Seville Road State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Contact Information

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School Overview

Seville Road State School, was established in 1956 and is situated in the southern suburb of Holland Park approximately 9 km from the city centre of Brisbane.

Enrolment at the school is approximately 140 and students, which are drawn from a wide area within the region.

Seville Road State School has a multi-cultural and diverse social climate, which is celebrated as a positive aspect to our school community.

We would describe ourselves, as a small school with a big heart. We have an active school community that love getting involved with anything that is happening in the school.

We offer a challenging academic profile for our students, including LOTE (Japanese) from Prep–Year Six. A dedicated Technology Teacher from Prep-Year Six who engages students in coding, robotics and design technology. A school choir from Year Two-Six, Instrumental music from Year Four-Six. We value reading and support students with a reading intervention program throughout the year. We have multiple International Study Tours from Japan, China and Taiwan visit throughout the year.

The school are very fortunate to have a chaplain two days a weeks, a learn to swim program in Term Four, Breakfast Club, we run a camp program that is subsidised by our P&C from Year's 3-6. A full time SEP teacher and support for our students with disabilities.

Our teachers are of the highest capability, and work to differentiate all students learning to their level to help them succeed. We are an Age Appropriate Pedagogy school for Prep and Year One. A school that teaches the principles of philosophy to all our students.

Our goal is to prepare our students to be global citizens, who are the best people they can be.

Principal's Foreword

Seville Road State School is in its 5th year of involvement and implementation of the Australian Curriculum. All year levels have studied the learning areas of English, Mathematics, Science, HASS based on the Australian Curriculum's Content Descriptors and Achievement Standards. All staff have been involved with the implementation and refinement of our professional development with a focus on developing reading and writing skills in our students.
There has been work in this space providing extension programs to our students in Reading, Science, and Technology.
We have through 2017 implemented flexible groupings for English over all year levels, apart from Prep; this is a deliberate way to support all students across the school targeting their reading needs. This program has continued to have shown significant improvement in results across the school. The results of this program have enabled the school to better utilise resources to meet student goals.
2017 saw the implementation and refinement of the Fountas and Pinnell Reading Program, with integral

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components of the program continuing to be cemented into the whole school focus.
Professional development of Teacher Aides to create whole school consistency of language and practice.
 LLI (Levelled Literacy Intervention), the Intervention program was implemented by Teacher Aides, using levelled resources for explicit instruction of students, who need intervention.
The school has continued to have a well-developed and supported sporting program, with students selected to represent
Regional and state codes. We have continued to have a strong music program, with a large choir of approx. 80 students, at a district level. Instrumental music, Percussion Band. Have continued to grow and develop their skills.
Our school continues to improve and beautify our grounds, supported by our grounds staff. There has been a number of new gardens and trees and all round improvement of our physical environment.
Professional Development for all staff has continued throughout the year, which included Code of Conduct, Positive Behaviour for Learning (PBL) Program has continued to be cemented into teaching phases for 30 minutes each week by every teacher.
There has been a strong focus on developing teacher capacity around Reading and Writing. We have continued to support staff in finding a work life balance and in voice training.
NAIDOC was celebrated, it involved all students across the school in a number of activities that involved indigenous performers and activities.

Introduction

School Progress towards its goals in 2017

2017 Goal	Progress to that Goal
Meet with individual teachers each term to discuss whole of class data and strategies used in classroom.	Master Teacher meets with class teachers at the end of each Term to discuss learning objectives and differentiation strategies. Individual student reading data is discussed every 5 weeks and reading planner has been developed for continued academic progression.
Data conversations occur prior to English collaborative planning identifying specific learning needs and planning for them. Use Literacy continuum.	The literacy continua has begun to be used and embedded in unit planning, this has become more evident with the development of 'Bump it up walls'.
Continue implementation of coaching and feedback plan - refine coaching Timetable to ensure more coaching is occurring.	Professional walk throughs are happening once a term, with feedback given on pedagogy and ways to improve and develop capability. WOW (Watch Others Work) time has begun within the cluster of local schools. Staff Annual Performance agreements are directing future areas of growth and professional development.
Explore opportunities for inquiry-based learning - particularly HASS, Mathematics and STEM.	Employment of a Science/Technology teacher to lead inquiry based learning in the school through hands on learning.

