Samford State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Samford State School is a quality school. Our school caters for a community of families that can be described as professional to semi-professional and enjoy a semi-rural lifestyle. The school is optimistic about the future and parental involvement is high. Education is valued in the Samford Community and tremendous support for education is evident. The overarching purpose of our school is to develop happy learners using a You Can Do It! Approach. The following organising principles guide our decision making.

In 2015 Samford became an Independent Public School. With greater input from parents, teachers and other community members, we have the flexibility to shape our direction and make local decisions to benefit our students. Enhanced autonomy is a key ingredient in our approach to being creative, innovative and responsive to student learning needs. We value the growing diversity of students from different cultures and countries at our school.

Teaching and learning is not a formula and one size does not fit all students. Our experienced staff value knowing each and every child and accommodating their unique learning requirements. Both staff and students benefit from the liberty to deploy a range of research-based, high-impact strategies to ensure our students are able to grow beyond expectations. Inspirational teaching and quality learning are the cornerstones of our school. We believe everyone can learn.

Principal's Forward

Introduction

School Progress towards its goals in 2016

2016 was our first year of implementation of our current four year School Strategic Plan. This plan was developed and guided by the key findings from our comprehensive school improvement review; a process facilitate by skilled peer reviewers and endorsed by our School Council. The core actions from 2016 are outlined below.

Student Agency Increase knowledge of the concept of agency with staff, parents and students as observed through everyday actions	Age Appropriate Pedagogies (AAP) Project was expanded into Year 1, with a view to continue expansion into Year 2 in 2017. Teachers in Prep to Year 1 were provided opportunities to develop their understanding of students' agency through formal professional learning experiences, and informal opportunities to work with teachers from others schools and collaborate in teams to build AAP into their everyday teaching.
STEAM (Science, Technology, Engineering, Arts and Mathematics) Students involved in trialling authentic STEAM opportunities	Teachers participated in Professional Development around STEM. Teachers across various year levels trialled STEM based activities in their classrooms. Two teachers (in year 3 and 4) developed and implemented STEM based units of work that were linked to the Australian Curriculum.
Professional Development and Capacity Building	In 2016 a school workforce profile was created. This document outlines the staffing needs for the immediate and long term future of the school. It also defines the workforce required in order for our school to be able to effectively implement our long term strategic vision. This document was approved by the LCC and the school

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Establishing a Workforce Profile and Professional Learning Plan for the school	council. Teachers also trialled a new process of creating their professional learning plans using their colleagues as critical friends.
Digital Technologies Develop an ICT vision and create a long term ICT plan for the school	Established an ICT committee to create an ICT vision for the school and shape and implement a plan for future growth with using ICT in classrooms across the school. A whole school ICT Scope & Sequence was drafted to support teachers with teaching ICT skills.
Targeted Teaching A year's worth of growth in writing and reading	Implemented writing workshops for all students in Prep – Year 6. Formalised marking and moderating (pre and post workshops data collected) in alignment with NAPLAN marking was undertaken for all students in Years 3 –6. This data was used to help track growth of student writing skills and to develop student learning goals. Implemented a consistent whole-school approach to the teaching of reading, including agreed processes for gathering, monitoring and assessing reading data. Formalised processes for proving feedback to students around their learning were implemented.
Culture of Evidence Based Decision Making (Data) Continued yearly improvement in reading and writing in NAPLAN and PAT data	Development of the concept of 'A Year's Worth of Growth' for the Samford Context. Development of easy to interpret and highly informative visuals to represent a year's worth of growth for: • Individual students • Cohorts • Top and bottom quartiles Development of year level evaluative checkpoints, tools and metrics for – 'know thy impact' – reading, writing and numeracy.
Pedagogic Practices to Support Diverse Learners Increased range of practices in classrooms and across year levels	Evidence of increased range of practices in classrooms across year levels as observed through anecdotal observation. All classes using learning goals and feedback cycles with students to help differentiate and target teaching. Development of Targeted Teaching Plans for all diverse learners (eg. not year at year level standard, or advanced learners). Targeted whole year level intervention programs in literacy and numeracy across a range of year levels.

