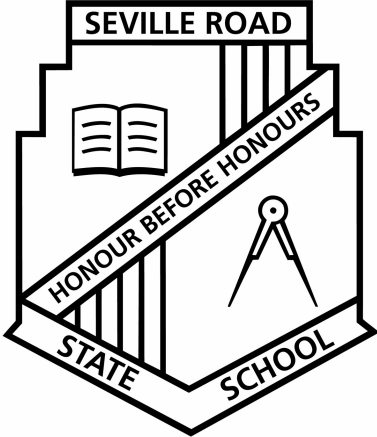


QUEENSLAND STATE SCHOOL REPORTING - 2010

Seville Road State School (1131)

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Principal's foreword

Introduction

Seville Road State School established in 1956 is situated in the southern suburb of Holland Park approximately 9 km from the city centre of Brisbane - an area serviced by a number of other state and private schools. Enrolment at the school is approximately 160 and which has large classroom spaces in which to learn (furnished with modern furniture) and improved access to ICT. The school is characterised by well-maintained grounds, excellent facilities, a committed staff and exceptional students. Our mantra is "Being the Best Me I Can Be" and this is made a reality in our behaviour management, continual review of our teaching and learning programs and focus on Responsibility, Respect and Safety.

Seville Road State School has experienced a year of renewal. We have become a *moving school* grounded in the belief that all children can learn and succeed. Teachers are examining their practice and striving to ensure it is meeting student needs. They know the 'what' and are learning and implementing the 'how'. They have the will and are developing the skills to get there.

A key component of this improvement has been the examination of the explicit teaching of English, Mathematics and Science. Our school is excited about the progress made so far and for our future - to be the school of choice for the students and their families living in our catchment.

We have reclaimed teaching for teachers and with improved facilities, classrooms, behavior, a research driven curriculum framework our students' achievements are improving every year. A strong learning and performance culture is obvious and one which we are extremely proud of.

As a result, student learning outcomes, behaviour and resilience are improving every year. We are supported by an ESL teacher, Support Teacher (Literacy and Numeracy) and Special Education Teachers.

QUEENSLAND STATE SCHOOL REPORTING - 2010

Seville Road State School (1131)

School progress towards its goals in 2010

Seville Road State School continued its involvement in the Federally Funded Project – Principals as Literacy Leaders. Involvement in this project has seen teaching, assessment and analysing student data become the forefront of our teaching programs and a focus for continual improvement. We continued to make significant progress with reviewing and aligning our curriculum framework with assessment embedding high expectations for learning outcomes, behaviour and teaching.

A particular emphasis was on the teaching of Reading and Writing with a whole of school English Program implemented. This program ensures continuity of teaching and learning and assessment of and for learning.

In addition to this whole school programs in Mathematics and Science were introduced. Our involvement in the Science Spark Project in 2011 is expected to complement and enhance our current program.

Further meaningful integration of ICT in all curriculum programs occurred during 2010.

Future outlook

- Full implementation of School Curriculum Programs in all 8 KLAs PREP – Year 7.
- Implementation of the Australian Curriculum
- Assessment (of and for learning), standards and benchmarks to inform teaching, learning and timely intervention
- Improved understanding of differentiation in teaching and learning and assessment
- Embed ICT in all key learning areas
- Create a community of learners striving for continual improvement
- Achievement of high standards for all students with sufficient time and support
- Focus on a whole school approach to student well-being and emotional resilience through the further implementation of School Wide Positive Behaviour
- Revitalised parent and community participation in our school decision making and greater school-community partnerships.
- Continued support from the Ardoch Foundation who assist us in gaining corporate support. to make learning relevant.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: PREP – Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
142	62	80	88%

Characteristics of the student body:



The Seville Road students are drawn predominantly from the area immediately adjacent to the school. Small student numbers creates a close 'family-like' learning community. More than 30 cultural groups are represented and the harmonious way in which they learn and play together demonstrates a true global community and a model for society on acceptance and tolerance. For many of our students, English is not the home language. A large percentage is of African and Middle East decent and of the Muslim faith.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	19	100%	100%	0%	0%
Year 4 – Year 10	21	100%	100%	0%	0%
Year 11 – Year 12					

Our school at a glance

All Classes	20	100%	100%	0%	0%
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School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	15
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Seville Road State School offers a broad curriculum organised around the QCAR Essential Learnings and eight Key Learning Area Outcomes.

