Surat State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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 Repectful and Be Committed.

School progress towards its goals in 2018

This report outlines the achievements and challenges from the 2018 school year. It will also provide an insight into the future outlook and goals for 2019.

Improvement Priority 1. Improve Student Performance

- *Improved the teaching of Reading, Number and Writing.*

Improvement Priority 2. Consistent implementation of Curriculum Plan

- *Updated and embedded Whole School Curriculum Plan with alignment to Australian Curriculum.*

Improvement Priority 3. Staff Development and Performance

- *Improved the teaching of Reading, Number and Writing.*

Improvement Priority 4. Community Confidence and Engagement

- *Embedded Surat Early Education Program for 0-5 year olds.*
- *Engaged and enhanced participation/enrolment in secondary school.*

Future outlook

At Surat State School in 2019, 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 2019 are:

Improvement Priority 1. Improve Student Performance

- *Improve the teaching of Reading and Number.*

Improvement Priority 2. Consistent implementation of Curriculum Plan

- *Establish clarity and embed consistent planning and teaching practices for all staff.*
- *Establish clear learning intentions and success criteria for all subjects.*

Improvement Priority 3. Staff Development and Performance

- *Establish consistent processes and practices throughout the school.*

Improvement Priority 4. Community Confidence and Engagement

- *Continue to embed Surat Early Years Network.*
- *Continue to enhance participation in secondary school.*

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	71	87	97
Girls	28	37	43
Boys	43	50	54
Indigenous	4	6	16
Enrolment continuity (Feb. – Nov.)	93%	100%	96%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	13	14	18
Year 4 – Year 6	12	16	16
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

Our distinctive curriculum offerings in addition to core Key Learning Areas.
- Instrumental Music
- The Arts
- Languages - Japanese
- Learning Support for students requiring additional support

- STEM- Robotics
- Industrial Design Technology
- Kitchen and Garden – Stephanie Alexander Program

Co-curricular 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. 2018 saw camps to Emu Gully, Columboola (near Miles) and locally.
- ANZAC Day Ceremony – The students engaged in the town celebrations.
- Students participated in Sporting Schools activities for an hour. This attracts a 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.
- Opti-minds.
- District, Regional, State and National pathways are available for students in sport via selection processes.

How information and communication technologies are used to assist 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 classrooms.

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 maximize 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

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)	70%	83%	84%
• this is a good school (S2035)	91%	72%	88%
• their child likes being at this school* (S2001)	91%	78%	97%
• their child feels safe at this school* (S2002)	91%	83%	94%
• their child's learning needs are being met at this school* (S2003)	82%	83%	84%
• their child is making good progress at this school* (S2004)	73%	78%	87%
• teachers at this school expect their child to do his or her best* (S2005)	91%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	88%	88%
• teachers at this school motivate their child to learn* (S2007)	82%	94%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	73%	78%	94%
• they can talk to their child's teachers about their concerns* (S2009)	82%	94%	94%
• this school works with them to support their child's learning* (S2010)	80%	78%	94%
• this school takes parents' opinions seriously* (S2011)	73%	56%	77%
• student behaviour is well managed at this school* (S2012)	91%	67%	81%
• this school looks for ways to improve* (S2013)	91%	89%	87%
• this school is well maintained* (S2014)	100%	94%	97%

* 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)	90%	98%	97%
• they like being at their school* (S2036)	90%	93%	76%
• they feel safe at their school* (S2037)	90%	93%	97%
• their teachers motivate them to learn* (S2038)	90%	100%	100%
• their teachers expect them to do their best* (S2039)	95%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	85%	98%	97%
• teachers treat students fairly at their school* (S2041)	70%	88%	76%
• they can talk to their teachers about their concerns* (S2042)	85%	89%	82%
• their school takes students' opinions seriously* (S2043)	85%	85%	88%
• student behaviour is well managed at their school* (S2044)	90%	72%	76%
• their school looks for ways to improve* (S2045)	90%	83%	97%
• their school is well maintained* (S2046)	95%	95%	94%
• their school gives them opportunities to do interesting things* (S2047)	80%	93%	91%

