Serviceton South State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

At Serviceton South State School we are committed to doing 'Our Best Always'. We do this by including, supporting and challenging our students in a caring and stimulating learning environment, where children are encouraged to reach their full potential by developing the knowledge and skills necessary for success in school and future work and life. We focus on improving student learning in Literacy and Numeracy as well as other curriculum areas and students have access to a diverse range of activities which include a successful instrumental music program, sporting teams on Gala Days and a strong student leadership program. We value our community partnerships and have a parent room, a breakfast club, pre-prep program and a homework club.

The quality of our school's curriculum, interpersonal relationships and organisation directly influences behaviours, opportunities and learning outcomes for our students. A positive responsible behaviour plan assists to provide a supportive school environment, which affects the learning outcomes of students and takes account of the diversity of the student population and the needs of individual students. Behaviours are modelled and taught so that students are guided towards a more self-disciplined approach to life. Students are encouraged to participate in extra-curricular activities such as chess, choir, gardening in our community garden, green room photography, drama and cultural dance. Our school expectations are We Learn, We Care, We Are Team Players.

Principal's Foreword

Introduction

The purpose of this report is to give a snapshot of the school and student performance at Serviceton South State School in 2016. This report is available online, as a paper copy and will be serialised in the newsletter throughout Term 3 in 2017.

This report includes a school and staff profile and information about the curriculum, social climate and achievement in 2016.

School Progress towards its goals in 2016

In 2016 the school priorities included –

- Reading
- ACARA
- Student Support; and
- Curiosity and Powerful Learning.

Through the Priority Review three monthly check-ins, it was determined that the school priorities were too broad and needed to be narrowed. As a result, Reading was identified as the main priority. Much was achieved as a result of the sharp and narrow focus on Reading, including –

- The Whole School Reading program was developed;
- Sheena Cameron's comprehension strategies were explicitly taught in all classes across the school;
- A Four Read Guided Reading lesson structure was developed;
- All Teachers and Teacher Aides were coached on Reads One and Two and teachers participated in Instructional Rounds (peer observation) for Read One;
- A common set of decoding strategies was developed;
- Regional reading targets were adopted, with student data displayed on a data wall in the office;
- Resource kits were developed and provided to each teacher; and
- Additional reading resources were purchased.

Future Outlook

Reading continues to be the first priority in 2017, with Inclusion and Engagement added as new priorities.

Within the Reading priority, teachers will continue to be coached and participate in Instructional Rounds on the remaining reads, with teachers new to the school starting with Read One. Teacher Aides will also continue to be coached and provision made to replace Teacher Aides on the first day they are away so that Guided Reading is not disrupted. Modelled, Shared and Independednt reading will be added to the pedagogical repertoire of teachers, with coaching and Instructional Rounds where required.

A Head of Engagement position has been developed to progress the Positive Behaviour for Learning (PBL), Attendance and Student Wellbeing agendas. PBL processes will be refined and consolidated across the school and attendance policies and procedures documented. A Wellbeing Centre, known as 'The Well' will be developed to support social and emotional learning.

The Inclusion priority area encompasses, English as an Additional Language or Dialect (EALD), the Special Education Program, Support Teacher Literacy and Numeracy and Gifted Education. A whole of school model of support will be developed and the recommendations from the QSIL tool reflection conducted at the end of 2016 implemented.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	367	177	190	35	94%
2015*	320	162	158	27	86%
2016	320	169	151	27	92%

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 2016, 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

Overview
Serviceton South State School is a proudly multicultural school. Our students were born in 22 different countries, including Australia, and speak 34 different languages. Families represent cultures such as Samoan and other Pacific Islander, including Polynesian and other island groups, Vietnamese, African, Middle-Eastern, Central and South-East Asian, and Aboriginal and Torres Strait island people. We celebrate diversity with Harmony Day, NAIDOC, Multicultural Day and other school performances.

Students come mainly from neighbouring suburbs of Inala, Forest Lake, Doolandella, Richlands and Carole Park. Most students walk to school. Bicycles and scooters are also used by students. Some parents coming from further away use personal vehicles. A council bus service is available in a nearby street.

Classes are a mix of composite and single year level classes. A Special Education Program for students with disabilities and an English as an Additional Language/Dialect program is are in place, supporting students in inclusive classrooms as a preferred approach. Students are also supported by a Support Teacher Literacy and Numeracy, Guidance Officer and Chaplain.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	24	24
Year 4 – Year 7	22	21	24

*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.

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Curriculum Delivery

Our Approach to Curriculum Delivery
- The curriculum framework is based on C2C for English, Mathematics, Science, History and Geography.
- The Essential Learning Areas of HPE, Technology and The Arts round out the curriculum.
- The long term plan is to move away from C2C and to plan directly from the Australian Curriculum. Multiage classes currently plan directly from ACARA.
- Teachers undertake planning in year level groups, with support from the Deputy Principal and Literacy Coach.

