



Seville Road State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

| | |
|-----------------|---|
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School Overview

Seville Road State School was established in 1956. It is situated in the southern suburb of Holland Park approximately 9 km from the city centre of Brisbane; an area serviced by a number of other state and private schools. Enrolment at the school is approximately 125 and students are drawn only from the area immediately adjacent to the school.

Seville Road is a small school with a big heart. At our school we celebrate the values and traditions of the past while being forward thinking with a clear vision for the future in a global economy and society. Many cultures are represented in our school community. The harmonious way in which we learn, work and play serves as a model to all humanity. Our staff and community work hard as a team to ensure that all students are given every opportunity to achieve academically, culturally and socially. We are proud of our academic standards, high standard of behaviour and the pride that all have in our school.

Principal's Forward

Introduction

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 2016 school year.

School Progress towards its goals in 2016

| | |
|---|---|
| Refine and embed the observation, feedback and coaching practices commenced at the school. | <ul style="list-style-type: none">Professional Development Plan 2016 completed and implementedDeveloping Capacity Plan developed with hyperlinked documentsCoaching and Development Plan – completed and implemented for all teaching and non-teaching staffJan 2016 PFD – Whole of staff inductionCoaching – program for individual teachers and teacher aides throughout 2016 on reading, writing and philosophyFeedback records – Observations, Coaching, Walk and Talks and Walk throughsStaff Annual Performance Plans – agreed July 2016. Reviewed and feedback given Nov 2016.Learning Walk and Talk feedback template used to provide feedback to all teachers – full implementation term 1 2016 and continued throughout year |
| Refine and formalise student goal setting and feedback processes to strengthen student ownership of their learning. | <ul style="list-style-type: none">Explored effective goal setting and feedback practices at other schools through visits and observations with LP and Master Teacher.Identifying effective Goal and Feedback practices to feedback to staff. Staff decided which practices to adopt.All teachers giving goal based and targeted feedback to all students.Most students can articulate goals and identify what they need to do to improve as evidenced in Walk and Talks 2016 |

| | |
|--|---|
| Develop a culture of high expectations for all students. | <ul style="list-style-type: none"> • PFD Jan 2016 Understanding Poverty – an introduction • Students articulating goals, targets and what they need to do to improve evidenced in Walk and Talk records • Class behaviour expectations displayed in all classroom. |
| Collaborate with the department, government and the community to develop a marketing and rebranding strategy to lift enrolments at the school. | <ul style="list-style-type: none"> • PFD 2016 Introduction PD to Philosophy in Classrooms with Cavendish Road SS, Holland Park SS (yr 6) and Buranda SS • Implementation Plan – Philosophy in Classrooms developed collaboratively with CIF partners. Philosophy program introduced and supported by Philosophy coach • Action Plan developed – SRSS School of Choice and promotion • OPEN days held Term 2, 3 and 4 2016 for local early childhood providers, family day care providers and community groups |

Future Outlook

| | |
|--|---|
| Age appropriate pedagogies used throughout school embedded within Australian Curriculum implementation. | <ul style="list-style-type: none"> • In planning meetings, lead teachers to use a range and balance of pedagogies and assessment across all year levels. • Master teacher to attend PD on Age Appropriate Pedagogies • Liaise with AAP coach to assist in implementation across school. |
| Implement and embed a range of observation, feedback and coaching practices commenced at the school. | <ul style="list-style-type: none"> • Continue implementation of coaching and feedback plan - refine coaching timetable to ensure more coaching is occurring. • Target early years' teachers in guided reading and writing. Observation to include whole of literacy block. |
| Refine student feedback processes to further develop student's ownership of their learning. | <ul style="list-style-type: none"> • Coaching of teachers on the use of GTMJ to bump up work. • Coaching and modelling how to give feedback to students in a group situation. • Expectation that all students know and can explain what they need to do to improve outcomes according to goals and GTMJ. |
| Implementation of respectful relationships education through Philosophy and the subsequent communities of inquiry. | <ul style="list-style-type: none"> • Continued implementation with coaching, feedback and professional development. • Developed a two year cycle of lessons for continued practice. |

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 124 | 62 | 62 | 16 | 86% |
| 2015* | 109 | 58 | 51 | 14 | 92% |
| 2016 | 120 | 55 | 65 | 16 | 90% |

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Seville Road State School services a diverse population in terms of cultural, religious and language background, socio-economic background and learning needs. In 2016, there were 5 classes from Prep to Year 6 consisting of single year levels and multi age groupings.