Future Outlook

2018 Goal	How to progress to that Goal
Continue to develop a reading document	This document is being collated by the Master Teacher in collaboration with the whole staff, and has begun to be embedded across the whole school.
Begin to dissect ACARA Maths Achievement standards with the view to write a SRSS Maths document	To look at the development of a whole school maths document within the cluster, that looks directly at what each year level will introduce and master in one academic year.
Embed WOW time, and a coaching model across the	Continue to build relationships within the cluster to foster pedagogical relationships with other teachers.

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school	
Build skill and understanding around 'Bump it up Walls'	Continue to work with teacher on how to help foster 'Bump it up Walls' and support student learning about clear expectations of what they need to achieve.
Refine student goal setting and feedback culture that is reflective of where eth student's differentiated learning is heading.	Through the reading document, create whole school reading goals that are student friendly and easy to understand and have clear expectations for the learner. Build teacher capacity around a feedback culture with the students.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	109	58	51	14	92%
2016	120	55	65	16	90%
2017	130	65	65	13	92%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
Seville Road
Seville Road State School services a diverse population in terms of cultural, religious and language background, socio-economic background and learning needs. In 2017, 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.
The students are drawn from the wider Holland Park region and we are not enrolment managed. The majority of our student start in Prep and finish with us in Year 6. They mostly then move onto Cavendish Road High School, with some going to Mt Gravatt and Holland Park High School. The number of students, who come from Double Income families, is decreasing, with the number of single parent families is increasing.
As the cost of rent, transport and job opportunities become higher many of our families are under financial stress. This has had a direct impact on a student population that has a high level of transience, where families are looking for better public transport, cheaper accommodation and better job opportunities.
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
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	26	25
Year 4 – Year 6	23	24	25
Year 7 – Year 10			
Year 11 – Year 12			

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Curriculum Delivery

Our Approach to Curriculum Delivery

- In 2017, Seville Road State School offered a broad curriculum organised around the Australian Curriculum (English, Mathematics, Science, Technology and HASS)
- 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 was taught from Prep-Year 6. With a culturally based program from Prep to Year 4.
- Specialist lessons were provided in areas of Physical Education and Music.
- Our school is an active participant 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. The increase in student engagement is so encouraging that it was planned to implement the strategies across the school.
- Philosophy was introduced at the beginning of 2016 in Prep to Year 6. This is a literature-based program designed to develop critical, creative and caring thinking. We have found that it has a positive impact on academic and social outcomes for our students. The children participate in ordered, rigorous discussions about topics, which are important to them, and for which there may be many answers that could be considered correct. They are encouraged to develop hypotheses, give examples, build on each other's ideas, give reasons, justify decisions and recognise inconsistencies in arguments.

Co-curricular Activities
Leadership Program – student leaders organise and co-ordinate lunch time programs, parades and special events
Instrumental Music – woodwind and percussion commences in Year 4
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.

How Information and Communication Technologies are used to Assist 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. Our integration of ICT in learning was enhanced with the construction of a robotics and green screen room.
- 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 including a 1:1 iPad class in year 5/6
- Wireless internet in every teaching space
- Digital equipment including video cameras, digital cameras and robots

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Social Climate

Overview
Our school's Responsible Behaviour Plan for students was 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 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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	96%
this is a good school (S2035)	100%	100%	96%
their child likes being at this school* (S2001)	100%	100%	96%
their child feels safe at this school* (S2002)	100%	100%	93%
their child's learning needs are being met at this school* (S2003)	100%	75%	96%
their child is making good progress at this school* (S2004)	100%	100%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	96%
teachers at this school motivate their child to learn* (S2007)	100%	100%	96%
teachers at this school treat students fairly* (S2008)	100%	100%	93%
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)	100%	100%	96%
this school takes parents' opinions seriously* (S2011)	100%	100%	89%
student behaviour is well managed at this school* (S2012)	100%	75%	86%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	90%	97%	100%
they like being at their school* (S2036)	86%	97%	100%
they feel safe at their school* (S2037)	81%	95%	100%
their teachers motivate them to learn* (S2038)	90%	97%	98%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	88%	100%	94%
teachers treat students fairly at their school* (S2041)	85%	97%	89%
they can talk to their teachers about their concerns* (S2042)	88%	92%	91%
their school takes students' opinions seriously* (S2043)	90%	95%	91%
student behaviour is well managed at their school* (S2044)	60%	81%	87%

