatives are as follows:

- THRASS
- Coaching and Feedback
- Classroom Profiling
- Improving Literacy and Numeracy outcomes for all students

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

| AVERAGE STAFF ATTENDANCE (%)   |      |      |      |
|--|------|------|------|
| Description  | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 98%  | 97%  | 99%  |

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 82% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2016   |      |      |      |
|---|------|------|------|
| Description   | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 92%  | 93%  | 95%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 87%  | 84%  | 89%  |

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

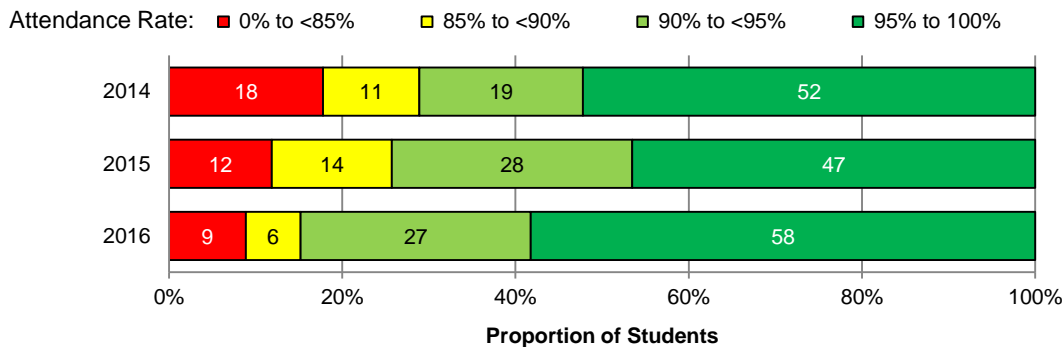
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL |      |        |        |        |        |        |        |        |        |        |         |         |         |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level   | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014   | 89%  | 94%    | 90%    | 94%    | 96%    | 97%    | 89%    | 96%    | 91%    | 82%    | DW      |         |         |
| 2015   | 94%  | 92%    | 95%    | 93%    | 93%    | 99%    | 94%    | 90%    | 92%    | 83%    | 83%     |         |         |
| 2016   | 94%  | 95%    | 95%    | 95%    | 95%    | 97%    | 94%    | 97%    | 97%    | 92%    | DW      |         |         |

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

## 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.

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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