We pride ourselves on the strong community relationships we have and our inclusive, family atmosphere.

Increasing rental costs are impacting enrolment with a large number of families moving out of the suburb in search of more affordable housing. This movement has impacted enrolments and each year we lose and gain around 15% of our population.

Our students learn and play together in harmony, demonstrating the values of a global village. We value a holistic approach to teaching and learning and the attainment of social outcomes, as well as academic, cultural and sporting.



Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---------------------|------|-------|------|
| Phase | 2014 | 2015* | 2016 |
| Prep – Year 3 | 19 | 22 | 26 |
| Year 4 – Year 7 | 26 | 23 | 24 |
| Year 8 – Year 10 | | | |
| Year 11 – Year 12 | | | |

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016, Seville Road State School offered a broad curriculum organised around the Australian Curriculum (English, Mathematics, Science, History and Geography) and the QCAR Essential Learnings for Health and Physical Education, The Arts, Technology and LOTE.

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

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

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

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 is planned to implement the strategies across the school.

Philosophy was introduced at the beginning of 2016 in Prep to Year Six. 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 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.

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 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

Social Climate

Overview

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 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 | 2014 | 2015 | 2016 |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | | | |
| their child is getting a good education at school (S2016) | 80% | 100% | 100% |
| this is a good school (S2035) | 80% | 100% | 100% |
| their child likes being at this school* (S2001) | 100% | 100% | 100% |
| their child feels safe at this school* (S2002) | 100% | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | 80% | 100% | 75% |
| their child is making good progress at this school* (S2004) | 80% | 100% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 80% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 80% | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 80% | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | 100% | 100% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 100% | 100% | 100% |
| this school takes parents' opinions seriously* (S2011) | 100% | 100% | 100% |
| student behaviour is well managed at this school* (S2012) | 100% | 100% | 75% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| this school looks for ways to improve* (S2013) | 80% | 100% | 100% |
| this school is well maintained* (S2014) | 100% | 100% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 97% | 90% | 97% |
| they like being at their school* (S2036) | 100% | 86% | 97% |
| they feel safe at their school* (S2037) | 97% | 81% | 95% |
| their teachers motivate them to learn* (S2038) | 100% | 90% | 97% |
| their teachers expect them to do their best* (S2039) | 100% | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 97% | 88% | 100% |
| teachers treat students fairly at their school* (S2041) | 91% | 85% | 97% |
| they can talk to their teachers about their concerns* (S2042) | 91% | 88% | 92% |
| their school takes students' opinions seriously* (S2043) | 94% | 90% | 95% |
| student behaviour is well managed at their school* (S2044) | 88% | 60% | 81% |
| their school looks for ways to improve* (S2045) | 97% | 95% | 95% |
| their school is well maintained* (S2046) | 100% | 88% | 94% |
| their school gives them opportunities to do interesting things* (S2047) | 97% | 88% | 100% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| 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) | 92% | 100% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 100% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 100% | 100% | 100% |
| staff are well supported at their school (S2075) | 92% | 100% | 100% |
| their school takes staff opinions seriously (S2076) | 92% | 100% | 100% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 100% |

* 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.

Teachers endeavour to always give children a fair hearing. To really listen to the point of view of all stakeholders and to collaborate with students for a reasonable, agreeable outcome.

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 | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 19 | 12 | 26 |
| Long Suspensions – 6 to 20 days | 1 | 1 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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. 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.

