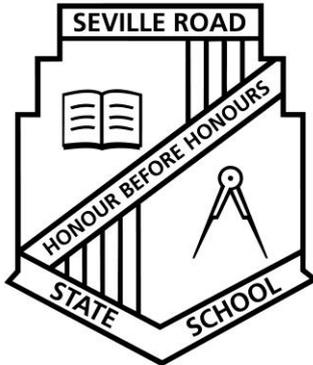


Seville Road State School
Queensland State School Reporting
2013 School Annual Report



Postal address Cnr Oates Avenue & Roscoe Street Holland Park 4121

Phone (07) 3347 6111

Fax (07) 3347 6100

Email the.principal@seviroadss.eq.edu.au

Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Cheryl Rowe - Principal

Principal's foreword

Queensland State School Reporting

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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.

Our mantra is "Being the Best Me I Can Be" and this is made a reality in our behaviour management, continual review of our teaching and learning programs and focus on Responsibility, Respect and Safety. 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.

School progress towards its goals in 2013

In 2013, our staff were committed to the following goals

- School Pedagogy – 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
- Strengthen our partnerships Islamic Community, Family Day Care and Holland Park CC
- Regular data conversations with all teachers

We are pleased to report that we are well placed to achieve these and have them embedded in 2014.

Future outlook

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Improvement Agenda for 2014

The focus for improvement in the following areas is informed by school-based and National data, is aligned with state-wide priorities and will result in an increase in student performances measured by school assessments and at the junctures of 3,5,7 NAPLAN with particular focus on increasing the percentage of students achieving National Minimum Standard and in the upper two bands (NAPLAN) .

Strategies for improvement are chosen in reference to evidence of success and alignment with the school's vision, values and beliefs. The school takes a Whole-School Approach resulting in every strategy being implemented as appropriate from Prep to Year 7. Strategies are explicitly taught to encourage student involvement through self-monitoring, self-evaluation and self-reporting, thus students take responsibility for their learning.

Reading Comprehension through the application of high yield strategies including Guided Reading, Independent Reading and Reading to Learn (David Rose) across the school

Number - focus on automaticity in mathematical concepts, daily revision of previously taught concepts and explicit teaching of new concepts.

Gifted, Talented and High Ability students performance in English and Mathematics to be in the Upper Two bands.

Explore ways to communicate more effectively with our school community

Priority Areas of Development

To refine and embed the Pedagogical Framework to result in a Whole School Approach to Teaching & Learning including beliefs, practices and anticipated outcomes.

To respond to the Learning and Well-Being Framework through School Wide Positive behaviours Support and Social Emotional Learning

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2011 | 146 | 63 | 83 | 89% |
| 2012 | 135 | 61 | 74 | 92% |
| 2013 | 127 | 60 | 67 | 86% |

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 population of around 125 students. The school services a diverse population in terms of culture, religious and language background, socio-economic background and learning needs. In 2013, there were 6 classes from Prep to Year 7 consisting 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 | | |
|----------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Prep – Year 3 | 20 | 22 | 20 |
| Year 4 – Year 7 Primary | 23 | 24 | 24 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 6 | 6 | 13 |
| Long Suspensions - 6 to 20 days | 0 | 1 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Curriculum offerings

Our distinctive curriculum offerings

In 2013, Seville Road State School offered a broad curriculum organised around the Australian Curriculum (English, Mathematics, Science and History) 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.

Extra curricula activities

- **Technology Challenge** – Design, make and race a billy cart
- **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
- **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

How Information and Communication Technologies are used to assist learning

Five teachers have obtained their Digital Pedagogical License and our teacher aides have either obtained or 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.

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 28 iPads with a plan to have 1:2 by the end of 2014
- 1:1 laptop program (school funded) Prep – Year 2 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 2014 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.

Our school at a glance

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 | 2013 |
|--|------|------|
| their child is getting a good education at school (S2016) | 95% | 88% |
| this is a good school (S2035) | 95% | 92% |
| their child likes being at this school* (S2001) | 100% | 92% |
| their child feels safe at this school* (S2002) | 94% | 96% |
| their child's learning needs are being met at this school* (S2003) | 95% | 84% |
| their child is making good progress at this school* (S2004) | 89% | 88% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 96% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 89% | 96% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 92% |
| teachers at this school treat students fairly* (S2008) | 94% | 92% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 100% | 96% |
| this school takes parents' opinions seriously* (S2011) | 95% | 88% |
| student behaviour is well managed at this school* (S2012) | 94% | 92% |
| this school looks for ways to improve* (S2013) | 100% | 100% |
| this school is well maintained* (S2014) | 89% | 96% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 | 2013 |
|---|------|------|
| they are getting a good education at school (S2048) | 97% | 97% |
| they like being at their school* (S2036) | 100% | 91% |
| they feel safe at their school* (S2037) | 100% | 97% |
| their teachers motivate them to learn* (S2038) | 97% | 97% |
| their teachers expect them to do their best* (S2039) | 100% | 97% |
| their teachers provide them with useful feedback about their school work* (S2040) | 93% | 94% |
| teachers treat students fairly at their school* (S2041) | 89% | 94% |
| they can talk to their teachers about their concerns* (S2042) | 93% | 91% |
| their school takes students' opinions seriously* (S2043) | 93% | 94% |
| student behaviour is well managed at their school* (S2044) | 96% | 89% |

