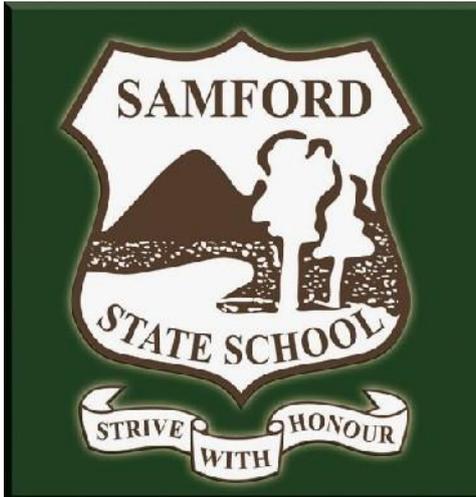


Samford State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

The 2013 School Annual Report provides a clear and concise summary of the achievements and activities of 2013 and aspirations for 2014 for the Samford State School. Information includes contextual information about who we are; summative information about our achievements for the 2013 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 2013 School Opinion Surveys about key aspects of parent and student satisfaction. We are very pleased with the results from the parent satisfaction questions which tend to indicate an ongoing level of satisfaction.

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 2013 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 2013

Setting goals in 2013 allowed us to reflect upon the achievements of 2012 and the traction we began to make with improving student learning outcomes in all key learning areas. This was seen as our most pressing goal, to continue the improvement of student academic success. We are very pleased with the results in this area as reported by local school results and NAPLAN and are very excited by the positive trending of improvements above like school, state and national results. We resisted the temptation to settle with improvements in one year and move our focus to other areas for improvement. We agreed that improvements in the academic outcomes of our students would remain the goal for the immediate future and that success with this goal would take concerted effort over a number of years. We believe after all, that this is one of the core functions of a school, to improve the academic outcomes of the children it serves

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and we remain committed to this goal in 2014.

2013 also saw the second year of the Australian Curriculum and we added the learning area of History to the existing suite of English, Maths and Science. One of the goals of 2013 was to continue to modify and adopt the materials to suit the Samford school cohort. We are very pleased with the materials provided and remain committed to modify these materials to suit the needs of our students in order to give them the best curriculum possible. We see this body of work ongoing, especially as a new curriculum area has been deployed for 2014 in Geography and that plans are being made to deploy additional areas in 2015. With the continual deployment of Key Learning Areas, we see it as essential to ensure the offerings we place in front of students are carefully modified to ensure the curriculum intent is not maintained.

We set ourselves an infrastructure goal in 2012 to ensure each classroom was equipped with an electronic white board and data projector. This was achieved in 2013. We are pleased to be able to report this has been achieved and are thankful to the Samford Parents and Citizens Association and partnership with the Samford Community Bank for allowing this goal to be achieved. Teachers report great satisfaction with being able to use this infrastructure with their students. The goal though for 2014 is to ensure each classroom now is fitted with Wireless capability so as we can accommodate the use of ipads for students and for teachers to use with Interactive White Boards. Keeping pace with technology is an ongoing challenge.

Future outlook

We carefully planned the collaborative development of the Samford State School Pedagogical Framework through 2013. Resisting the temptation to invest in a contemporary or popular model, we built the Framework after consultation and discussion with staff. This ensured we had local investment from all stakeholders. 2014 will see us implement the Pedagogical Framework. By carefully deploying the framework we are striving towards a greater degree of consistency within teaching practices.

High on the agenda for our planning in 2013 is the Independent Public Schools Proposal. While an application wasn't submitted in 2013, a decision was made to proceed with a detailed consultation strategy in 2014 to allow the issue to be fully explored. Our early indications are that this will be an opportunity that will be greeted with optimism by most people.

We are confident that our explicit improvement agenda sets children and their needs as the centre of our thinking. Our goal for 2014 is to ensure our teaching is characterized by greater levels of consistency and based in research of high yield teaching practices. We take our craft seriously and will continue to sharpen the focus on that which makes a difference for children. Accompanying this is to invest in the Information Technology resources that complement teaching and learning programs and invest in these resources. A focus on traditional hands on resources too will ensure our students have what they need to learn well.

2014 will see a significant event in Primary schools where the Year 6 and 7 students will depart for secondary school. The implications as a result of this will be significant on staffing and assets and we will engage in the discussions throughout 2014. As we continue to support the transition of students to local state feeder high schools, we are planning to strengthen our ties with Ferny grove State High and other local schools.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	866	405	461	97%
2012	821	370	451	97%
2013	827	390	437	98%

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

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.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	23	24
Year 4 – Year 7 Primary	26	25	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	3	6	3
Long Suspensions - 6 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive 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.

Enrichment and Extension program (E & E) operates across the school 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 able 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 3-7.

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. A further computer lab is in the process of being designed in preparation for 2014.

All teaching spaces are equipped with data projectors and interactive whiteboards.

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.