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Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their school looks for ways to improve* (S2045)	95%	95%	100%
their school is well maintained* (S2046)	88%	94%	98%
their school gives them opportunities to do interesting things* (S2047)	88%	100%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	91%
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%	95%
student behaviour is well managed at their school (S2074)	100%	100%	95%
staff are well supported at their school (S2075)	100%	100%	95%
their school takes staff opinions seriously (S2076)	100%	100%	90%
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%	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
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) and the development of the school's facebook page promotes school events and provides another avenue for communication.
The school website 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. Our P&C committee is active and supportive of the school. Their fundraising to enhance resources and opportunities is valued.
Parents of students with verified disabilities and learning difficulties are consulted and actively participate in the writing of Individual Curriculum Plans and learning goals.

Respectful relationships programs
The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.
To participate in a philosophical community of inquiry, children are taught to listen to one another, and to consider the ideas of others. They are taught to explore disagreement respectfully. These skills then transfer into other areas of school life, both within the classroom and outside of it.

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All classes implement the Daniel Morcombe Child Safety Curriculum in term 4 ensuring our students recognise, react and report unsafe behaviour. They participated in presentations including Bullying No Way, NED and cybersafety.

Students in Years 4, 5 and 6 participated in a leadership program based on Rock and Water. The early years students learned about the Zones of Regulation.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	12	26	6
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

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. Recycling bins are placed in the classrooms, office and eating areas. A can recycling area is situated in our grounds.
Composting is encouraged and fruit and vegetable scraps collected for our worm farm.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2014-2015	15,105	
2015-2016	55,772	
2016-2017	31,034	374

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.

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 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.**

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School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

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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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	16	8	0
Full-time Equivalents	12	5	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	2
Bachelor degree	11
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $17956.00

The major professional development initiatives are as follows:

- Philosophy in School teacher development training
- Literacy development
- Coaching and Watching Others Work in Reading and writing
- Collaborative Planning in English

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	94%	94%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 92% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	86%	82%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	93%	87%	89%	93%	94%	89%	100%					
2016	92%	89%	95%	94%	94%	87%	92%						
2017	91%	93%	93%	93%	94%	93%	85%						

*Attendance rates effectively count 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:
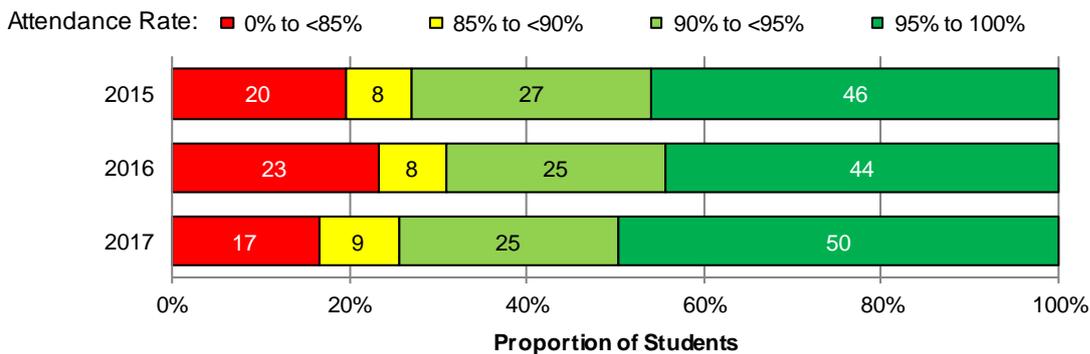
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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. Rolls are marked twice daily and absences are monitored daily by administration staff. Any unexplained absence is noted and parents/carers are contacted by phone 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 were at school every day for the week prior are placed in a draw for a book. 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.

NAPLAN

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.**

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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.

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