Seville Road State School
Queensland State School Reporting
2015 School Annual Report

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Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
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Principal's foreword

Introduction

Seville Road State School is situated in Holland Park on Brisbane's south. We are a small school which has a big heart – a happy, caring environment with a curriculum which is focussed on improving literacy and numeracy outcomes.

Our students are lucky to have space to learn and play. Our classrooms are spacious and equipped with modern furniture, electronic whiteboards, computers, iPads and wireless internet. Our modern library is a hub for research and activities. Our spacious grounds and large oval are well maintained. These learning areas allow our students to learn the Australian Curriculum with a 21st century futures outlook.

Seville Road State School aims to provide a quality education to equip young Queenslanders for the future to enable them to contribute to a socially, economically and culturally vibrant society. 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, challenging all of our students to stive to excel and a focus on Responsibility, Respect and Safety. Our research driven curriculum framework has resulted in student achievements improving every year. A strong learning and performance culture is obvious and one which we are extremely proud of.

This report contains general information about Seville Road State School in addition to the highlights, achievements, academic performance and school opnion survey results for the 2015 school year.

School progress towards its goals in 2015

• Implementation of school wide pedagogy – Reading to Learn	Through coaching, collaborative planning with a neighbouring school and woking with Regional Principal Education Advisor – Australian Curriculum, Reading to Learn was implemented throughout the school from Prep – Year 6.
• Coaching framework enacted – collegial, triad, modelling, walkthroughs, walk and talks to embed quality teaching of Reading and Australian Curriculum English.	Our Master Teacher/Curriculum Coach implemented a program of coaching to embed Reading to Learn in all classrooms. Teachers reported that Triad Coaching was a valued strategy. Walk throughs and Walk and Talks

	were conducted regularly and feedback provided to all teachers.
• Five week data cycles and imporving data literacy of teachers to identify learning needs of all students.	Five week data cycles were conducted in conjunction with planning for teaching and learning for new curriculum units. Data literacy of teachers continues to be developed.
• Continue embedding of Explicit Teaching – Gradual Release of Responsibility (I do, We do, We do together, You do)	Gradual Release is successfully implemented in all classrooms for reading and writing.

Future outlook

• Refine and embed the observation, feedback and coaching practices commenced at the school.	Coaching and Development Plan completed Feb 2016 and reviewed each term for currency. Mapping to ensure all teachers have coaching opportunities. Staff Annual Performance Reviews completed June 2016 aligned with coaching, school priorities and Australian Professional Standards for Teachers.
• Refine and formalise student goal setting and feedback processes to strengthen student ownership of their learning.	Visit other schools to research and identify goal setting and feedback processes suitable for our school. Collaboratively develop goals proformas in literacy, numeracy and behavior for all year levels to ensure consistency across school for implementation in Semester 2, 2016. Walk and Talks to identify student knowledge of goals.
• Collaborate with the department, government and the community to develop a marketing and rebranding strategy to lift enrolments at the school.	Community Connect – survey parents personally and gather responses. Prep information sessions – Term 2 and Term 4. Introduction of Philosophy as a pedagogical practice and to develop thinking skills. Explore Digital Technologies and Robotics as a point of difference between neighbouring schools.
• Plan and implement a range and balance of pedagogical approaches across all curriculum areas to increase engagement and active learning processes.	Use Age Appropriate Pedagogies as a lens across all units of work when planning. Trial digital technologies curriculum Prep – 6 Trial robotics and #coding counts P – 6 Plan for outdoor learning area
• Focus on Thinking Skills, problem solving and points of view	Introduce Philosophy in Schools Work collaboratively with local high school and 2 x local primary schools to implement fully in 2016 Use Philosophy Coach to observe, model and coach teachers to build capacity.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	127	60	67	16	86%
2014	124	62	62	16	86%
2015	109	58	51	14	92%

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 2015, 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:

Seville Road State School services a diverse population in terms of cultural, religious and language background, socio-economic background and learning needs. In 2015, there were 5 classes from Prep to Year 6 consisting of single year levels and multi age groupings. We pride ourselves on the strong community relationships we have and our inclusive, family atmosphere.

Increasing rental costs are impacting enrolment with a large number of families moving out of the suburb in search of more affordable housing. This movement has impacted enrolments and each year we lose and gain around 10% of our population.