* 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)	88%	92%	95%
• they feel that their school is a safe place in which to work (S2070)	94%	88%	90%
• they receive useful feedback about their work at their school (S2071)	82%	83%	95%
• 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)	89%	100%	100%
• students are treated fairly at their school (S2073)	94%	96%	100%
• student behaviour is well managed at their school (S2074)	94%	83%	90%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	82%	78%	76%
• their school takes staff opinions seriously (S2076)	76%	78%	71%
• their school looks for ways to improve (S2077)	94%	91%	100%
• their school is well maintained (S2078)	94%	96%	95%
• their school gives them opportunities to do interesting things (S2079)	89%	86%	95%

* 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. The P&C raises funds to purchase resources for the school. 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 and student Progress Meetings at least twice a year.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy 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	2	11	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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	60,500	53,245	59,454
Water (kL)	7		620

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.
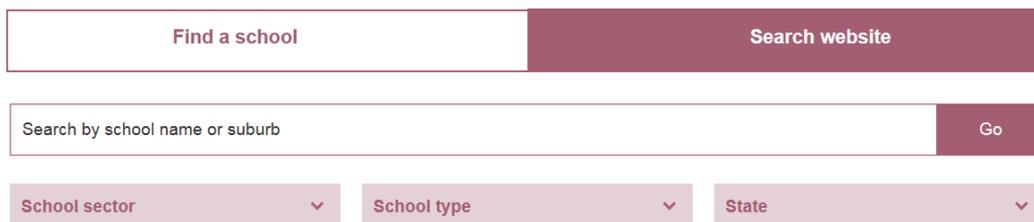
School funding

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
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.

View School Profile

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

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	14	11	<5
Full-time equivalents	13	8	<5

*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	
Graduate Diploma etc.*	
Bachelor degree	13
Diploma	
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 $ 33, 278. 47

The major professional development initiatives are as follows:

- Conferences to enhance pedagogical practices.
- Mentoring beginning teachers

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

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.	99%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 76% 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 P-10/P-12 schools was 89%.

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	95%	94%	93%
Attendance rate for Indigenous** students at this school	89%	90%	92%

* 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		Year level	2016	2017	2018
Prep	94%	93%	92%		Year 7	97%	95%	94%
Year 1	95%	93%	93%		Year 8	97%	96%	92%
Year 2	95%	94%	90%		Year 9	92%	96%	
Year 3	95%	93%	93%		Year 10	DW	87%	99%
Year 4	95%	96%	88%		Year 11			
Year 5	97%	94%	95%		Year 12			
Year 6	94%	95%	93%					

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
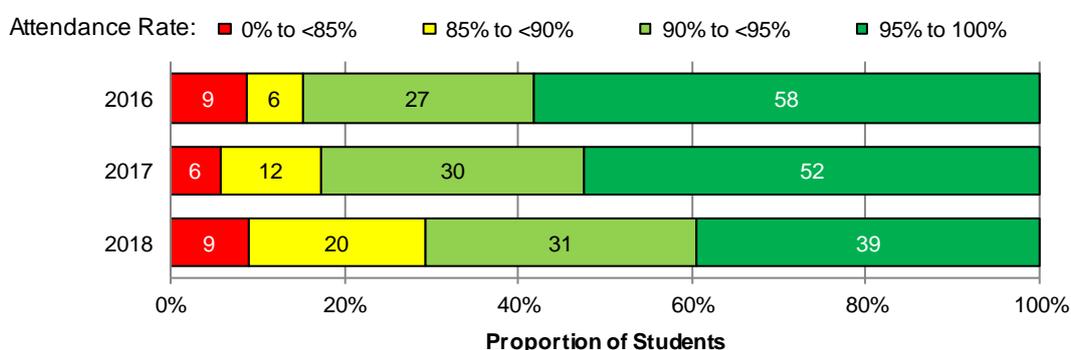
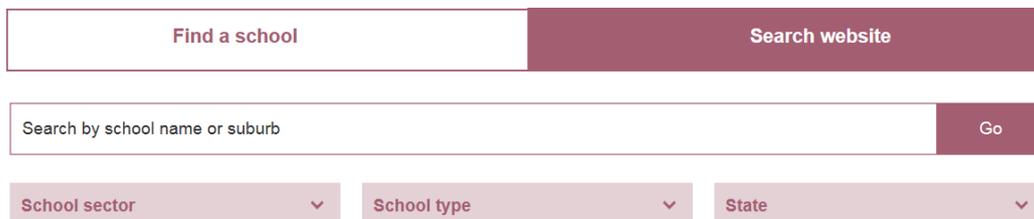## Description of how this school manages non-attendance

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.

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.

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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.