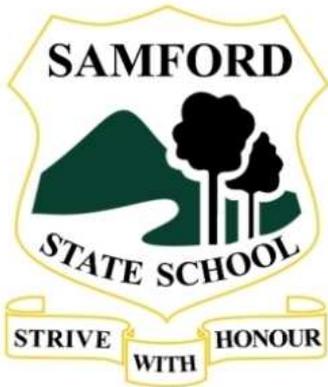


Queensland State School Reporting – 2011

Samford State School (0094)



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Principal's foreword

Introduction

The 2011 School Annual Report provides a clear and concise summary of the achievements and activities of 2011 and aspirations for 2012 for the Samford State School. Information includes contextual information about who we are; summative information about our achievements for the 2011 school year and an outline of our future expectations - where we intend to go.

Included in the report is a summary of learning outcomes in the key juncture areas of Years 3, 5 & 7 as represented in the National Testing Program. Information is also provided about our staff profile including expenditure of funds on professional development. Of particular interest is information about Social Climate within the school and some results from the 2011 School Opinion Surveys about key aspects of parent and student satisfaction.

As a large Primary school, 2011 saw us further reduce the ecological footprint and this report details the manner in which we are contributing locally and globally to being more conservative. Partnerships between local business, local, state and commonwealth governments enabled us to significantly reduce water consumption, store and redirect rainwater to amenity blocks, implement curriculum programs involving hands on activities for children in our small vegetable patch and further develop the recycling program within our school. We are very proud of our efforts in this area.

I am very proud to be the Principal of Samford School and take responsibility for the student learning outcomes and the achievements of the school. The report of activities from 2011 is presented to you for your enjoyment and comes with an invitation to contact the author for further discussion or embellishment of any of the programs or aspects contained within the report.

School progress towards its goals in 2011

Significant progress was made in all intended learning goals throughout 2011. A concerted effort was made to improve upon the Teaching and Learning Audit report that was received in April 2010 where the school was rated as High in two domains and medium in the remaining six domains. We were very pleased with the improvement that recorded ratings of High in six domains and Medium in two domains. This was indicative of an improved and concerted engagement with the recommendations from the previous audit report. Academic achievement in focus areas improved, staff satisfaction results showed positive growth as did parent and student satisfaction in key areas. The enhancement of Information Communication Technologies hardware was significantly improved through the Building Education Revolution project of a new library and resource centre. Of particular interest was the overall improvement in academic achievement as measured by NAPLAN that saw significant improvement across all target areas.

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Future outlook

Our goals for 2012 are not to merely maintain our impressive academic results, but to improve the student learning outcomes in our key learning areas of Literacy, Numeracy and Science. In particular we narrowed our focus to include a spotlight on teaching in Science using the 5E approach, improving our results in Problem Solving and by improving results in Spelling across the school using a whole school approach. We will eagerly watch with interest as we monitor the achievements this is expected to foster.

We are excited by the imminent release of the Australian Curriculum. We have spent a great deal of time in preparing for the release of the English, Maths and Science curriculums and identify the areas where we need to spend time in ensuring teachers and students are prepared for the new demands of the Australian Curriculum.

The challenges for the future include the continued maintenance and development of exciting learning experiences for our students that continually enhance their abilities and cater for a wide spectrum of students in our school. Together with this is the provision of quality professional development programs to enable teachers to continue their learning and be able to deliver a quality curriculum program to the students of Samford.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
866	405	461	97%

Characteristics of the student body:

Students attending Samford State School are generally descending from semi-professional to professional families who enjoy a rural lifestyle. We are primarily a mono cultural school with a small number of students identifying as Aboriginal or Torres Strait Islander, and an even smaller percentage as non-European. For many students, they come from traditional families who value and place a strong emphasis on education. Student behaviour is excellent and we expect students to uphold the code of student behaviour at all times. Parent support for our school and programs is strong and a number of volunteers assist where possible. Our traditional parent teacher opportunities are very well patronised. Teaching staff agree that the wonderful student body at Samford School is the key element to enabling quality teaching to occur.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.2
Year 4 – Year 7	26.1
All Classes	24.5

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	3
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Samford State School offers all 8 Key Learning Areas and the curriculum mix is dependent upon Year levels. The language other than English taught at Samford is German and we are most proud of our links with Ferny Grove State High School's German Immersion program. Additional Curriculum offers include:

Extensive and accomplished Instrumental and Choral Music Program.