Composting is encouraged and fruit and vegetable scraps collected for our worm farm.

ENVIRONMENTAL FOOTPRINT INDICATORS

| Years | Electricity kWh | Water kL |
|-----------|-----------------|----------|
| 2013-2014 | 85,413 | 635 |
| 2014-2015 | 15,105 | |
| 2015-2016 | 55,772 | |

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.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School 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

| 2016 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 13 | 8 | 0 |
| Full-time Equivalent | 11 | 6 | 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.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$21 355

The major professional development initiatives are as follows:

- Philosophy in School teacher development training
- ACARA and C2C training and development

- OneSchool training
- Literacy development
- Coaching and Watching Others Work in Reading and writing
- Collaborative Planning in English
- Lyn Sharratt – Putting Faces on the Data

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 96% | 94% |

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 2016.

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 2016 | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 92% | 91% | 92% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 86% | 80% | 86% |

*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 2016 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 |
| 2014 | 95% | 88% | 93% | 92% | 90% | 91% | 95% | 92% | | | | | |
| 2015 | 92% | 93% | 87% | 89% | 93% | 94% | 89% | 100% | | | | | |
| 2016 | 92% | 89% | 95% | 94% | 94% | 87% | 92% | | | | | | |

*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.

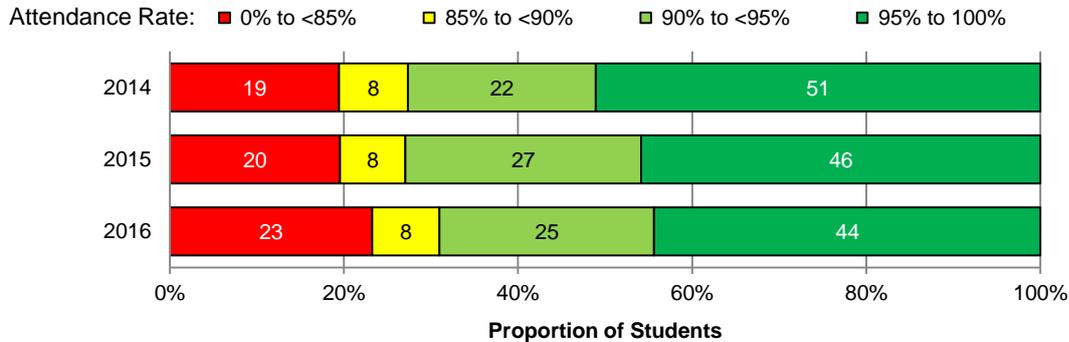


| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

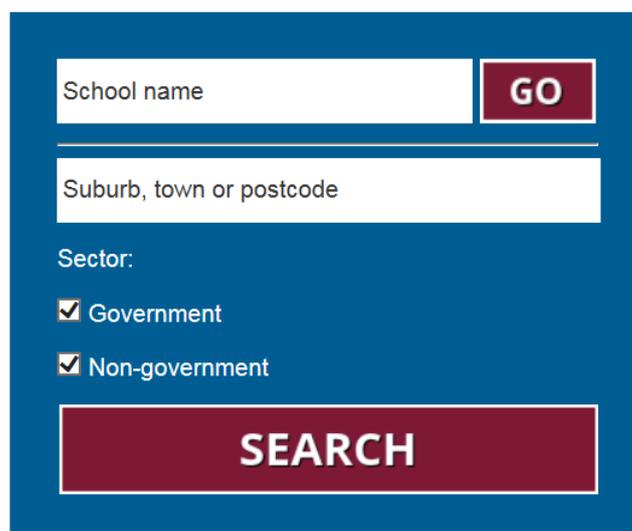
Students who were at school every day for the week prior are placed in a draw for a book. Students who have no absences in the month prior go in for the draw of a meal pack for their family. Students who have an attendance rate of 95% or more receive a personal letter congratulating them of their attendance. 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.

Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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