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		
	2013	2014	2015
Prep – Year 3	20	19	22
Year 4 – Year 7 Primary	24	26	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.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	13	19	12
Long Suspensions - 6 to 20 days	0	1	1
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.

Curriculum delivery

Our approach to curriculum delivery

In 2015, Seville Road State School offered a broad curriculum organised around the Australian Curriculum (English, Mathematics, Science, History and Geography) and the QCAR Essential Learnings for Health and Physical Education, The Arts, Technology and LOTE.

The Seville Road State School Special Education Program offers teaching and learning programs catered for students identified as needing specific educational programs and assists teachers in program modifications.

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

Specialist lessons are provided in areas of Physical Education and The Arts (Visual, Music, Drama, Dance).

Our school participated in the Age Appropriate Pedagogies project in partnership with Griffith University. This project focussed on the implementation of a range and balance of teaching strategies to enhance student engagement, sense of fun and in our case, oral language. This was a successful trial that we will continue to participate and embed in 2016.

Extra curricula activities

Leadership Program – student leaders organise and co-ordinate lunch time programs and special events
Instrumental Music – woodwind and percussion commences in Year 5
Science Club – in partnership with Cavendish Road State High School
Fire Safety – in conjunction with the local fire brigade
Harmony Day – celebrating our cultural diversity
Japanese Excellence Day and Spring Fair – All things Japanese culminating in a Japanese concert.

Queensland Government

How Information and Communication Technologies are used to improve learning

The inclusion of ICT as an integral part of each unit of learning planned by teachers from Prep to Year 6 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.

Staff at Seville Road State School make extensive use of ICTs in the teaching and learning process. This includes the use of:

- Interactive whiteboards
- Laptop computers
- Desktop computers (a minimum of 6 in each classroom)
- iPads – the school presently has 38 iPads that are in use in all classrooms.
- 1:1 laptop program (school funded) Prep – Year 2 and Year 6/7 using XO laptops
- Wireless internet in every teaching space
- Digital equipment including video cameras, digital cameras, BeeBots

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

"Buzzie" playground awards and classroom awards reflecting the school expectations are a regular and eagerly anticipated part of our weekly assemblies. Outstanding achievements are celebrated on assembly and in the newsletter. Our "A" and "B" behaviour students are rewarded at the end of every semester with a movie and popcorn afternoon. We will continue to focus on school climate and behaviour expectations in 2015 and will communicate and celebrate the many improvements in student conduct and efforts to achieve our Mantra – "Being the Best Me I Can Be".

Our Chaplain is very active and plays a large role in supporting children's wellbeing.

Breakfast club is held twice a week and ensures students are well prepared for the day.

The success of our high expectations and supportive school environment is evident in our School Opinion Survey parent responses where 100% of parents express satisfaction in "my child likes being at this school", "my child feels safe at this school", teachers treat students fairly" and "student behaviour is well managed at this school".

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	88%	80%	100%
this is a good school (S2035)	92%	80%	100%
their child likes being at this school (S2001)	92%	100%	100%
their child feels safe at this school (S2002)	96%	100%	100%
their child's learning needs are being met at this school (S2003)	84%	80%	100%
their child is making good progress at this school (S2004)	88%	80%	100%
teachers at this school expect their child to do his or her best (S2005)	96%	80%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	80%	100%
teachers at this school motivate their child to learn (S2007)	92%	80%	100%
teachers at this school treat students fairly (S2008)	92%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	96%	100%	100%
this school takes parents' opinions seriously (S2011)	88%	100%	100%
student behaviour is well managed at this school (S2012)	92%	100%	100%
this school looks for ways to improve (S2013)	100%	80%	100%
this school is well maintained (S2014)	96%	100%	100%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	97%	90%
they like being at their school (S2036)	91%	100%	86%
they feel safe at their school (S2037)	97%	97%	81%
their teachers motivate them to learn (S2038)	97%	100%	90%
their teachers expect them to do their best (S2039)	97%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	94%	97%	88%
teachers treat students fairly at their school (S2041)	94%	91%	85%
they can talk to their teachers about their concerns (S2042)	91%	91%	88%
their school takes students' opinions seriously (S2043)	94%	94%	90%
student behaviour is well managed at their school (S2044)	89%	88%	60%
their school looks for ways to improve (S2045)	100%	97%	95%
their school is well maintained (S2046)	97%	100%	88%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2047)	91%	97%	88%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	92%	100%
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%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	92%	100%
their school takes staff opinions seriously (S2076)	100%	92%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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

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.

