



# Samford State School

## School annual report

Queensland state school reporting

**2020**



*Every student succeeding*

State Schools Improvement Strategy

Department of Education



**Queensland  
Government**

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## School context

Coeducational or single sex Coeducational

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Independent Public School Yes

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Year levels offered in 2020 Prep Year – Year 6

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Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

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## Our Vision

Samford State School is a student centred community that is focussed on the development of the whole child. Through deeply engaging learning experiences our students are supported to become confident lifelong learners who positively impact the world around them.

## Our Values

Kindness, curiosity, citizenship, respect and growth mindset

Samford State School opened in 1872 and was founded on strong community partnerships. We celebrate a proud history of connectedness with the close-knit community that is nestled within the beautiful Samford Valley. Our students benefit from the best of both worlds as we offer a progressive, contemporary education delivered in a setting with large open spaces and abundant native flora and fauna.

Samford State School surrounds our students with opportunities in all areas including academia, sport, culture and community responsibility. Our exceptional teachers go the extra mile to ensure that students succeed both in and beyond the classroom. We embrace the opportunity to prepare young people to make their way in the world as confident, caring and responsible citizens. The happiness, security and progress of each child is central to our work.

Our experienced staff value knowing each child and accommodating their unique learning requirements. Inspirational teaching and quality learning are the cornerstones of our school and we are proud to engage our students in a well-rounded curriculum that prepares them for future opportunities. We delight in offering all students the opportunities to participate in highly successful programs including, the upper school iPad program, the Choral and Instrumental Music Programs, an inclusive and successful Sport and Outdoor Program and our comprehensive Student Citizenship Program.

For almost 150 years we have been creating an educational environment where all people are treated with care, respect and compassion and where learning is challenging, exciting and engaging. There is a strong emphasis on visible learning and improvement in our school and this is heard in our conversations and seen in our students' resilience, belonging and love of lifelong learning.

## [2020 Annual Implementation Plan](#)

## [School Strategic Plan 2020 - 2023](#)

# Characteristics of the student body

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## Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	99	124	118	101	128	114
Year 1	134	108	128	132	109	127
Year 2	116	141	108	115	141	106
Year 3	130	122	148	130	125	144
Year 4	132	140	123	132	140	121
Year 5	114	134	136	112	135	136
Year 6	131	112	136	128	111	134
<b>Total</b>	<b>856</b>	<b>881</b>	<b>897</b>	<b>850</b>	<b>889</b>	<b>882</b>

### Notes

1. Student counts include headcount of all full- and part-time students at the school.

## Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	23	24	22
Year 4 – Year 6	26	28	26

### Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

## Social climate

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### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

**Table 3: Parent/Caregiver Survey**

<b>Percentage of parents/caregivers who agree<sup>1</sup> that:</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
My child is getting a good education at this school.	96.2%	98.3%	
This is a good school.	95.4%	96.6%	
My child likes being at this school. <sup>2</sup>	97.0%	97.5%	
My child feels safe at this school. <sup>2</sup>	97.0%	97.5%	
My child's learning needs are being met at this school. <sup>2</sup>	92.5%	95.9%	
My child is making good progress at this school. <sup>2</sup>	92.4%	98.3%	
Teachers at this school expect my child to do his or her best. <sup>2</sup>	97.7%	99.2%	
Teachers at this school provide my child with useful feedback about his or her school work. <sup>2</sup>	92.3%	97.5%	
Teachers at this school motivate my child to learn. <sup>2</sup>	94.7%	95.8%	
Teachers at this school treat students fairly. <sup>2</sup>	93.1%	95.8%	
I can talk to my child's teachers about my concerns. <sup>2</sup>	95.5%	98.3%	
This school works with me to support my child's learning. <sup>2</sup>	92.5%	98.3%	
This school takes parents' opinions seriously. <sup>2</sup>	89.2%	93.1%	
Student behaviour is well managed at this school. <sup>2</sup>	89.1%	88.0%	
This school looks for ways to improve. <sup>2</sup>	96.2%	96.6%	
This school is well maintained. <sup>2</sup>	95.5%	99.2%	

#### Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

**Table 4: Student Survey**

Percentage of students who agree <sup>1</sup> that:	2018	2019	2020
I am getting a good education at my school.	92.6%	99.2%	
I like being at my school. <sup>2</sup>	91.8%	98.4%	
I feel safe at my school. <sup>2</sup>	94.3%	95.3%	
My teachers motivate me to learn. <sup>2</sup>	93.5%	94.6%	
My teachers expect me to do my best. <sup>2</sup>	97.5%	99.2%	
My teachers provide me with useful feedback about my school work. <sup>2</sup>	90.2%	95.3%	
Teachers at my school treat students fairly. <sup>2</sup>	90.9%	89.9%	
I can talk to my teachers about my concerns. <sup>2</sup>	89.3%	87.5%	
My school takes students' opinions seriously. <sup>2</sup>	92.6%	90.7%	
Student behaviour is well managed at my school. <sup>2</sup>	86.9%	87.6%	
My school looks for ways to improve. <sup>2</sup>	94.2%	99.2%	
My school is well maintained. <sup>2</sup>	95.1%	98.4%	
My school gives me opportunities to do interesting things. <sup>2</sup>	95.0%	94.6%	

## Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

**Table 5: Staff Survey**

Percentage of staff who agree <sup>1</sup> that:	2018	2019	2020
I enjoy working at this school.	98.2%	94.3%	
I feel this school is a safe place in which to work.	100.0%	90.6%	
I receive useful feedback about my work at this school.	94.6%	92.5%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	94.3%	96.2%	
Students are treated fairly at this school.	100.0%	96.2%	
Student behaviour is well managed at this school.	94.5%	86.8%	
Staff are well supported at this school.	92.9%	86.8%	
This school takes staff opinions seriously.	94.2%	88.5%	
This school looks for ways to improve.	100.0%	96.2%	
This school is well maintained.	100.0%	98.1%	
This school gives me opportunities to do interesting things.	91.1%	92.5%	

## Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

## 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.

## School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	23	24	34
Long Suspension	0	2	1
Exclusion	0	0	0
Total	23	26	35

### Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

#### 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.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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

[View School Profile](#)

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



The screenshot shows a navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark background.

## Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

## Workforce composition

### Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	60	59	63	35	36	35			
FTE	53	53	55	22	23	23			

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent



## Key student outcomes

### Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

**Table 8: Overall student attendance at this school**

Description	2018	2019	2020
Overall attendance rate for students at this school	94%	95%	93%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

**Table 9: Student attendance rates for each year level at this school**

Year Level	2018	2019	2020
Prep Year	95%	96%	92%
Year 1	93%	94%	93%
Year 2	95%	94%	91%
Year 3	95%	96%	92%
Year 4	95%	95%	93%
Year 5	94%	96%	92%
Year 6	93%	94%	93%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

# NAPLAN

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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.



The screenshot shows a search interface with a search bar on the left containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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



4. Click on *NAPLAN* and select a year to view school NAPLAN information.



### 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.