

Samford State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Samford State School is an Independent quality school which caters for a community of professional to semi-professional families who enjoy a semi-rural lifestyle. We aim to engage all students as lifelong learners in a well rounded curriculum that prepares them for the challenges of tomorrow. The school is optimistic about the future and parental and community involvement is high. The overarching purpose of our school is to 'develop happy learners' using a You Can Do It! approach. We believe in creating an environment where all people are treated with care, respect and compassion and where learning is challenging, exciting and engaging.

The following organising principles guide our decision making. We believe in valuing and demonstrating Generosity of Spirit, Excellence, Partnerships, Confidence, Learning and Personal Growth.

There is a strong emphasis on Literacy and Numeracy improvement in our school. As well as academic success, we operate a highly successful Music Program including Choral and Instrumental programs an inclusive and successful sporting program and extensive student citizenship program.

The future challenges for Samford State School include not just maintaining the already high academic results but investigating opportunities to develop each child's full potential across all areas. Inspirational teaching and quality learning are the cornerstones of our school. We believe everyone can learn and are encouraged to continually grow our learning.

School progress towards its goals in 2018

After reviewing our 2018 Investing for Success agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds, these include:

- Implement intensive, responsive and targeted **professional learning programs** for teachers, teacher aides and the leadership team that respond to student learning needs.
- Implement the key features of '**targeted teaching**'.
 - **Formative Assessment:** using pre-tests and ongoing formative assessment to shape learning pathways that academically challenge and extend all students.
 - **Explicit Feedback and Individual Learning Goals:** Explicit and timely interactions to ensure students attain the individualised learning goals. This will be supported and implemented by a range of specialist staff working with students including; classroom teachers, Master Teacher, Data Coach, Support Teacher- Literacy and Numeracy, Teacher aides, Head of Curriculum and school leadership team.
 - **Formative evaluation and monitoring of learning:** the use of 'digital mark books' by teachers to understand and analyse the effects of our teaching strategies and the impact on learning of individual students.
- **Supporting individual learning pathways** of identified or at risk students with intensive intervention, targeted resources Individual Curriculum Programs, digital technologies and engagement of specialist support staff.

Future outlook

In 2019 our school will:

- Create a new four year strategic plan
- Expand the Age Appropriate Pedagogies Project
- Continue to enhance our growth mindset with staff and students where challenges provide opportunities to grow and learn.
- Refine professional development opportunities for staff that are connected directly to student outcomes, encouraging staff to be researchers into their own practice.
- Increase awareness of inclusivity and various forms of diversity across the school community, including implementing a new school wide support model for students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	822	859	850
Girls	380	413	430
Boys	442	446	420
Indigenous	5	12	14
Enrolment continuity (Feb. – Nov.)	97%	98%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Samford has a diverse student population in terms of culture and language background. In 2018, there were 35 classes from Prep to Year 6. Our student population grew consistently across the year, however decreased by 9 students from 2017. Of the students enrolled at Samford in 2018, 1.6% were identified as being Indigenous. 2.7% of the population were students with disabilities who received support or adjustments.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	23
Year 4 – Year 6	27	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

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

- Students in Year 4 – 6 participate in a German language program which directly supports the German Immersion program offered at Ferny Grove State High School.
- Extensive and comprehensive Choral and Instrumental music program.
- An inter-school sports program that is highly valued by our Year 5 and 6 students.
- Age appropriate pedagogies embedded into the early phase of learning.
- Every year level participated in well-resourced and developed writing workshops to support our targeted teaching in literacy.

Co-curricular activities

- Samford State School is a 'You Can Do It!' school. The 'You Can Do It!' program was developed in Australia, at the University of Melbourne, by American psychologist, Professor Michael Bernard.
- We are a school that believes in and supports Growth Mindset, based on the work by Dr Carol Dweck.
- EarlyAct is a community spirited group which positively influences the school and community.
- The afterschool activities operate between community members and the school. Children become involved in the extension classes which operate throughout the year of their own choice. Types of activities include art classes, yoga and chess.
- A large proportion of our students participate in a range of competitions, both academic and sporting. Academic competitions are well patronised and our many successful choirs and ensembles participate in a range of musical events. The University of New South Wales ICAS competitions are well supported by students in Years 3-6.
- Development of STEAM (Science, Technology, Engineering, Arts and Maths) programs have been a priority and are being embedded into the curriculum as well as extra-curricular opportunities for students such as the 'Entrepreneurs of Tomorrow' Program.