Future Outlook

In 2017 our school will:

- Continue to implement our four year strategic plan
- Expand the Age Appropriate Pedagogies Project
- Employ a Leader of Learning Innovation to support and lead digital technologies across the whole school and to support teachers with the trial implementation of the new Australian Digital Technologies Curriculum
- Extend our STEAM agenda through running a STEAM club and beginning and Entrepreneurial program for students

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	842	378	464	3	98%
2015*	785	356	429	4	98%
2016	822	380	442	5	97%

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

Samford has a diverse student population in terms of culture and language background. In 2016 there were 33 classes from Prep to Year 6. Our student population grew consistently across the year with an increase of 37 students from 2015. Of the students enrolled at Samford in 2016, 0.06% were identified as being Indigenous. 6.9% of the population were students with disabilities who received support or adjustments.

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	23	23	24
Year 4 – Year 6	27	26	27

*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
- Samford State School offers a curriculum that encompasses all learning areas.

- Students in Year 4 – 6 participate in a German language program which directly supports the German Immersion program offered at Ferny Grove State High School.

- Extensive and comprehensive Choral and Instrumental music program.

- An inter-school sports program that is highly valued by our Year 5 and 6 students.

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- Age appropriate pedagogies embedded into the early phase of learning.

- Every year level participated in well-resourced and developed writing workshops to support our targeted teaching in literacy.

Co-curricular Activities

- Samford State School is a 'You Can Do It!' school. The 'You Can Do It!' program was developed in Australia, at the University of Melbourne, by American psychologist, Professor Michael Bernard.

- We are a school that believes in and supports Growth Mindset (based on the work by Dr Carol Dweck).

- EarlyAct is a community spirited group which positively influences the school and community.

- The Samford Enrichment Education Program (SEEP) operates as a joint co-operative between community members and staff. Children become involved in the extension classes which operate throughout the year at their own choice. Types of activities include art classes and chess.

- A large proportion of our students participate in a range of competitions, both academic and sporting. Academic competitions are well patronised and our many successful choirs and ensembles participate in a range of musical events. The University of New South Wales ICAS competitions are well supported by students in Years 3-6.

- Development of STEAM (Science, Technology, Engineering, Arts and Maths) programs have been a priority and are being embedded into the curriculum as well as extra-curricular opportunities for students such as the 'Entrepreneurs of Tomorrow' Program.

Citizenship Program for Years 4 to 6

Samford conducts a developmental program in citizenship and leadership. It involves students working towards a badge at levels related to their year levels. Using positive You Can Do It! Skills including self talk and planning helps students to be successful. Level 1 Yellow: This begins in Term 2, Year 4 and is working towards skills of early independence both in the classroom and the wider school community. Students have a yellow card where when they achieve the criteria on the card, their teachers sign to recognise this. When the card is completed, the student receives a badge on the following assembly.

Level 2 Red: This card begins in Term 2, Year 5 and follows on from the Level 1 badge which students must have already completed. It focuses on the learning goals being worked on in the classroom, high expectations for behaviour, quality work and includes a community service element. To be eligible for a leadership position in Year 6, students must have completed this card by the end of Term 4 of this year. A similar presentation process is followed for this and all badges.

Level 3 Blue: The card is available in Year 6 for all students who have completed their Level 2 badge and wish to develop their leadership further. It focuses on leadership and management skills and also has an extracurricular/community service element. Level 4 Green: This is the top level and is project based following on from work in the Level 3 badge. To be eligible for the Citizenship Award presented at graduation, students must have completed this level.

How Information and Communication Technologies are used to Assist Learning

Every teaching space within Samford State School has access to wireless internet, a data projector or interactive whiteboard. Teachers use computers and other digital technologies across all curriculum areas. There are three computer labs equipped with desktop and laptop computers. These are accessed by all classes in the school, with predominant use from the upper school. The computers in these labs are used to reinforce concepts and are often used as publishing tools. However, most importantly the computers are used as investigative tools and teachers allow children to search from protected sites for information that will further their learning.

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All classes from Prep to Year 2 have class iPads which are used to enhance teaching. Some year levels access technology lessons with iPads through the library. Our SEP has access to iPads to help assist with learning for students with special needs. Computers are also used as part of our intervention programs for children with learning difficulties and are also used extensively in the Music and PE department.

Social Climate

Overview

Positive learning experiences and student health and well-being a priority at Samford. We have built a culture around supporting the needs of all of our students through:

- Development of the Growth Mindset beliefs
- Education with the 'You Can Do It!' Program
- Awareness days such as 'Day for Daniel' and 'Say no to Bullying'
- Chaplaincy services
- Movement program
- Kids club
- Student Council and Early Act

We celebrate success of our students in numerous ways: class awards, Principal Afternoon Tea (PAT) to recognise achievement, citizenship program, leadership opportunities for students and we share and celebrate student achievement on assemblies and in the school newsletter.

