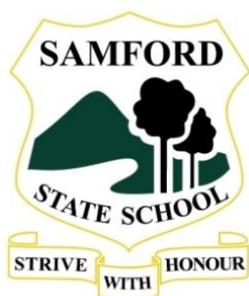


Samford State School

Queensland State School Reporting

2014 School Annual Report



Postal address	PO Box 854 Samford 4520
Phone	(07) 3430 9111
Fax	(07) 3430 9100
Email	the.principal@samfordss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Bradley Clark - Principal.

Principal's foreword

Introduction

Samford State School was opened in 1872 and we are very proud of the history and the warm country feel that still characterises our school today. The 2014 School Annual Report provides a clear and concise summary of the achievements and activities of 2014 and aspirations for 2015 for Samford State School. Information includes contextual information about who we are; summative information about our achievements for the 2014 school year and an outline of our future expectations - where we intend to go.

Included in the report is a summary of some of the outcomes for the 2014 school year. It is by no means a complete capture of the richness of our school community's achievements. I am honoured to be the Principal of Samford School. I proudly take responsibility for the student learning outcomes and the achievements of the school. We are justifiably proud of our academic performance, but education at Samford means so much more. Our exceptional teachers are professionals who are always willing to go the extra mile to ensure that all students are offered the opportunity to fulfil their potential both within and beyond the classroom. We are acutely aware of our obligation to prepare young people to make their way in the world as confident, caring and responsible citizens. We welcome transparency and this report comes with an invitation to contact the school for further discussion of any of the aspects contained within the report.

School progress towards its goals in 2014

Key Priorities	Progress
Implement the Australian Curriculum	Consolidated the implementation of Australian Curriculum subjects including; English, Mathematics, Science, History and Geography.
Implement whole school pedagogical practices	Implemented and reinforced using evidence based pedagogical practice. Teachers supported with a coach, feedback and professional learning opportunities.
Using data to inform teaching practice	Implemented data meetings and desktop audits to track student progress and progress of school teaching and learning priorities.
Develop instructional leadership with a focus on workforce performance	Instructional leadership saw a greater investment in teacher capabilities by providing individualised professional learning pathways for staff. An investment in people, not programs.
Develop productive partnerships with students, staff, parents, and the community	School community consultation process to create an Independent Public School submission.
Improve school performance	Consistent improvements with higher achievements accompanied by higher improvements.
Plan to transition Year 7 to high school	Implemented successfully. Strengthened ties and collaboration with local high schools throughout transition.

Future outlook

In 2015 the school will focus on the following goals:

Differentiation:

- Building staff capacity to effectively respond to individual learning needs for students of all abilities.

Reading:

- Enhance and support reading pedagogy through school based coaching and professional learning opportunities.

Culture:

- Build a unified school based culture through the school council consultation process as part of the QSR.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	821	370	451	97%
2013	827	390	437	98%
2014	842	378	464	98%

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

Characteristics of the student body:

Samford State School has a diverse student population in terms of culture and language background. We have an even number of boys and girls in each year level. In 2014, there were 32 classes from Prep to Year 7. Our school continues to increase the number of students in the early phase of learning. Where possible the school does not form multi-age classes.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	24	23
Year 4 – Year 7 Primary	25	24	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	6	3	2
Long Suspensions - 6 to 20 days	1	1	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum offerings

Our distinctive curriculum offerings

Samford State School offers all Learning Areas and the curriculum mix is dependent upon the different year levels. Our senior students also study 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 capable 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

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. It is used extensively in the United States, the United Kingdom and across Australia, including many schools in and around Brisbane.

and aims to empower them to use the: "Five Core Social and Emotional Capabilities":

- Resilience
- Confidence
- Persistence
- Organisation
- Getting Along

We believe this program provides powerful tools for students to be the very best they can be. We know that the more people in their world, who adopt this approach, the more effective it will be. For this reason, we ask that parents and caregivers support the work we are doing, by using the YCDI! Philosophy and language as much as possible with their children.

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.

Citizenship Program for Years 4 to 6

Samford conducts a developmental program in citizenship and leadership. It involves student working towards a badge at levels related to their year levels. Using positive You Can Do It! Skills including self talk and planning will help students 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 features work 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 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

Samford is able to boost internet connectivity in each classroom space with multiple computers in each teaching area. In 2014, a third computer lab was established to allow for focused, whole group instruction. Complete with data projectors, these air conditioned facilities complement the range of delivery options.

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. I pads are used by classes in our junior school and are part of the library learning opportunities.

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. The school has 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 physical 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.

Our school lies within a wonderfully close knit community with old world friendliness and values. However, we offer a progressive modern education and surround our students with possibility and opportunity in many diverse areas including academia, sport, culture and community responsibility.

We are justifiably proud of our academic performance, but education at Samford means so much more. Our exceptional teachers are professionals who are always willing to go the extra mile to ensure that all students are offered the opportunity to fulfil their potential both within and beyond the classroom. We are acutely aware of our obligation to prepare young people to make their way in the world as confident, caring and responsible citizens. A very talented and committed staff make the happiness, security and development of each child central to our work.