Citizenship Program for Years 4-6

- Samford conducts a developmental program in citizenship and leadership. It involves students working towards a badge at levels related to their year levels. Using positive You Can Do It! Skills including self talk and planning helps students to be successful.
- Level 1 Yellow: This begins in Term 2, Year 4 and is working towards skills of early independence both in the classroom and the wider school community. Students have a yellow card where when they achieve the criteria on the card, their teachers sign to recognise this. When the card is completed, the student receives a badge on the following assembly.
- Level 2 Red: This card begins in Term 2, Year 5 and follows on from the Level 1 badge which students must have already completed. It focuses on the learning goals being worked on in the classroom, high expectations for behaviour, quality work and includes a community service element. To be eligible for a leadership position in Year 6, students must have completed this card by the end of Term 4 of this year. A similar presentation process is followed for this and all badges.
- Level 3 Blue: The card is available in Year 6 for all students who have completed their Level 2 badge and wish to develop their leadership further. It focuses on leadership and management skills and also has an extracurricular/community service element.

- Level 4 Green: This is the top level and is project based following on from work in the Level 3 badge. To be eligible for the Citizenship Award presented at graduation, students must have completed this level.

How information and communication technologies are used to assist learning

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

One aspect of our vision is the use of technologies to enhance provision of individual learning pathways. For some students, technology will allow access to extension opportunities beyond the classroom, such as working with university lecturers. For other students, technology can remove barriers to learning such as decoding texts and rereading comprehension answers, for meaning and fluency.

At Samford State School, we have been very measured in the way we've adopted technologies into classrooms. We deliberately chose to never make it about devices; it was, and always will be, about learning. Technology provides endless open ended possibilities for our students to stretch even the brightest of minds. As a school we don't enter into this as a fad or passing trend. This is about learning, not about devices.

Technologies are a necessary tool for today's learners. Our students are now coding digital and physical objects for specific purposes, researching up-to-date facts from classrooms, visiting places around the globe in Street View, connecting with the brightest minds on the planet, accessing the world's collection of famous artworks, songs and books (within filter restriction limitations), applying computational thinking, creating stop-motion animations, iMovies, audio-visual presentations and more.

We are extending ways learning opportunities are enhanced through technologies. For example, virtual and augmented realities have made learning possible that was previously inconceivable.

Social climate

Overview

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

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

We celebrate success of our students in numerous ways: class awards, Principal Afternoon Tea (PAT) to recognise achievement, citizenship program, leadership opportunities for students and we share and celebrate student achievement on assemblies and in the school newsletter. Last year we also participated and celebrated in Under 8s day and Over 8s Day activities.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	98%	96%
• this is a good school (S2035)	98%	99%	95%
• their child likes being at this school* (S2001)	100%	99%	97%
• their child feels safe at this school* (S2002)	99%	99%	97%
• their child's learning needs are being met at this school* (S2003)	94%	97%	92%
• their child is making good progress at this school* (S2004)	95%	97%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	97%	92%
• teachers at this school motivate their child to learn* (S2007)	95%	96%	95%
• teachers at this school treat students fairly* (S2008)	99%	96%	93%
• they can talk to their child's teachers about their concerns* (S2009)	98%	97%	95%
• this school works with them to support their child's learning* (S2010)	94%	97%	92%
• this school takes parents' opinions seriously* (S2011)	95%	94%	89%
• student behaviour is well managed at this school* (S2012)	96%	93%	89%
• this school looks for ways to improve* (S2013)	98%	100%	96%
• this school is well maintained* (S2014)	99%	97%	95%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	93%	93%
• they like being at their school* (S2036)	98%	91%	92%
• they feel safe at their school* (S2037)	98%	92%	94%
• their teachers motivate them to learn* (S2038)	98%	95%	93%
• their teachers expect them to do their best* (S2039)	98%	97%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	93%	90%
• teachers treat students fairly at their school* (S2041)	97%	85%	91%
• they can talk to their teachers about their concerns* (S2042)	89%	87%	89%
• their school takes students' opinions seriously* (S2043)	97%	87%	93%
• student behaviour is well managed at their school* (S2044)	90%	87%	87%
• their school looks for ways to improve* (S2045)	99%	92%	94%
• their school is well maintained* (S2046)	98%	91%	95%
• their school gives them opportunities to do interesting things* (S2047)	92%	88%	95%

Percentage of students who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	95%	94%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	97%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	98%	94%	95%
• staff are well supported at their school (S2075)	98%	96%	93%
• their school takes staff opinions seriously (S2076)	98%	96%	94%
• their school looks for ways to improve (S2077)	98%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	98%	98%	91%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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

We have a very active and supportive parent body who generously volunteer their time in a number of ways. These include: classroom support, excursions, assisting with clubs and sporting teams. Parents and community members have the opportunity to join our Parents and Citizens Association which operates a number of sub-committees allowing parents to be actively involved within the school community. Meetings for our P&C occur monthly. This year our P&C led a successful arts festival which is a biennial fundraiser for our school.