We support the individual and diverse learning needs of all of our students. We adopted a whole-school approach for differentiated learning though the use of targeted teaching. This includes: intervention programs; target teaching plans; SEP support, ST:LaN programs, extension programs, individual curriculum plans.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	99%	97%
this is a good school (S2035)	95%	100%	98%
their child likes being at this school* (S2001)	98%	97%	100%
their child feels safe at this school* (S2002)	100%	99%	99%
their child's learning needs are being met at this school* (S2003)	92%	96%	94%
their child is making good progress at this school* (S2004)	95%	97%	95%
teachers at this school expect their child to do his or her best* (S2005)	99%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%	95%
teachers at this school motivate their child to learn* (S2007)	93%	98%	95%
teachers at this school treat students fairly* (S2008)	94%	99%	99%
they can talk to their child's teachers about their concerns* (S2009)	99%	99%	98%
this school works with them to support their child's learning* (S2010)	95%	96%	94%
this school takes parents' opinions seriously* (S2011)	95%	95%	95%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
student behaviour is well managed at this school* (S2012)	93%	96%	96%
this school looks for ways to improve* (S2013)	93%	99%	98%
this school is well maintained* (S2014)	99%	99%	99%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	100%	97%	100%
they like being at their school* (S2036)	97%	98%	98%
they feel safe at their school* (S2037)	99%	98%	98%
their teachers motivate them to learn* (S2038)	99%	96%	98%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	98%
teachers treat students fairly at their school* (S2041)	94%	93%	97%
they can talk to their teachers about their concerns* (S2042)	89%	93%	89%
their school takes students' opinions seriously* (S2043)	93%	92%	97%
student behaviour is well managed at their school* (S2044)	96%	91%	90%
their school looks for ways to improve* (S2045)	97%	98%	99%
their school is well maintained* (S2046)	99%	97%	98%
their school gives them opportunities to do interesting things* (S2047)	93%	95%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	97%	96%	100%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	92%	89%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	97%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	98%	100%
student behaviour is well managed at their school (S2074)	97%	94%	98%
staff are well supported at their school (S2075)	97%	91%	98%
their school takes staff opinions seriously (S2076)	97%	86%	98%
their school looks for ways to improve (S2077)	100%	98%	98%
their school is well maintained (S2078)	100%	98%	100%
their school gives them opportunities to do interesting things (S2079)	97%	94%	98%

* 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

At Samford State School we value relationships and connections with our students' parents and our wider community. As an Independent Public School we have an established School council that is made up of staff and parent representatives who meet regularly to monitor and support the school as we implement our school strategic plan.

We have a very active and supportive parent body who generously volunteer their time in a number of ways. These include: classroom support, excursions, assisting with clubs, sporting teams and tuckshop.

Parents and community members have the opportunity to join our Parents and Citizens Association which operates a numbers of sub-committees allowing parents to be actively involved within the school community. Meetings for our P&C occur monthly. This year our P&C led a successful arts festival which is a biennial fundraiser for our school.

Parents are welcomed into our school through many other avenues including weekly assemblies for the lower school and fortnightly assemblies for the upper school. We hold parent information evenings at the beginning of each school year and teachers offer formal parent teacher interviews twice a year: in Terms 1 and 3.

We have a strong commitment to communicating with parents to ensure they know what is happening in their child's learning and our school. Each class within the school has a parent representative. The parent representatives are a point of contact between parents and the school. They welcome new families, meet with the principal one a term to find out what is happening at the school and report back to families share information with the school community. Our teachers send home regular email updates to parents, we publish a weekly newsletter and share additional information via the school website, social media, SMS and more formally with student Report Cards.

Throughout the year we provided opportunities for parents to join in with Professional Development sessions that we offered staff, and ran numerous information sessions with parents to help them learn about key priorities within our school context (eg. Revving Reader's workshop).