Reducing the school's environmental footprint

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. A vegetable garden is established for the students to care for plants, monitor growth, compost and pick and use the crops.

Recycling bins are placed in the classrooms, office and eating areas. A can recycling area is situated in our grounds.
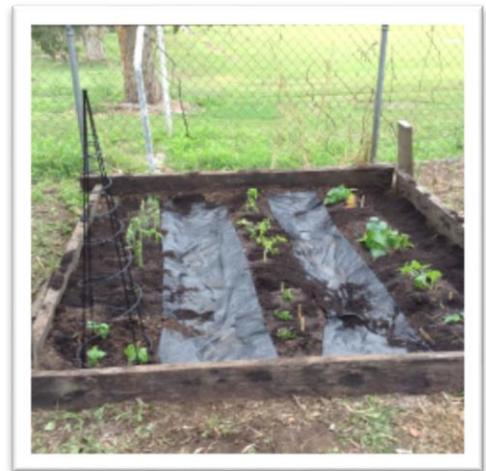
Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	30,255	283
2013-2014	85,413	635
2014-2015	15,105	

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	15	9	0
Full-time equivalents	12	6	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	**15**
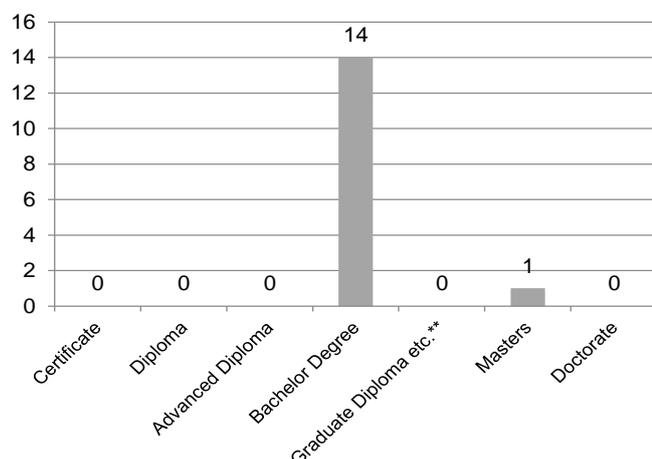
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $20 797.

The major professional development initiatives are as follows:

- Coaching and Watching Others Work in Reading to Learn
- Collaborative Planning in English
- Working with Fleming
- Introduction to the Teaching of Philosophy
- iPads in the classroom
- Teaching Reading and Writing

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 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

School name	GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

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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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	86%	80%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	94%	93%	94%	91%	94%	92%	89%	92%
2014	95%	88%	93%	92%	90%	91%	95%	92%
2015	92%	93%	87%	89%	93%	94%	89%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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.
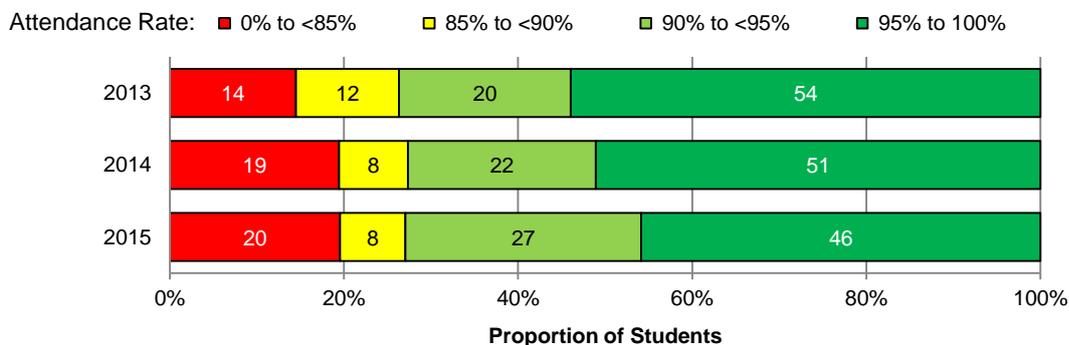
Description of how non-attendance is managed by the school

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.

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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. Students who have an attendance rate of 95% or more receive a personal letter congratulating them of their attendance. These are sent at the end of each term.

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 **'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.