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

We also have a dedicated Parent Liaison Officer who coordinates all of our school communications with parents and the wider community. Our P&C also employ an Events Coordinator to focus on fundraising and school events.

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

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

Respectful relationships education programs

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

Through the Australian Curriculum, classes cover personal safety and strategies to keep themselves and others safe

The ‘You Can Do It!’ program teaches students valuable relationship skills

Participation in awareness raising through events such as ‘Day for Daniel’ and ‘Say no to Bullying’ to help educate our students about the importance of personal safety and respectful relationships.

Chaplaincy – our school had 2 chaplains in 2018 who worked with students and staff in providing pastoral care and student activities.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	11	10	23
Long suspensions – 11 to 20 days	0	3	0
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school’s environmental footprint

The school has continued to be 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 developed a SEMP (School Environment Management Plan) in 2011 which 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 and offices reduce their energy consumption with simple measures of turning the power switches off when not in use. In 2018 extensive repairs were carried out to a leak in the swimming pool which has now seen significant savings in our water usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	467,059	230,068	385,818
Water (kL)	7,307	21,611	10,491

Note:

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

*OneSchool is the department’s comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

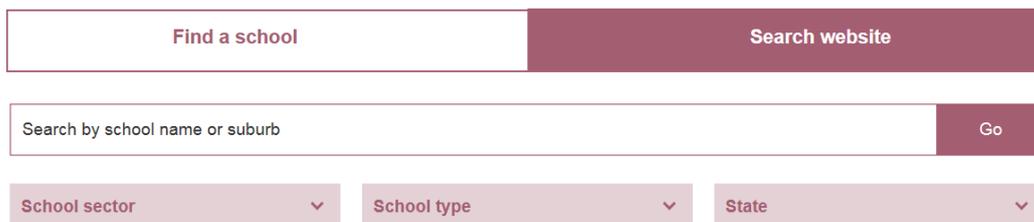
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	60	35	0
Full-time equivalents	53	22	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	7
Graduate Diploma etc.*	3
Bachelor degree	39
Diploma	9
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$136,381.

The major professional development initiatives are as follows:

- Learning walks
- iPad project – teacher feedback and professional learning process
- Professional learning triads
- Year Level Collaboration Workshops
- Classroom observations and Coaching
- Literacy and Targeted Teaching
- Digital Technologies

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	94%
Attendance rate for Indigenous** students at this school	94%	94%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

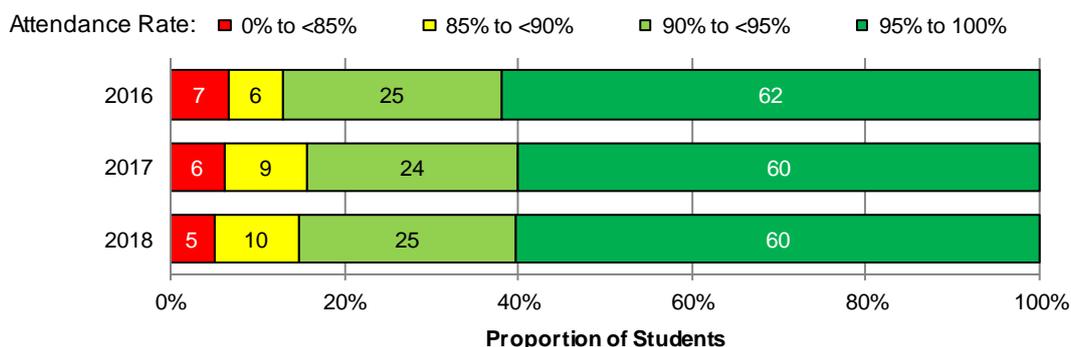
Year level	2016	2017	2018
Prep	95%	94%	95%
Year 1	94%	95%	93%
Year 2	95%	95%	95%
Year 3	94%	94%	95%
Year 4	95%	94%	95%
Year 5	96%	95%	94%
Year 6	95%	95%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 2018 the office contacted parents daily seeking explanations when children were absent without a known reason. Reasons for non-attendance are requested from parents and recorded. Reporting on the number of unexplained absences is incorporated in semester reporting. Parents are able to advise the school of absences via a number of methods including phoning the office, emailing the school or through the QParents App.

All efforts are made to identify the cause for extended absences and strategies are employed to ensure the child reengages as quickly as possible with the learning program in place.

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

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.