

Samford State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The School Annual Report provides a clear and concise summary of the achievements and activities of 2015 and aspirations for 2016 for Samford State School. Information includes contextual information about who we are; summative information about some of our achievements for the 2015 school year and an outline of our future expectations - where we intend to go.

It is by no means a complete capture of the richness of our school community's achievements. We invite all parents and community members to come and see first-hand the amazing things that happen in our school each and every day. I am honoured to be the Principal of Samford 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 2015

In 2015 our school undertook a self-determined review to provide information to our school council for the development of our four year strategic plan. Our school council devised a unique approach that upskilled our school council members (parents and staff) are peer reviewers to conduct a comprehensive review using the [National School Improvement Tool](#). Below are some key actions from 2015.

Implement whole school pedagogical practices	Implemented targeted, intensive and differentiated teaching, including the use of individual curriculum plans, differentiation placemat and pretesting. Through the analysis of systemic data such as NAPLAN and school based data such as the digital mark books, it is evident that students across all cohorts have made appropriate or significant gains across the year.
Using data to inform teaching practice	Upskilled teachers in the analysis and application of student data including use of OneSchool reports and dashboard, digital mark books, desktop audits and data coaching. Implemented the Age Appropriate Pedagogies project in collaboration with Griffith University.
Improve school performance	Delivered systematic, evidence based learning interventions and targeted support for all under achieving or low achieving students as identified in class data audits and pretesting. This is evidenced in the Targeted Teaching Plans which are shared with parents and tabled at the SITE committee meetings. Supported individual learning pathways for identified or at risk students with targeted intervention, targeted teaching, additional learning support, digital technologies and engagement of specialist support staff. Embedded high impact staff development strategies and a 'culture of learning' where staff are engaged in continuous reflection in the form of systematic evidence-informed cycles of inquiry. This included professional book clubs, trial of Professional Learning communities, pedagogical coaching, data coaching and action research projects.
Develop productive partnerships with students, staff, parents, and the community	Established inaugural School Council to monitor and lead the strategic school improvement agenda. School council conducted the School Improvement Unit- Whole School Review. Formalised partnership with Samford Commons.

Future outlook

In 2016 our school will devise and implement a 4 year strategic plan that will shape the future direction of the school. We will expand the Age Appropriate Pedagogies Project to incorporate Year 1 students. We will also continue to explore the opportunities that exist with the Samford Commons partnership.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	827	390	437	3	98%
2014	842	378	464	3	98%
2015	785	356	429	4	98%

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 2015, 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:

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 2015, there were 32 classes from Prep to Year 6. 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		
	2013	2014	2015
Prep – Year 3	24	23	22
Year 4 – Year 7 Primary	24	27	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	2	7
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum delivery

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.

The winter interschool sports program is highly valued by our students in Years 5 and 6. In 2015 our school also introduced summer interschool sport. This involves 100% of children in these year levels.

The introduction of a before school movement program commenced in 2015.

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.

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. 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.

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 2015 our school focused on our ICT infrastructure. As part of the Wireless Upgrade Project (WUP) our school had Wireless Access Points installed in all classrooms at a total cost over \$100 000. 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 and PE department. Ipads 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. We have a range of strategies to support our students worth social emotional development.

Samford State School is a "You Can Do It" school. The You Can Do It program has been used extensively in the US, the UK, and across Australia, including many schools in and around Brisbane.

It is a program with the goal of fostering the social and emotional development of children, assisting them to develop to their full potential. Within a common theme of developing RESILIENCE, the program focuses on the five key foundations of CONFIDENCE, PERSISTENCE, ORGANISATION, GETTING ALONG and EMOTIONAL RESILIENCE. Positive Habits of the Mind provide the "nuts and bolts" that support these foundations. A program such as this becomes all the more successful when it is embraced by as many as possible in the student's world.

The [YOU CAN DO IT handbook \(PDF, 557 KB\)](#) is available for parents to download.