Our school at a glance

| | | |
|---|------|------|
| their school looks for ways to improve* (S2045) | 100% | 100% |
| their school is well maintained* (S2046) | 100% | 97% |
| their school gives them opportunities to do interesting things* (S2047) | 90% | 91% |

Performance measure

| Percentage of school staff who agree that: | 2013 |
|--|------|
| they enjoy working at their school (S2069) | 100% |
| they feel that their school is a safe place in which to work (S2070) | 94% |
| they receive useful feedback about their work at their school (S2071) | 100% |
| students are encouraged to do their best at their school (S2072) | 100% |
| students are treated fairly at their school (S2073) | 100% |
| student behaviour is well managed at their school (S2074) | 100% |
| staff are well supported at their school (S2075) | 100% |
| their school takes staff opinions seriously (S2076) | 100% |
| their school looks for ways to improve (S2077) | 100% |
| their school is well maintained (S2078) | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% |

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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.

Our school at a glance

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.



| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2010-2011 | 67,938 | 320 |
| 2011-2012 | 42,152 | 299 |
| 2012-2013 | 30,255 | 283 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

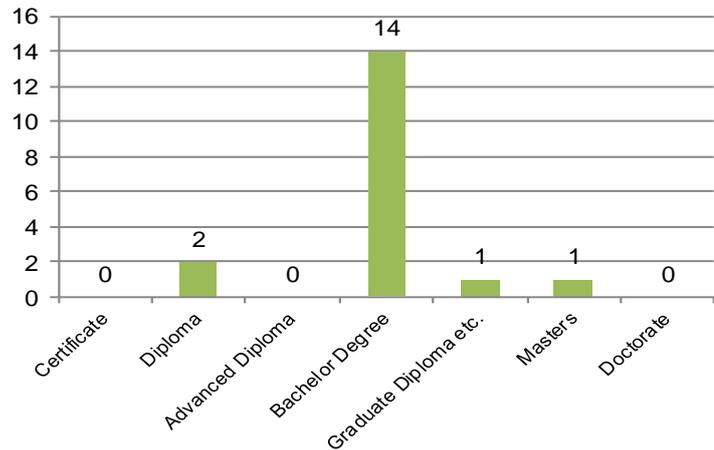
Our staff profile

Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts | 18 | 10 | <5 |
| Full-time equivalents | 14 | 7 | <5 |

Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 2 |
| Advanced Diploma | 0 |
| Bachelor Degree | 14 |
| Graduate Diploma etc. | 1 |
| Masters | 1 |
| Doctorate | 0 |
| Total | 18 |



* 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

Our staff profile

The total funds expended on teacher professional development in 2013 were \$12616.

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 2013 was 100 %.

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

| Average staff attendance | 2011 | 2012 | 2013 |
|--|------|------|------|
| 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, 96% of staff was retained by the school for the entire 2013 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.

Our staff profile

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.

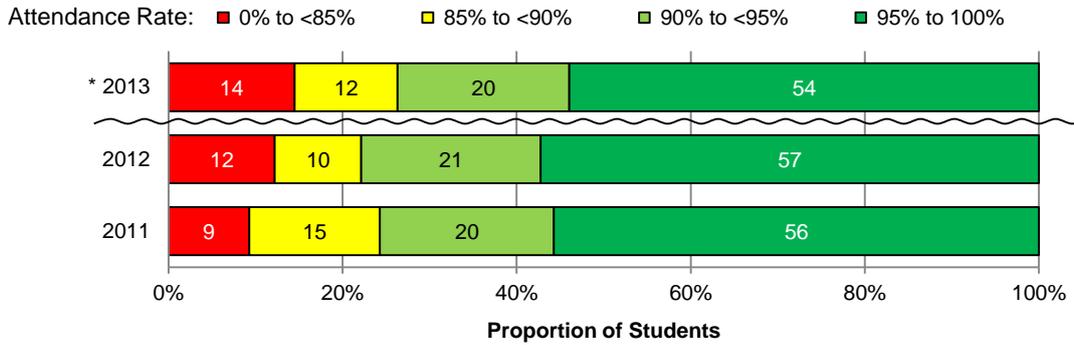
Key student outcomes e

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------|--------|--------|--------|--------|--------|--------|--------|
| 2011 | 93% | 93% | 94% | 94% | 94% | 92% | 97% |
| 2012 | 93% | 90% | 93% | 97% | 95% | 94% | 92% |
| 2013 | 93% | 94% | 91% | 94% | 92% | 89% | 92% |

DW = Data withheld to ensure confidentiality .

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

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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.

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

Our 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