Principal’s foreword

Introduction


It demonstrates results of a strong continued emphasis in the Student social emotional domain reflected in continually declining disciplinary absences and very strong improvement in student perceptions of the education they are receiving. This will be reinforced in the next year with continued emphasis on developing student strategies in resilience.

Improvement in NAPLAN results stalled in some areas after three years of consistent improvement. A refocus on students achieving in the upper two bands was however successful. It is expected that a high turnover of teachers, with a focus on the new Australian curriculum will provide a further boost to overall results.

The school’s continued focus on minimizing our carbon footprint has shown further improvement in this area with continued strong results expected. This will be assisted with the installation of further solar panels in 2012.

School progress towards its goals in 2011

- STAFF ENGAGED IN A WIDE RANGE OF PROFESSIONAL DEVELOPMENT ACTIVITIES TO PREPARE FOR THE INTRODUCTION OF THE AUSTRALIAN CURRICULUM. THIS RESULTED IN A COMPREHENSIVE REDEVELOPMENT OF THE SCHOOL’S CURRICULUM FRAMEWORK.
- ALL STAFF DEVELOPED PERFORMANCE PLANS TO INFORM A WHOLE SCHOOL PROFESSIONAL DEVELOPMENT FRAMEWORK.
- STAFF MEMBERS WERE PROVIDED WITH A WIDE RANGE OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN THE AREA OF READING COMPREHENSION.
- SOME AREAS OF THE NAPLAN RESULTS WERE ENCOURAGING, WITH OTHERS NOT SHOWING THE IMPROVEMENTS EXPECTED.
- PARENTS WERE AGAIN GIVEN A VARIETY OF OPPORTUNITIES TO ENGAGE IN THE LIFE OF THE SCHOOL WITH VARYING LEVELS OF RESPONSE.
- THE RELATIONSHIP BETWEEN INDIGENOUS AND NON-INDIGENOUS ATTENDANCE REMAINED SIMILAR.

Future outlook

- TEACHERS TO DEVELOP GREATER SKILLS IN THE COLLECTION, ANALYSIS AND APPLICATION OF DATA SETS TO INFORM PLANNING FOR DIFFERENTIATION IN UNIT DEVELOPMENT AND ASSESSMENT.
- TEACHERS TO ENSURE CONSISTENT AND EFFECTIVE FEEDBACK TO STUDENTS WITH EXPLICIT TEACHING FOCUSING ON STUDENT NEEDS.
- ADMIN STAFF TO MONITOR AND FEEDBACK ON TEACHER PERFORMANCE WITH COACHING OPPORTUNITIES.
- CONTINUE THE SCHOOL FOCUS ON SOCIAL / EMOTIONAL DEVELOPMENT TO ADDRESS STUDENT RESILIENCE.
- STAFF TO DEVELOP A CONSISTENT PEDAGOGICAL FRAMEWORK TO PROVIDE CONSISTENT APPLICATION OF RESEARCH BASED
EFFECTIVE STRATEGIES.

**School Profile**

**COEDUCATIONAL OR SINGLE SEX:** COEDUCATIONAL

**YEAR LEVELS OFFERED:** PREP - YEAR 10

**TOTAL STUDENT ENROLMENTS FOR THIS SCHOOL:**

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>32</td>
<td>34</td>
<td>98%</td>
</tr>
</tbody>
</table>

**CHARACTERISTICS OF THE STUDENT BODY:**

PUPILS AT SURAT STATE SCHOOL ARE RURAL / REMOTE STUDENTS FROM AUSTRALIAN BACKGROUNDS. THIS INCLUDES A SMALL (12%) INDIGENOUS STUDENT POPULATION. THE SCHOOL ICSEA VALUE OF 928, PLACES IT IN THE 12TH PERCENTILE OF AUSTRALIAN SCHOOLS ON THE SOCIO-ECONOMIC SCALE. THE MOST RECENT ANALYSIS OF THE FAMILY SITUATIONS SEES FAMILY’S SITUATIONS, WITH 9% IN THE TOP QUARTILE, 47% IN THE LOWEST QUARTILE, AND 43% IN THE MEDIAL QUARTILES.

