

Seville Road State School

Queensland State School Reporting

2014 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

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 strive 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 opinion survey results for the 2014 school year.

School progress towards its goals in 2014

The key directions for the 2014 year were prioritised improvement of all student results in NAPLAN and school assessments through:

- **Professional development and implementation of David Rose' Reading to Learn in Prep – Year 7.** All classroom teachers attended 5 day professional development and trialled implementation using C2C English units as the foundation.

- **Refining explicit teaching – WALT, WILF, TIB, I do, We do, We do together, You do, Plough back.** All teachers had access to John Fleming professional development as part of our school's involvement as an open access school. This included online professional development. The framework continues to be developed, refined and embedded.
- **High quality warm ups for spelling, reading and mathematics.** - Despite professional development, access to videos, school resources and modelling, this continues to be an ongoing agenda.
- **Implement a research based quality coaching and feedback model** – All teachers attended a full day program introducing collegial coaching. Three teachers nominated to be trained as collegial coaches. School was allocated a Master Teacher (1 day/week) at end of 2014.
- **Align school teaching programs with Australian Curriculum** – progressing well with all curriculum area aligned. Will require regular review each year due to multiage classes.
- **Differentiated teaching and behaviour management through Response to Intervention model.** Progressing well.

Future outlook

Key priorities for 2015

- Improvement in whole of school student outcomes in writing through full implementation of Reading to Learn.
- Whole staff improvement in data literacy through regular, timetabled data collection and analysis.
- Informed teaching and differentiated programs that are informed by student data.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	135	61	74	92%
2013	127	60	67	86%
2014	124	62	62	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 120 students. The school services a diverse population in terms of cultural, religious and language background, socio-economic background and learning needs. In 2014, there were 5 classes from Prep to Year 7 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. 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		
	2012	2013	2014
Prep – Year 3	22	20	19
Year 4 – Year 7 Primary	24	24	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	6	13	19
Long Suspensions - 6 to 20 days	1	0	1

Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

In 2014, 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 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 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

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 their Digital Pedagogical License and all our teacher aides have either obtained 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 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”.



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.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	88%	80%
this is a good school (S2035)	95%	92%	80%
their child likes being at this school* (S2001)	100%	92%	100%
their child feels safe at this school* (S2002)	94%	96%	100%
their child's learning needs are being met at this school* (S2003)	95%	84%	80%
their child is making good progress at this school* (S2004)	89%	88%	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	80%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	96%	80%
teachers at this school motivate their child to learn* (S2007)	100%	92%	80%
teachers at this school treat students fairly* (S2008)	94%	92%	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)	100%	96%	100%
this school takes parents' opinions seriously* (S2011)	95%	88%	100%
student behaviour is well managed at this school* (S2012)	94%	92%	100%
this school looks for ways to improve* (S2013)	100%	100%	80%
this school is well maintained* (S2014)	89%	96%	100%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	97%	97%	97%
they like being at their school* (S2036)	100%	91%	100%
they feel safe at their school* (S2037)	100%	97%	97%
their teachers motivate them to learn* (S2038)	97%	97%	100%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	94%	97%
teachers treat students fairly at their school* (S2041)	89%	94%	91%
they can talk to their teachers about their concerns* (S2042)	93%	91%	91%
their school takes students' opinions seriously* (S2043)	93%	94%	94%
student behaviour is well managed at their school* (S2044)	96%	89%	88%
their school looks for ways to improve* (S2045)	100%	100%	97%
their school is well maintained* (S2046)	100%	97%	100%
their school gives them opportunities to do interesting things* (S2047)	90%	91%	97%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		94%	100%
they receive useful feedback about their work at their school (S2071)		100%	92%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	92%
their school takes staff opinions seriously (S2076)		100%	92%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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.

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
2011-2012	42,152	299
2012-2013	30,255	283
2013-2014	85,413	635

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.

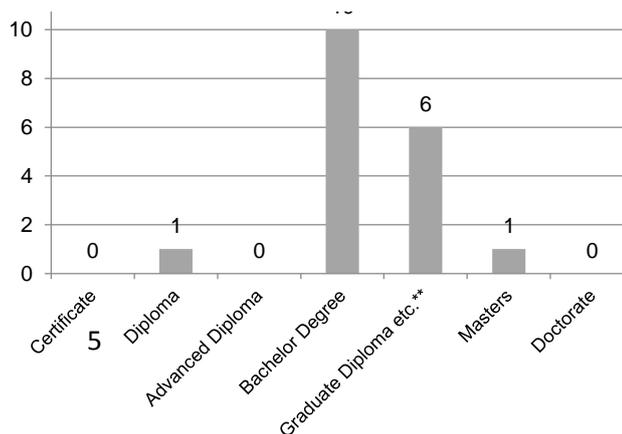
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	18	10	<5
Full-time equivalents	14	6	<5

Qualification of all teachers

Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	6
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

The total funds expended on teacher professional development in 2014 were \$9723.73

The major professional development initiatives are as follows:

- Release for planning conversations with curriculum leaders.
- John Fleming – explicit teaching
- Collegial Coaching
- Behaviour management – SWPBS Tier 2, Functional Behaviour and Classroom Profiling
- First Aid Training for all staff

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

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 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	92%

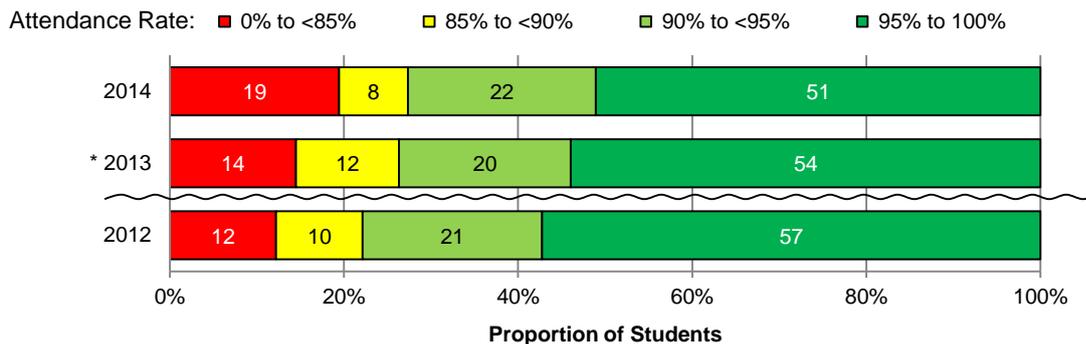
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	93%	90%	93%	97%	95%	94%	92%
2013	93%	94%	91%	94%	92%	89%	92%
2014	88%	93%	92%	90%	91%	95%	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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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 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 in NAPLAN are comparable to and in some cases higher than our non-indigenous students.

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.