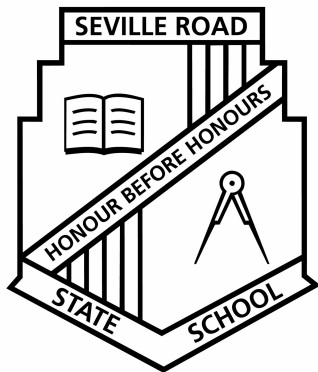
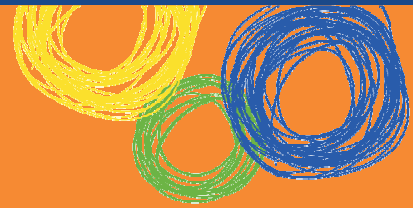


# Seville Road State School (1131)

## Queensland State School Reporting

### 2012 School Annual Report



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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	Cheryl Rowe (Principal)

## Principal's foreword

### Introduction



Seville Road State School established in 1956 is situated in the southern suburb of Holland Park approximately 9km from the city centre of Brisbane – an area serviced by a number of other state and private schools. Enrolment at the school in 2012 was approximately 135. Our

school 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 refinement of our teaching and learning programs and focus on Responsibility, Respect, Safety and Learning.

We are proud of the successes we experienced in 2012 and this report celebrates the efforts of our staff, students and community.

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2012

**School Community and Partnerships** – P&C was re-established with a group of committed parents volunteering their time

School website was updated using Websites for Schools

**School Curriculum** – Full implementation of Australian Curriculum (English, Mathematics and Science)

**Response to Teaching and Learning Audit** - Improved collaboration in teaching, learning and data analysis

Full implementation of student goal setting, WALT and WILF

Differentiation – Know the students and vary the pathway

**Teaching Practice** - Implementation of a consistent explicit teaching framework (Fleming model and Hattie High Effect Strategies)

A whole of school approach to the teaching of reading was implemented (modelled, guided, and independent)

### Future outlook

**School Community and Partnerships** – Strengthen our partnerships Islamic Community, Family Day Care and Holland Park CC

Explore ways to communicate more effectively with our school community

**School Curriculum** – Refine implementation of school curriculum programs aligning Warm up, WALT, WILF I do, We do, You do, Plough back

Implementation of Australian Curriculum History

Review and refine school targets

**Teaching Practice** - Embedding explicit teaching practices in every class

Embedding of explicit teaching of reading strategies in every class

Priority of automaticity of phonics, sight words, phonemic awareness and mathematics concepts

Regular data conversations with all teachers

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	142	62	80	96%
2011	146	63	83	89%
2012	135	61	74	92%

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

### Characteristics of the student body:



Seville Road State School is a band 7 school which has a steady population of around 140 students. The school services a diverse population in terms of culture, religious and language background, socio-economic background and learning needs. At present there are 6 classes from Prep to Year 7 that consist of multi-age groupings. We pride ourselves on the strong community relationships we have and our inclusive, family atmosphere. Our students learn and play together in harmony, demonstrating the values of a global village. We value a holistic approach to teaching and learning and the attainment of social outcomes, as well as academic, cultural and sporting.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	19	20	22
Year 4 – Year 10	21	23	24

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	15	6	6
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

# Our school at a glance

## Curriculum offerings



### Our distinctive curriculum offerings

In 2012, Seville Road State School offered a broad curriculum organised around the Australian Curriculum (English, Mathematics and Science) and the QCAR Essential Learnings for SOSE, Health and Physical Education, The Arts, Technology and LOTE).

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

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

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

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## Extra curricula activities

**Instrumental Music** – woodwind and percussion commences in Year 5

**Science Club** – in partnership with Cavendish Road State High School

**Holland Park Library Visits** – weekly visits to Holland Park Library

**Fire Safety** – in conjunction with the local fire brigade

**Harmony Day** – celebrating our cultural diversity

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

Five teachers have obtained their Digital Pedagogical License and our teacher aides are working towards their ICT accreditation.

The inclusion of ICT as an integral part of each unit of learning planned by teachers from Prep to Year 7 ensures that students become familiar with a computer and skilled in their use. They learn how to use them effectively for research, consolidation of learning, problem solving and presentation of work.

Each classroom has an interactive whiteboard, which enhances the teachers' curriculum and allows students to manipulate web documents and their work, create virtual classrooms and interact with learning activities that are student directed.