**CLASS SIZES – PROPORTION OF SCHOOL CLASSES ACHIEVING CLASS SIZE TARGETS IN 2011**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>11</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>5.8</td>
</tr>
<tr>
<td>All Classes</td>
<td>6</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>3</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Due to limited staff numbers and specialisation, Surat has been limited to offering the standard Key Learning Area subjects, with the opportunity for year 10 students and special circumstance Year 9 students engaging in traineeships and apprenticeships.

Students have the opportunity to engage in Instrumental Music with a visiting instrumental music teacher.

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 Programme was developed with implementation in 2009. 2011 saw camps to Brisbane, the Gold Coast, Columboola (near Miles) and locally.
- Inter School Sports – these are conducted on Saturday mornings.
- ANZAC Day Celebrations – The students developed a meaningful presentation for parents and the community, presented at school prior to ANZAC Day, with students also engaging in the Town celebrations.

Students participate in Active After School activities for an hour, twice per week. This attracts strong participation due to committed parents and teachers.

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 six computers for everyday interactions, while a lab provides opportunities for whole class engagements.

Secondary students have a laptop assigned to each individual student.

Teachers are using, and further investigating the use of, interactive whiteboards in the classroom.

Social climate

The School Chaplain, appointed in 2008, has continued to work on a number of programmes to assist students in their social behaviours. He assisted in the implementation of the Friends for Life Programme, focusing on student resilience. Parent satisfaction in areas of discipline and social climate has seen significant improvements. Student satisfaction in most areas was still very positive, with the behaviour of students’ perception showing an improved result. There was a very strong improvement in the perception that they were getting a good education.

Parent, student and teacher satisfaction with the school
Results of The School Opinion Survey for 2011 demonstrate consistent results, with the most significant change in the area of students’ perceptions of the behaviour of students in the school continuing to show a positive improvement. This is reflected in the continuing low level of student disciplinary absences. The most pleasing result related to student perceptions that they were getting a good education at this school. High levels of staff members satisfied with morale continue.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>94%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>82%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

One of the strengths of the 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. At the beginning of each term, a document outlining the curriculum focus areas for each class for the term are sent to parents. A strong weekly newsletter provides comprehensive communication. Parents are actively involved in sports coaching and are registered providers in the Active After School Communities activities. There are also many occasions where parents are invited to the school to participate in theme activities. Parent satisfaction scores have remained constant. Parents demonstrate an outstanding commitment to their children’s sport with competition being conducted on Saturdays.

The P & C is active in supporting the myriad events the school organizes for students, from Sports days, to Active After School Communities events, visiting artists and many more. The P & C also raises funds to purchase resources for the school, including infrastructure for the multipurpose sports shed, interactive white boards, computers and sports equipment, with a strong focus in 2011 being the provision of air conditioners into “A” Block. Individual parents share their expertise in arts and craft tutoring, swimming instruction, and assisting with reading groups. Parents of students with learning difficulties 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.

Reducing the school’s environmental footprint
Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The whole school community is strongly committed to further reducing our environmental footprint following consistent gains over recent years. Landfill waste has been addressed through the use of Bokashi Bins for organic waste, a focus on reduced packaging, and the proposed addition of further solar panels.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>50,445</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>61,042</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-17%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>12</td>
<td>9</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>10</td>
<td>6</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>12</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $7,130, representing 12% of the school grant, representing an increase of 200% on the expenditure in the previous year.

The major professional development initiatives are as follows:

- FRIENDS FOR LIFE – STUDENT SOCIAL / EMOTIONAL DEVELOPMENT
- EARLY YEARS LEARNING
- FIRST STEPS IN READING
- STUDENT MODERATION
- SCIENCE SPARKS
- AUSTRALIAN CURRICULUM PREPARATION

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 70% of staff was retained by the school for the entire 2011 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

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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>89%</td>
<td>91%</td>
<td>91%</td>
<td>95%</td>
<td>89%</td>
<td>92%</td>
<td>92%</td>
<td>96%</td>
<td>85%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outlines processes for managing and recording student attendance and absenteeism.

At Surat State School, rolls are marked twice daily, on entry to school at 9.00am, and after second break at 2.00pm. Instructions require teachers to inform the office of consecutive unexplained absences of three days. In these cases, parents are contacted to explain the reasons for the absences, and if parents do not respond, communication is mailed, outlining their responsibilities and consequences of inadequate attendance.

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/.

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.
Where it says "Search by school name", type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
2011 saw an increase in the gap between indigenous attendance and non indigenous attendance. With NAPLAN results, there were insufficient indigenous participants to analyse results.