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	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	96%	99%
this is a good school (S2035)	100%	95%	100%
their child likes being at this school (S2001)	100%	98%	97%
their child feels safe at this school (S2002)	100%	100%	99%
their child's learning needs are being met at this school (S2003)	97%	92%	96%
their child is making good progress at this school (S2004)	97%	95%	97%
teachers at this school expect their child to do his or her best (S2005)	100%	99%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	94%	95%
teachers at this school motivate their child to learn (S2007)	97%	93%	98%
teachers at this school treat students fairly (S2008)	100%	94%	99%
they can talk to their child's teachers about their concerns (S2009)	97%	99%	99%
this school works with them to support their child's learning (S2010)	97%	95%	96%
this school takes parents' opinions seriously (S2011)	93%	95%	95%
student behaviour is well managed at this school (S2012)	97%	93%	96%
this school looks for ways to improve (S2013)	100%	93%	99%
this school is well maintained (S2014)	97%	99%	99%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	100%	97%
they like being at their school (S2036)	83%	97%	98%
they feel safe at their school (S2037)	93%	99%	98%
their teachers motivate them to learn (S2038)	92%	99%	96%
their teachers expect them to do their best (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	94%	97%	97%
teachers treat students fairly at their school (S2041)	90%	94%	93%
they can talk to their teachers about their concerns (S2042)	84%	89%	93%
their school takes students' opinions seriously (S2043)	83%	93%	92%
student behaviour is well managed at their school (S2044)	84%	96%	91%
their school looks for ways to improve (S2045)	95%	97%	98%
their school is well maintained (S2046)	94%	99%	97%
their school gives them opportunities to do interesting things (S2047)	88%	93%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	97%	96%
they feel that their school is a safe place in which to work (S2070)	98%	100%	96%
they receive useful feedback about their work at their school (S2071)	92%	92%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	95%	97%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	98%
student behaviour is well managed at their school (S2074)	100%	97%	94%
staff are well supported at their school (S2075)	98%	97%	91%
their school takes staff opinions seriously (S2076)	94%	97%	86%
their school looks for ways to improve (S2077)	98%	100%	98%
their school is well maintained (S2078)	96%	100%	98%
their school gives them opportunities to do interesting things (S2079)	98%	97%	94%

'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, we believe in fostering a partnership between parents and teachers and all members of the learning team. In 2015 our School Council led an amazing innovation by being part of our School Review Team, a first of its kind in the state. We encourage parents to become involved in classroom and school activities. 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 in a

variety of ways including tuckshop, swimming lessons, assisting with gardening clubs, sporting teams or coming along on excursions.

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 P&C also redeveloped the monthly meetings to make it easier for parents to attend. At some meetings last year they averaged over 30 people attending.

The School established a new School Council as we became an Independent Public School. 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.

In 2015 we expanded the ways we communicated with our school community including the use of:

- School Webpage
- Twitter
- Emails direct from class teachers. Over 2000 emails in total were sent to parents direct from class teachers as updates on what is happening in the classroom.
- Class Parent Reps- Each class is represented at a meeting with the principal each term to discuss key issues within the schools.
- School Newsletter- Emailed home each week to parents

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). 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
2012-2013	398,665	6,321
2013-2014	377,226	18,845
2014-2015	400,846	5,068

*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.

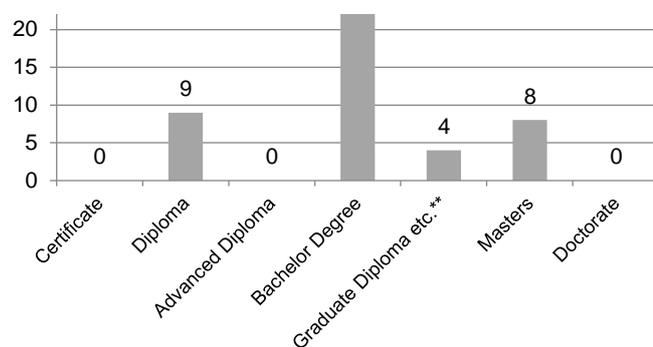
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	57	29	0
Full-time equivalents	45	18	0

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	35
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 2015 were \$47 035

The major professional development initiatives are as follows:

- Differentiation
- Classroom Profiling
- Coaching and Mentoring- Reading
- Digital Technologies
- Data Literacies
- First Aid

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
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).	95%	91%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

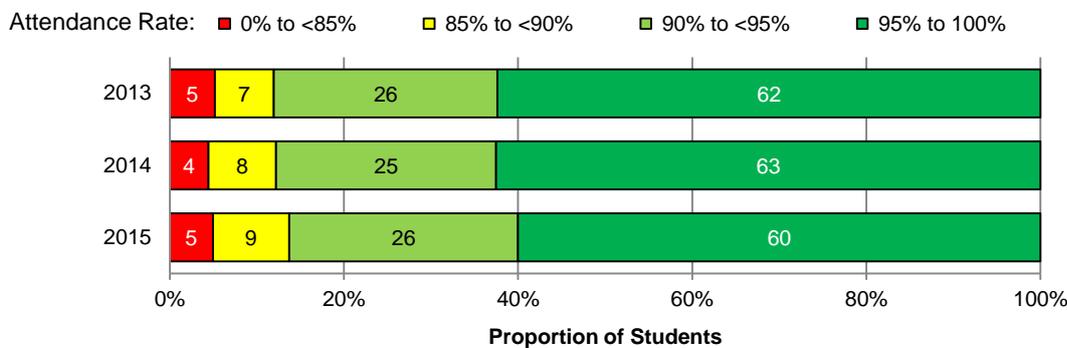
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	95%	94%	96%	95%	95%	95%	94%					
2014	95%	95%	95%	95%	95%	95%	95%	95%					
2015	96%	95%	94%	95%	94%	95%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

**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 2015 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.

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.

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

Sector:

Government

Non-government

Where it says '**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.