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These programs include:

- Through the Australian curriculum classes cover personal safety and strategies to keep themselves and others safe
- The 'You Can Do It!" program teaches students valuable relationship skills
- Participation in awareness raising through events such as 'Day for Daniel' and 'Say no to Bullying' to help educate our students about the importance of personal safety and respectful relationships

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	2	7	11
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	1
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

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The school has been proactive in the reduction of water and electricity consumption. Water is harvested through plumbing diversions into water tanks that are used in toilet blocks. Water from tanks is also used to irrigate the school oval and gardens. The school has developed a SEMP (School Environment Management Plan) in 2011 and targets reductions in water and electricity consumption. The Samford Pool is incorporated into the SEMP as they contribute significantly to water consumption and electricity (pump and pool heating which is a joint agreement with the Moreton Bay Regional Council). Local issues are adopted to ensure classrooms reduce their energy consumption with simple measures of turning power off when not in use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	377,226	18,845
2014-2015	400,846	5,068
2015-2016	467,059	7,307

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.**

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	55	31	0
Full-time Equivalents	47	21	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	8
Graduate Diploma etc.**	4
Bachelor degree	37
Diploma	9
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 $66180.

The major professional development initiatives are as follows:

- Learning walks
- iPad project – teacher feedback and professional learning process
- Professional learning Triads
- Collaboration
- Classroom observations
- Literacy and targeted teaching
- Digital Technologies

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.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

Performance of Our Students

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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).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	94%	94%

*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.

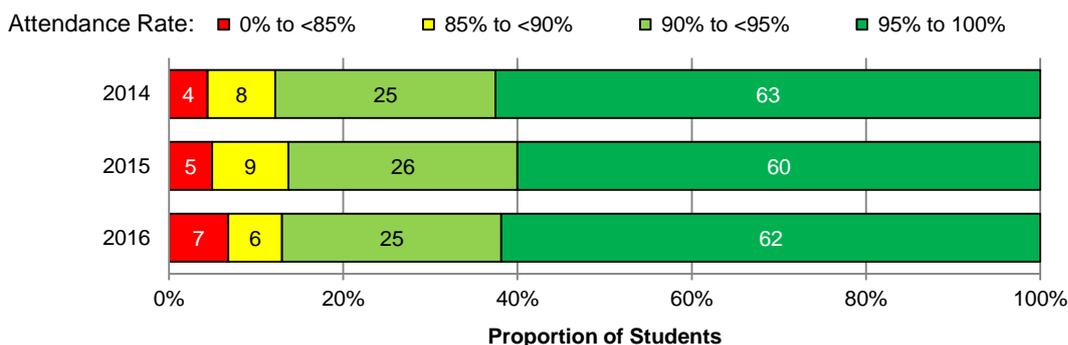The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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%	95%	95%	95%	95%	95%	95%	95%					
2015	96%	95%	94%	95%	94%	95%	95%						
2016	95%	94%	95%	94%	95%	96%	95%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	4	8	25	63
2015	5	9	26	60
2016	7	6	25	62

Proportion of Students

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.

We encourage attendance via normal communication patterns and regularly distribute information to parents that 'Everyday Counts.' Roll marking is taken electronically twice per day. In 2016 the office contacts parents daily seeking explanations when children are absent without a known reason. Reasons for non-attendance are requested from parents and recorded. Reporting on the number of unexplained absences is incorporated in semester reporting. Parents are able to advise the school of absences via a number of methods including phoning the office, emailing the school or through the QParents App.

All efforts are made to identify the cause for extended absences and strategies are employed to ensure the child reengages as quickly as possible with the learning program in place. Twice yearly letters are sent home offering support for students with patterns of non-attendance.

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
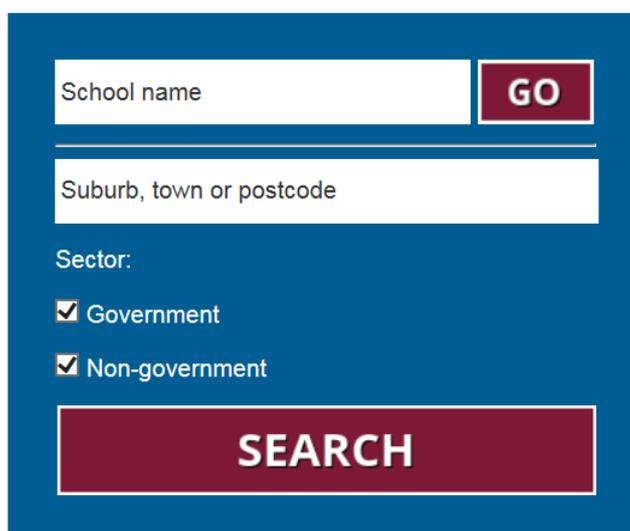
School name   GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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 NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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