Every classroom has at least 6 computers connected to the internet. In addition to this we are increasing the number of iPads to enhance learning.

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## Social climate

Our school's Responsible Behaviour Plan for students is embedded in practice and is reviewed regularly. A behaviour expectations grid was implemented, making explicit to students what is required of them in each area of the school. These expectations are arranged under our four rules that apply to all members of our school community –

- \* Be Respectful
- \* Be Safe
- \* Be Responsible
- \* Be a Learner.

## Our school at a glance



“Buzzie” playground awards and classroom awards reflecting the school expectations are a regular and eagerly anticipated part of our weekly assemblies. Outstanding achievements are highlighted on assembly and in the newsletter. Our “A” and “B” behavior students are rewarded at the end of every semester with a movie and popcorn afternoon.

School Opinion Survey data indicates that this approach has produced excellent results with 100% parent satisfaction that their child is happy to go to our school and 94% satisfied that their child is treated fairly. 92.6% of students said that they were satisfied or very satisfied with how student behavior was managed at our school.

We will continue to focus on school climate and behavior expectations in 2013 and will communicate and celebrate the many improvements in student conduct and efforts to achieve our Mantra – “Being the Best Me I Can Be”.

### Parent, student and staff satisfaction with the school

There is a very strong positive school tone where staff, students and parents are happy, valued and engaged. This ethos has, in turn, had a positive influence on teaching and learning and therefore, student outcomes.

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	94.7%
this is a good school	94.7%
their child likes being at this school*	100.0%
their child feels safe at this school*	94.4%
their child's learning needs are being met at this school*	94.7%
their child is making good progress at this school*	88.9%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	88.9%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	94.1%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	94.7%
student behaviour is well managed at this school*	94.4%
this school looks for ways to improve*	100.0%
this school is well maintained*	88.9%

# Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	96.6%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	96.6%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	93.1%
teachers treat students fairly at their school*	89.3%
they can talk to their teachers about their concerns*	93.1%
their school takes students' opinions seriously*	93.1%
student behaviour is well managed at their school*	96.4%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	89.7%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	94.4%
with the individual staff morale items	98.9%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education



Parents are invited to attend a Parent/Teacher information session at the start of each year so that they are aware of teacher expectations and curriculum content and have the opportunity to ask any questions. We then hold parent/teacher conversations twice a year at the end of terms one and three and written reports are provided at the end of terms two and four. Parents receive information about school activities and events through the fortnightly newsletter (electronic or paper). The school website has been upgraded and is kept up to date with a calendar and class activities.

Throughout the year, parents and the community are invited to special events including School Leader Induction, ANZAC service, Harmony Day, Sporting Carnivals, Assemblies and special celebrations.

A Playgroup is held at our school every week in a room dedicated to Early Literacy and Numeracy skills.

## Reducing the school's environmental footprint

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

We are proud of the sustainable practices established which have reduced our electricity and water consumption. We have solar panels on the roof of C Block and water tanks for our gardens.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	39,720	777
2010-2011	67,938	320
2011-2012	42,152	299



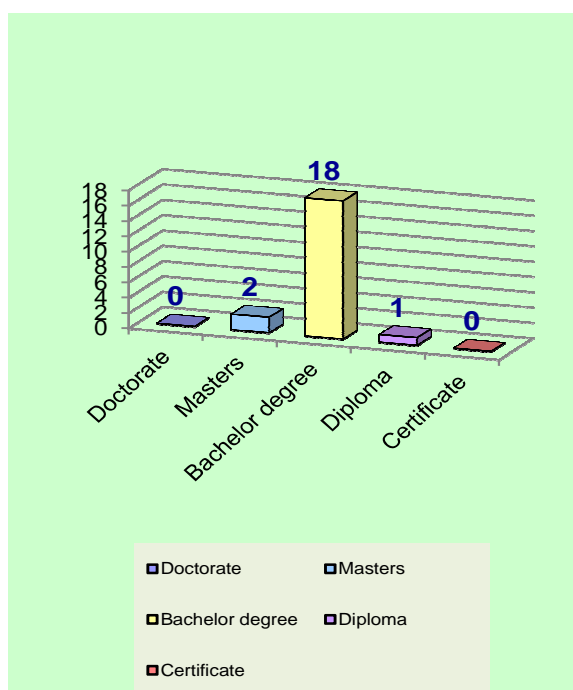
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	21	9	<5
Full-time equivalents	14.5	5.7	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	18
Diploma	1
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$22307.