Ipads are used in the SEP and library and are available for use by teachers. Additional ipads will be provided to the Prep and Year 1 students in 2014 with plans to increase this supply throughout the year.

The major plan for 2014 is the deployment of wireless access points in the school.

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

Our school at a glance

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 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 staff 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 morale is high. We are very proud of our results.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	97%
their child is making good progress at this school* (S2004)	96%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	96%	97%
teachers at this school treat students fairly* (S2008)	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%
this school works with them to support their child's learning* (S2010)	92%	97%
this school takes parents' opinions seriously* (S2011)	92%	93%
student behaviour is well managed at this school* (S2012)	92%	97%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	97%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	93%	96%
they like being at their school* (S2036)	83%	83%

Our school at a glance

they feel safe at their school* (S2037)	93%	93%
their teachers motivate them to learn* (S2038)	82%	92%
their teachers expect them to do their best* (S2039)	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	94%
teachers treat students fairly at their school* (S2041)	73%	90%
they can talk to their teachers about their concerns* (S2042)	74%	84%
their school takes students' opinions seriously* (S2043)	81%	83%
student behaviour is well managed at their school* (S2044)	76%	84%
their school looks for ways to improve* (S2045)	93%	95%
their school is well maintained* (S2046)	95%	94%
their school gives them opportunities to do interesting things* (S2047)	87%	88%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	92%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	98%
their school takes staff opinions seriously (S2076)	94%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	96%
their school gives them opportunities to do interesting things (S2079)	98%

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

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

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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

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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	188,528	5,350
2011-2012	220,368	6,399
2012-2013	398,665	6,321

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

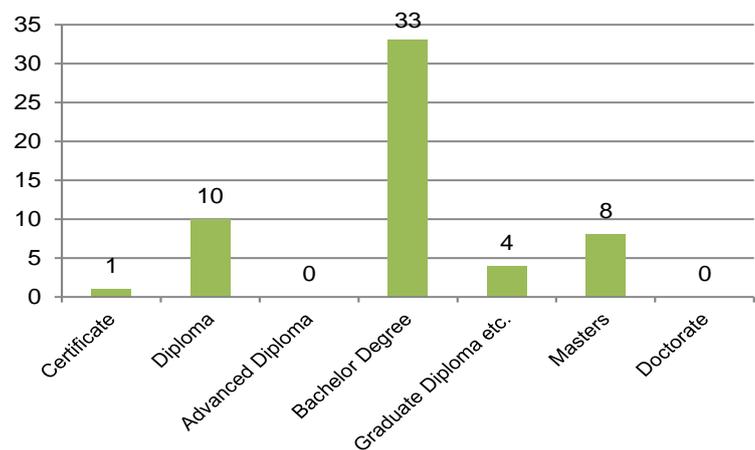
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	56	22	0
Full-time equivalents	44	16	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	10
Advanced Diploma	0
Bachelor Degree	33
Graduate Diploma etc.	4
Masters	8
Doctorate	0
Total	56



* 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 2013 were \$ 9 071.53. In addition to these funds, a further \$12 247.55 was spent on professional development from in school support services.

The major professional development initiatives are as follows:

Australian Curriculum – Geography and History

Pedagogical Framework including assessment practices and Learning Intentions.

First Aid

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

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

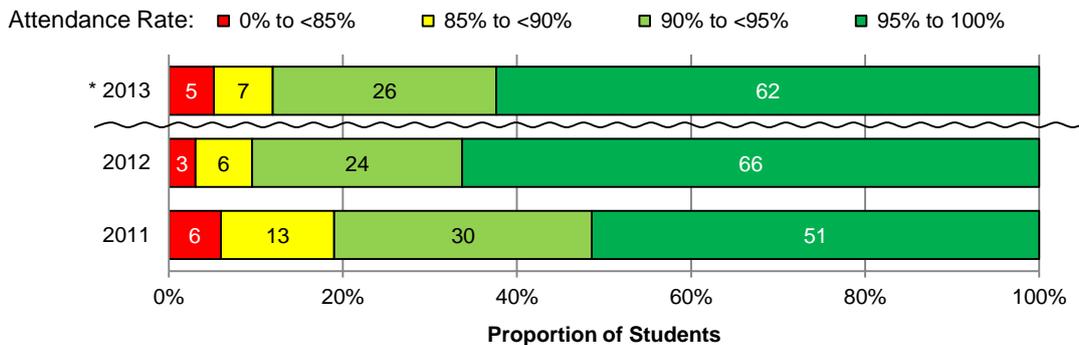
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	93%	94%	95%	94%	95%	94%					
2012	95%	95%	95%	96%	97%	96%	95%					
2013	95%	94%	96%	95%	95%	95%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

Performance of our students

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 electronically 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. Administration staff members telephone parents daily seeking explanations when children are absent without a known reason. From parent reports, using the absence phone line streamlines this process for parents significantly.

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/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

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

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

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

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

Achievement – Closing the Gap

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.