



Seville Road State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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.

School progress towards its goals in 2018

Our school has continued to focus on Reading as a school wide objective, leading with consistency of pedagogy. We have begun a Reading Intervention program and started to look at phonics from Prep –Year two, to again create a consistency of practice across the school. 'Bump it Up' have begun to be used to create a visible tool for differentiated learning for our students. We have strengthened our ties with our cluster schools to work together on moderation, planning and the next steps in learning for our students. Our teachers have worked incredibly hard to build their capacity around the teaching of learning and become stronger in their own data literacy.

We have continued to build strong relationships with our school community and are supported by a committed P&C that actively support the school.

As a school community, we set a school vision statement: A small school providing a safe, supportive community; celebrating every child's diversity and successes. Our students become courageous, creative and compassionate global citizens.

Future outlook

Moving forward, our 2019 goals will be more focused on the phonics from Year 3 – 6 and consistency of pedagogy.

A common maths language across the school, and a consistent mental maths strategies language and pedagogy. To embed our reading practice, phonics from Prep – year 2 and move our intervention program to include extension of students reading ability.

To build capacity in the delivery of our PBL practice in the school.

To ensure new and returning staff have the skill capacity to deliver the Philosophy program.

To refine how the 'Bump it up' walls are used.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	120	130	142
Girls	55	65	75
Boys	65	65	67
Indigenous	16	13	8
Enrolment continuity (Feb. – Nov.)	90%	92%	85%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Seville Road State School services a diverse population in terms of cultural, religious and language background, socio-economic background and learning needs. In 2018, there were 6 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.

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.

We offer a 4 week pre-prep program in Term 4 for all our 2019 prep students, parents information session are 3 times a year, we work closing with two main child care centres and they come over to the school for incursions, excursions and our Under 8's Day celebration.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	26	25	21
Year 4 – Year 6	24	25	28
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- In 2018, 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.
- 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.
- We have employed a Digital and Design teacher, to deliver the physical and chemical sciences.

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 – Is led by the Science teacher each week and open to all students.

Fire Safety – in conjunction with the local fire brigade

Harmony Day – celebrating our cultural diversity

Japanese Immersion Day– All things Japanese culminating in a Japanese speaking competition against Mt Gravatt S.S.

Kokoda School Cup Challenge – Year 5 and 6 participate annually in the school cup challenge, raising money for disadvantaged youths.

School Choir - Students in Year 2-6 are able to participate in the school choir, that performs in the local community.

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 employment of a teacher to lead this area

- There has been a focus on the purchase of new laptops across all classrooms
- Ipads in all classrooms and a set for specialist lessons
- Digital T.V's in all classrooms and specialist rooms
- Robotics
- Digital technology through devices

Digital technology is used by all teachers daily, to engage with Sunshine online and classics, maths prodigy, typing and keyboard skills.

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 – Safe, Respectful, Responsible and the values that were introduced in 2017 To be Honest Kind and Creative.

Teacher are explicitly teaching these behaviours for 30min each week.

“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; he is at the school twice a week and a valuable asset to the school community.

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

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	96%	100%
• this is a good school (S2035)	100%	96%	100%
• their child likes being at this school* (S2001)	100%	96%	100%
• their child feels safe at this school* (S2002)	100%	93%	93%
• their child's learning needs are being met at this school* (S2003)	75%	96%	100%
• their child is making good progress at this school* (S2004)	100%	96%	100%
• 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%	96%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	96%	100%
• teachers at this school treat students fairly* (S2008)	100%	93%	92%
• 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%	96%	100%
• this school takes parents' opinions seriously* (S2011)	100%	89%	100%
• student behaviour is well managed at this school* (S2012)	75%	86%	92%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	96%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	100%	89%
• they like being at their school* (S2036)	97%	100%	89%
• they feel safe at their school* (S2037)	95%	100%	82%
• their teachers motivate them to learn* (S2038)	97%	98%	98%
• their teachers expect them to do their best* (S2039)	100%	98%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	100%

Percentage of students who agree# that:	2016	2017	2018
• teachers treat students fairly at their school* (S2041)	97%	89%	82%
• they can talk to their teachers about their concerns* (S2042)	92%	91%	80%
• their school takes students' opinions seriously* (S2043)	95%	91%	78%
• student behaviour is well managed at their school* (S2044)	81%	87%	73%
• their school looks for ways to improve* (S2045)	95%	100%	98%
• their school is well maintained* (S2046)	94%	98%	89%
• their school gives them opportunities to do interesting things* (S2047)	100%	98%	100%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	96%
• they receive useful feedback about their work at their school (S2071)	100%	91%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	92%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	95%	100%
• student behaviour is well managed at their school (S2074)	100%	95%	91%
• staff are well supported at their school (S2075)	100%	95%	96%
• their school takes staff opinions seriously (S2076)	100%	90%	95%
• 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%	95%	100%

* 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 which 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 education programs

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.

All classes participated in presentations including Bullying No Way and Zones of Regulation. Students identified with anxiety and or trauma participated in art therapy across the year.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	26	6	17
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

We are proud of the sustainable practices established which have reduced our 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	55,772	31,034	44,907
Water (kL)		374	117

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	19	8	0
Full-time equivalents	14	5	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	14
Diploma	3
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$15440.00

The major professional development initiatives are as follows:

- Reading Intervention
- Phonics Prep-2 program
- Cluster moderation and Watch Others Work at local schools with a focus on Reading and 'Bump it Up' walls

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	94%	94%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	91%
Attendance rate for Indigenous** students at this school	86%	82%	75%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

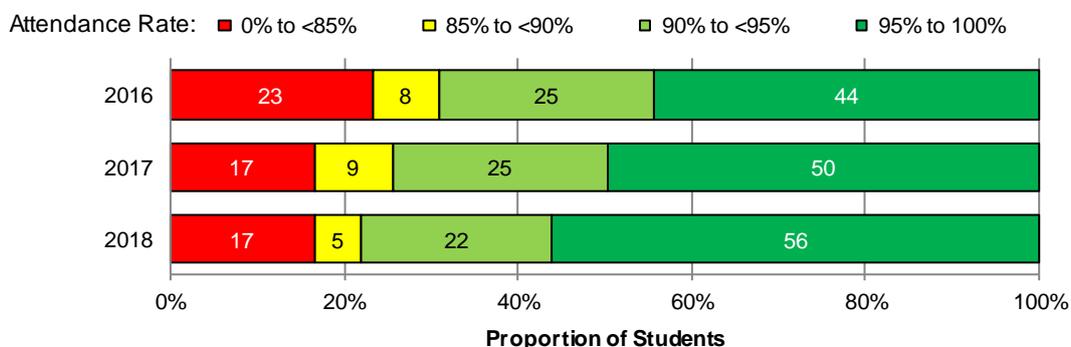
Year level	2016	2017	2018
Prep	92%	91%	92%
Year 1	89%	93%	91%
Year 2	95%	93%	93%
Year 3	94%	93%	90%
Year 4	94%	94%	90%
Year 5	87%	93%	88%
Year 6	92%	85%	89%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	
<input type="button" value="Go"/>	
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>
State <input type="button" value="v"/>	

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.