The major professional development initiatives are as follows:

- \* Explicit teaching - Fleming
- \* Assistive technology
- \* Using ICTs – Electronic Whiteboards and iPads
- \* E-Learning
- \* OneSchool
- \* Behaviour Management strategies
- \* Feedback and Coaching

The proportion of the teaching staff involved in professional development activities during 2012 was 100%



## Our staff profile

### Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.3%	96.1%	95.4%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97.2% of staff was retained by the school for the entire 2012 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**  
  
Sector ☐ Government  
☐ Non-government

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

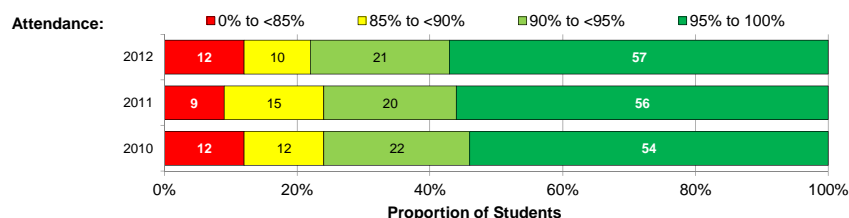
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	92%	94%	91%	93%	93%	96%	96%	N/A	N/A	N/A	N/A	N/A
2011	93%	93%	94%	94%	94%	92%	97%	N/A	N/A	N/A	N/A	N/A
2012	93%	90%	93%	97%	95%	94%	92%	N/A	N/A	N/A	N/A	N/A

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 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 absences are monitored weekly by administration staff. Any unexplained absence is noted and a written note is sent home requesting an explanation. Communication with parents/carers occurs when patterns of absence arise through phone calls and later following DET processes.

Regular notices to parents about school hours and Every Day Counts are placed in newsletter and on school sign.

### 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/>.

# Performance of our students

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.

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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.

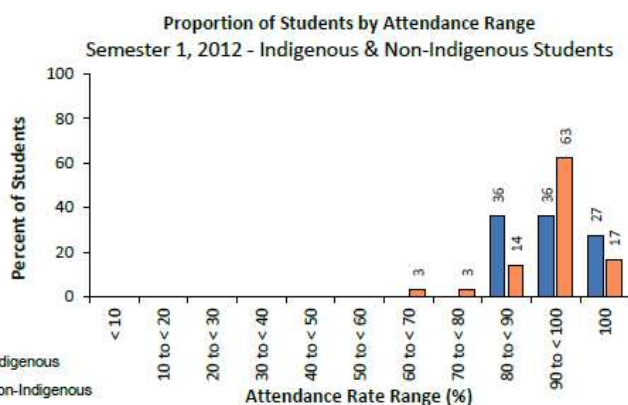
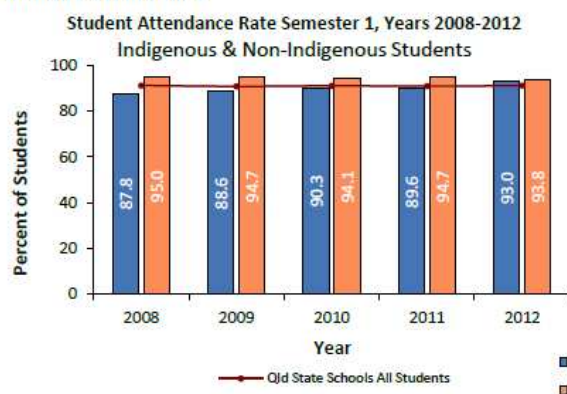
If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

Our student achievement results are demonstrating improvement across all areas and this trend continues with our indigenous students. NAPLAN data shows that our indigenous students are performing as well as, if not better than our non-indigenous.

Our school strives hard to establish and maintain a culture of teaching and learning that is inclusive of Indigenous students and facilitates their engagement and successful participation and develop a culture of school connectedness in students and their families, recognising the key role attendance plays in improving outcomes.

### Student Attendance



Release Date: January 2013

% of All Student Attendance < 85%	12.2
% of Indigenous Student Attendance < 85%	9.1