GRUBS program (Gardening Richly Unites Brisbane Schools)

Enrichment and Extension program (E & E) operates across Years 4-7 to cater for the needs of identified students. The E & E program is operated by our Gifted Education Mentor who works with children and teachers to ensure children who are highly abled are catered for within classroom and school programs.

The winter interschool sports program is highly valued by our students in Years 6 & 7.

Extra curricula activities

The EarlyAct group was re-invigorated in 2011 and operates across the Samford School. This is the first of its kind in Australia and has its links with the Rotary group of Samford. 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 at their own choice which operate throughout the year. Types of activities include art classes and chess.

A large proportion of our students participate in a range of competitions, both academic and sporting. Year 6 and 7 students participate in the Winter Interschool Sports and Alternate activities program. This involves 100% of children in these year levels. 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 5-7.

How Information and Communication Technologies are used to assist learning

Samford is able to boast internet connectivity in each classroom space with multiple computers in each teaching area. In addition, two computer laboratories are set up for focused, whole group instruction. Complete with data projectors, these air conditioned facilities complement the range of delivery options.

In 2011 a decision was made to fund as a priority the saturation to all teaching spaces of data projectors and interactive whiteboards. We look forward to this in the first semester of 2012.

Teachers use computers across all curriculum areas. Curriculum specific software is available through the Local Area Network. In the early years, teachers use computers to assist with Literacy and Numeracy activities in a range of teaching modes. In the middle and upper school, computers 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.

Computers are also used as part of our intervention programs for children with learning difficulties and are also used extensively in the Music department.

A teacher has been trained as a digital pedagogy facilitator in the school. They have been charged with the responsibility to assist teaching staff acquire their digital pedagogical licence in 2012. Plans are in place to see between 8-10 staff with this accreditation in 2012.

Social climate

The school is characterized by an optimistic outlook about the future and parental involvement is high. Education is valued in the Samford community and tremendous support is evident. Having grown to significant numbers without an increase in the viable amount of playground space, the many children of Samford have developed a sense of working together and co-operation in order to share the resources available. The school takes a strong stance on bullying and data from incidents shows clearly that the majority of students demonstrate exemplary standards of behaviour.

Results from the School opinion Surveys show that 78% children are happy to go to this school, 81% of children report they are doing the best they can in their schooling and less than 7% of children in Years 5 & 7 reported they were unhappy with the school. Results from Parents were also similarly positive with more than 93% of parents satisfied their

Our school at a glance

child is getting a good education, and 93% of parents satisfied their child is safe at school. There was no dissatisfaction rated from parents that their children were unhappy about going to this school and that this is a good school. We are pleased with aspects of these surveys and are working in those areas where we believe further improvement is possible.

Parent, student and teacher satisfaction with the school

Satisfaction with our school remains high from all the main stakeholder groups. Individual item responses that affect the overall results are analysed and implications drawn from those areas. In general terms, parents would be more satisfied if some of the buildings and infrastructure could be renewed and allow a more modern approach in classroom design. Children surveyed also indicate they would be more satisfied if there was greater access to computer technology and availability was improved. Staff satisfaction is improving and while satisfaction in Support, resources and Training was rated as 72%, this has been addressed in plans for 2012 and we are looking forward to progress in this area. Staff morale is also improving and will be further improved if teachers received constructive feedback on their work and opportunities to share with others. The dimension of 'Relationships' remains the highest level of satisfaction within the staff ratings at 94%. These aspects have been incorporated in to the 2012 Operation plan and Performance Development Plans for staff.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	73%
Percentage of students satisfied that they are getting a good education at school	78%
Percentage of parents/caregivers satisfied with their child's school	80%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	82%
Percentage of staff members satisfied with morale in the school	89%

DW – Data withheld

Involving parents in their child's education

At Samford we believe in fostering a partnership between parents and teachers and all those involved in the learning team. We encourage parents to become involved in classroom activities and this is very popular especially in the Early Years classrooms. We operate a Parent Liaison Officer for each classroom who becomes responsible for sharing communications between the class teacher and parents. Many parents also volunteer as LAP tutors (Learning Assistance Program) and provide invaluable support to specific children. Other parents volunteer their time for coaching sporting teams or for assisting in the Music program.

Teachers offer introductory evenings early in the school year where they meet with parents to discuss the upcoming year and outline aspects of their classroom. These are normally well attended.