The Seville Road State School Special Education Program offers teaching and learning programs catered for the students and assists teachers in program modifications.

Our school at a glance

The Language Other than English offered is Japanese, which is taught intensively to Years 6 and 7, and on a cultural basis to Years 4 and 5.

Specialist lessons are provided in areas of Physical Education, Music and Japanese.

Extra curricula activities

Interschool Sport

Participation in Primary School Touch Football Carnivals

Instrumental Music

School Camps and Excursions

Weekly Science Club

Breakfast Club

Bike Workshop

Chill Out Club – Lunchtime Program

UNSW Science, English and Mathematics Competitions

Leadership Camps – Together For Humanity



How Information and Communication Technologies are used to assist learning

The school is committed to providing our students and staff with the latest technologies to enhance teaching and learning and to provide the students with skills for their future along with the responsibilities of the use of such technologies.

The school has Electronic SmartBoards in all classrooms together with at least 4 computers in Years PREP – Year 3 and 6 computers in Years 4-7. Training has been provided to all staff to assist them in the meaningful integration of these in their teaching and learning programs.

Several classes have introduced Virtual Classrooms to assist in differentiation and extending learning at home.

The school has a replacement schedule for all aging computers.

The access to a technician for technology support ensures that any technical difficulties faced are overcome in a timely and effective manner.

The continued development and enhanced use of ICT has been identified as a priority in our school vision.

Social climate

Seville Road State School has a multi-cultural and diverse social climate. This diversity adds to the richness of our school. We acknowledge that teachers can teach and students can learn when

Our school at a glance

the school community demonstrates respect, responsibility and safety. We have begun our journey in implementing School Wide Positive Behaviour Systems.

Our school rules – Be Respectful, Be a Learner, Be Safe, and Be Responsible form the basis of our school and classroom environment. Improvement has been demonstrated in parent satisfaction in school behaviour and discipline with 91% of parents satisfied with student behaviour.

The school community strives to attain high academic achievements and behaviour. Support is provided to students according to their needs within available resources.

A Guidance Officer is available to meet the needs of students requiring counselling, learning difficulties and impairments (2 days/fortnight) and a Learning Support Teacher works with students requiring targeted intervention (2.5 days/week).

A high quality team of Teacher Aides are employed above our staffing allocation to assist with teaching and learning in the classroom, small groups and individually.

Parent, student and teacher satisfaction with the school

Moral amongst staff is high and their enjoyment at working at the school is evident in their desire to continue working at Seville Road State School.

Our students see themselves as learners and strive hard. Their satisfaction in the education they receive is to be celebrated.

Continued targeted communication regarding the teaching and learning programs and student successes is planned to improve parent satisfaction that the students are receiving a good education.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	75%
Percentage of students satisfied that they are getting a good education at school	91%
Percentage of parents/caregivers satisfied with their child's school	75%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	66%
Percentage of staff members satisfied with morale in the school	87%

Our school at a glance

Involving parents in their child's education.

Unfortunately, our P&C folded in 2010 due to a lack of parental involvement. However, parents are warmly welcomed to participate in their child's education. Parent volunteers and community members are involved in reading and extra-curricular activities (craft, sport, gardening, excursions).



We have worked hard to initiate a number of school based programs which aim to improve parent involvement in the school and for the school to be viewed as a learning hub of our community. A playgroup meets weekly for families with young children. The aim is to connect families and to demonstrate early literacy and numeracy skills. An English Speaking class for parents is planned in 2011 with the assistance from trained tutors from The Smith Family.

Parents are encouraged to make regular contact with their child's teacher, along with formal parent-teacher interviews twice a year and written reports each semester.

Reducing the school's environmental footprint

Our school continues to work hard to reduce our environmental footprint through the installation of solar panels and water tanks. The school will be involved in the Earth Smart Initiative in 2011.