Samford State School was founded on great community relationships and today, our great strength is still

the partnerships we forge between students, staff, parents and the wider community. Through our partnerships, we continue to build on the strengths of tradition and performance.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	96%
this is a good school (S2035)	100%	100%	95%
their child likes being at this school* (S2001)	100%	100%	98%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	97%	92%
their child is making good progress at this school* (S2004)	96%	97%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	94%
teachers at this school motivate their child to learn* (S2007)	96%	97%	93%
teachers at this school treat students fairly* (S2008)	96%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%	99%
this school works with them to support their child's learning* (S2010)	92%	97%	95%
this school takes parents' opinions seriously* (S2011)	92%	93%	95%
student behaviour is well managed at this school* (S2012)	92%	97%	93%
this school looks for ways to improve* (S2013)	100%	100%	93%
this school is well maintained* (S2014)	100%	97%	99%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	93%	96%	100%
they like being at their school* (S2036)	83%	83%	97%
they feel safe at their school* (S2037)	93%	93%	99%
their teachers motivate them to learn* (S2038)	82%	92%	99%
their teachers expect them to do their best* (S2039)	97%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	90%	94%	97%
teachers treat students fairly at their school* (S2041)	73%	90%	94%
they can talk to their teachers about their concerns* (S2042)	74%	84%	89%
their school takes students' opinions seriously* (S2043)	81%	83%	93%
student behaviour is well managed at their school* (S2044)	76%	84%	96%
their school looks for ways to improve* (S2045)	93%	95%	97%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their school is well maintained* (S2046)	95%	94%	99%
their school gives them opportunities to do interesting things* (S2047)	87%	88%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	97%
they feel that their school is a safe place in which to work (S2070)		98%	100%
they receive useful feedback about their work at their school (S2071)		92%	92%
students are encouraged to do their best at their school (S2072)		98%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	97%
staff are well supported at their school (S2075)		98%	97%
their school takes staff opinions seriously (S2076)		94%	97%
their school looks for ways to improve (S2077)		98%	100%
their school is well maintained (S2078)		96%	100%
their school gives them opportunities to do interesting things (S2079)		98%	97%

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

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

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

At Samford, we believe in fostering a partnership between parents and teachers and all members of 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 is responsible for sharing communications between the class teacher and parents. Many parents assist as trained volunteers 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 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.

Some parents, 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 an active member of the school community. 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 supported. Samford is very fortunate to have a genuinely interested parent body working collaboratively with the school to achieve better outcomes for our students.

Reducing the school's environmental footprint

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 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	220,368	6,399
2012-2013	398,665	6,321
2013-2014	377,226	18,845

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

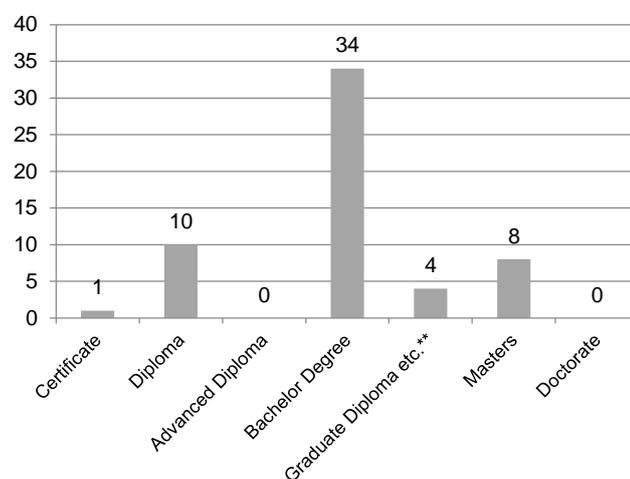
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	55	25	0
Full-time equivalents	45	17	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	10
Advanced Diploma	0
Bachelor Degree	34
Graduate Diploma etc.**	4
Masters	8
Doctorate	0
Total	57



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 23790

The major professional development initiatives are as follows:

- Pedagogy coaching and teacher observation focussing on implementation of pedagogical framework.
- Classroom behaviour profiling
- First Aid
- Professional book circles focussing on differentiation and pedagogy.

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

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%

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

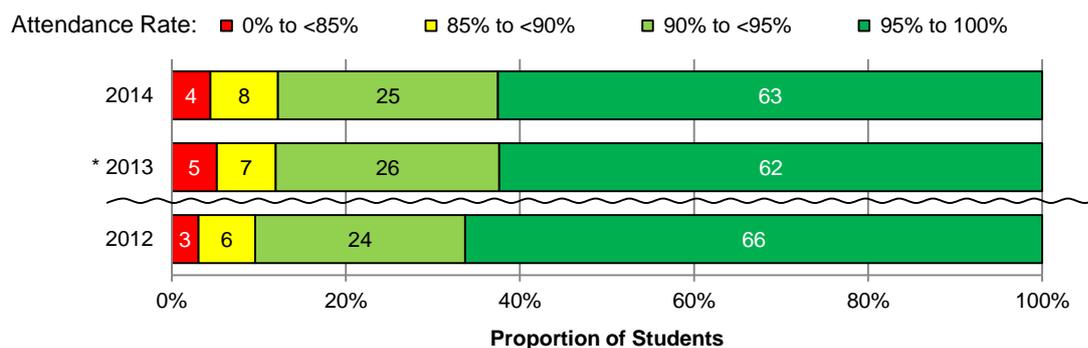
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	95%	95%	95%	96%	97%	96%	95%
2013	95%	94%	96%	95%	95%	95%	94%
2014	95%	95%	95%	95%	95%	95%	95%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

We encourage attendance via normal communication patterns and regularly distribute information to parents that 'Everyday Counts.' Roll marking is taken electronically twice per day. 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.

Twice yearly letters are sent home offering support for students with patterns of non-attendance.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The number of indigenous students is less than five, not allowing for the data to be presented without identifying individuals. The progress of all students is carefully mapped and tracked to allow for individual learning needs to be met.