Teachers also offer two opportunities each year when formal parent teacher interviews are scheduled. Teachers also support parents by making themselves available at other times by negotiation. For children who are included in our Special Education Program, additional formal meetings are scheduled to keep parents informed about their child's progress.

For some parents they like to become involved in other ways. We have an active Parents & Citizens Association which operates a number of sub committees, thereby providing opportunities for people to become involved in the school. The School has maintained the School Council function which operates as an advisory group to the Principal and includes parents and teachers. An offer for volunteers and community support is always well returned. Samford is very fortunate to have a genuinely interested parent body.

Reducing the school's environmental footprint

Our school at a glance

The school has been proactive in the reduction of consumption in water and electricity. 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 will target 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 that finds the school 50% liable for energy consumption) Local issues are adopted to ensure classrooms reduce their energy consumption with simple measures of turning power off when not in use. The introduction of Carbon Cops is one particular strategy that has proven useful in the junior school about bringing awareness to reducing energy consumption.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	188,528	5,350
2010	282,432	4,907
% change 10 - 11	-33%	9%

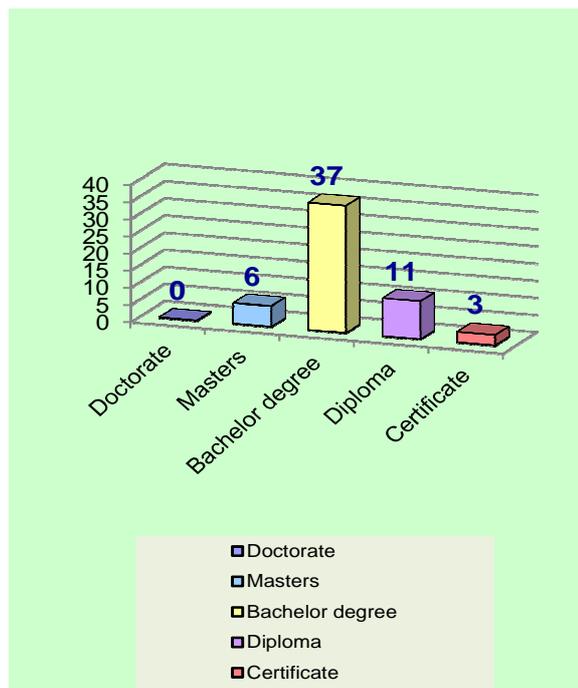
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	58	25	<5
Full-time equivalents	47	17	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	37
Diploma	11
Certificate	3



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$16 987.50.

The major professional development initiatives are as follows:

Words Their Way – A Whole School Approach to Spelling

Problem A Day – Improving Problem Solving.

The Australian Curriculum

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

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 2011 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.

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

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.

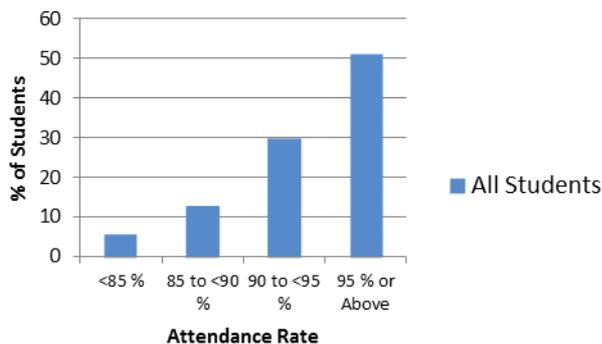
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	93%	94%	95%	94%	95%	94%

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 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.

We encourage attendance via normal communication patterns and regularly distribute information to parents that 'Everyday Counts.' Roll marking is taken twice per day and children are marked as late arrivals if not present in the class by 9.15 am and marked as early departures if having left the school by 2.30 pm.

Reasons for non-attendance are requested from parents and recorded. Reporting on the number of unexplained absences is incorporated in semester reporting.

When students are absent from school without a reason for three days, contact is made with parents. All efforts are made to identify the cause for extended absences and strategies employed to ensure the child reengages as quickly as possible with the learning program in place.

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/>.

Performance of our students

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

While the numbers of students are low, the data shows that individual students are improving or above the achievement levels of their peers. Attendance remains a non-issue for our school as this is not impacting upon performance. In one specific case, continued support will be required to ensure this child maintains steady progress in line with his individual plans.