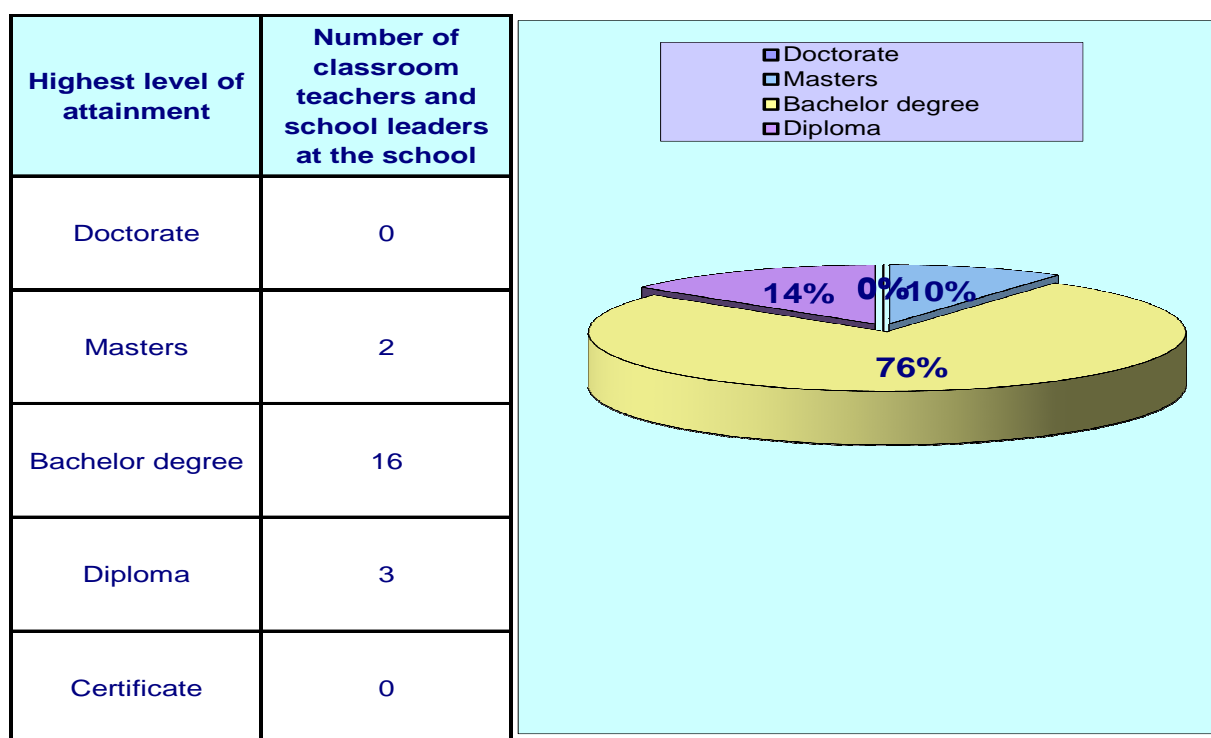
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$17,357	\$7,584	\$5,750	\$1,206	\$1,859	\$0	\$958	39,720	777	0
2009	\$13,341	\$5,667	\$0	\$0	\$6,253	\$0	\$1,421	48,223	382	0
% change 2009 - 2010	30%	34%	N/A	N/A	-70%	N/A	-33%	-18%	103%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	21	9	0
Full-time equivalents	15	6	0

Qualifications of all teachers.



One staff member successfully completed a Graduate Diploma in Science Education courtesy of an Education Queensland scholarship.

Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$8245.

The major professional development initiatives are as follows:

- The Teaching of Reading,
- The Teaching of Writing,
- The Teaching of Spelling,
- ICT Integration in Teaching and Learning Programs.

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 97% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 94%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92%	94%	91%	93%	93%	96%	96%					

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 outline processes for managing and recording student attendance and absenteeism. Rolls are marked twice daily and entered in SMS weekly. Absences are monitored and regular notices to parent about school hours are placed in the newsletter.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following ‘**Find a school**’ text box.

The screenshot shows a search interface titled "Find a school" in orange. It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and an orange "SEARCH" button.

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.

Achievement – Closing the Gap

Our school is making a concerted effort to “Close the Gap” for all of our students including our Indigenous Students. In 2010 there were 14 Indigenous students. Targeted funds were used for intervention, homework assistance and sustained reading practices. Our partnership with Trackers PaCE Program is expected to assist our school developing productive relationships with our indigenous families.