Co-curricular Activities
- **Swimming program** – all students participate in a swimming program with qualified instructors at the Corinda pool;
- **Instrumental music** – woodwind, drums and brass instruments are taught through this program;
- **Breakfast club** - offered to students once a week to promote balanced diet and food for learning;
- **Chess club** – successfully competing against other schools and developing concentration, thinking skills and community engagement;
- **Gardening program** – market gardening promoting student engagement, resilience, planning.

How Information and Communication Technologies are used to Assist Learning
Students have access to **computer hubs** from every classroom and these are used to **enhance learning and research activities.** Regular lessons in the **computer lab** allow students to explore and become competent in the **use of a range of software applications.** The use of **touch screen technology** is being developed, with a focus on support for students with particular learning needs and students in the lower school. A **green-screen room** allows upper school students to use digital photographic techniques for various projects and lower school student use of computers to assist **literacy and numeracy goals**. A Typing Tutor is available for all students to improve keyboarding skills.

Social Climate

Overview
Serviceton South State School promotes a friendly and respectful climate. Despite the large cultural mix, the school promotes tolerance and the valuing of different student backgrounds. Celebrations spotlight the cohesive nature of the school with inclusive practices that result in high level student participation across a range of activities. Students display a strong sense of teamwork and commitment to the school.

Playground areas and supervision allow for contact between family groups and cultural mix of students, while age-group separation in activities to promote safe play and social interaction are a feature of the school.

Students with disabilities, and students from different ethnic backgrounds, as well as male and female students welcome the opportunity to promote themselves as leaders and participants in band, house captains, school leader positions as well as various roles to enhance recognition of skills and interests that are not necessarily leadership roles.

In 2016, Parent satisfaction levels were high, with 100% of parents agreeing that Serviceton South is a good school and that their children are getting a good education.

Parent, Student and Staff Satisfaction
Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	94%	100%
this is a good school (S2035)	95%	90%	100%
their child likes being at this school* (S2001)	96%	90%	95%
their child feels safe at this school* (S2002)	96%	90%	100%
their child's learning needs are being met at this school* (S2003)	96%	90%	95%
their child is making good progress at this school* (S2004)	96%	90%	100%
teachers at this school expect their child to do his or her best* (S2005)	98%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	87%	100%
teachers at this school motivate their child to learn* (S2007)	96%	90%	100%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	91%	84%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	100%
this school works with them to support their child's learning* (S2010)	96%	90%	94%
this school takes parents' opinions seriously* (S2011)	93%	77%	95%
student behaviour is well managed at this school* (S2012)	86%	84%	89%
this school looks for ways to improve* (S2013)	91%	90%	100%
this school is well maintained* (S2014)	100%	87%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	90%	92%
they like being at their school* (S2036)	91%	93%	88%
they feel safe at their school* (S2037)	93%	97%	88%
their teachers motivate them to learn* (S2038)	95%	95%	93%
their teachers expect them to do their best* (S2039)	99%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	91%
teachers treat students fairly at their school* (S2041)	79%	92%	79%
they can talk to their teachers about their concerns* (S2042)	87%	88%	79%
their school takes students' opinions seriously* (S2043)	84%	100%	80%
student behaviour is well managed at their school* (S2044)	75%	85%	79%
their school looks for ways to improve* (S2045)	93%	100%	95%
their school is well maintained* (S2046)	91%	100%	92%
their school gives them opportunities to do interesting things* (S2047)	88%	97%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	85%	93%	95%
they feel that their school is a safe place in which to work (S2070)	87%	95%	98%
they receive useful feedback about their work at their school (S2071)	66%	83%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	88%	92%
students are encouraged to do their best at their school (S2072)	100%	93%	100%
students are treated fairly at their school (S2073)	90%	98%	98%
student behaviour is well managed at their school (S2074)	76%	88%	77%
staff are well supported at their school (S2075)	70%	80%	86%
their school takes staff opinions seriously (S2076)	73%	78%	88%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school looks for ways to improve (S2077)	96%	95%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	83%	93%	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.

Parent and community engagement

All new enrolments meet with the Principal prior to enrolment. This enables us to get to know students and place them in the most appropriate class, as well as provide information to parents and caregivers, and answer any questions about the school. Vietnamese, Samoan and African language Teacher Aides are available to interpret during these conversations, and a tele-interpreter is available for other languages.

Parents and caregivers are requested to attend an initial parent information session each year, and thereafter meet with teachers twice per year to focus on the strengths and future needs of their child. There are also opportunities for informal discussions about the anecdotal progress and needs of students. Parents are invited to attend special days and school events. Parents are informed about issues as and when they arise so as to have a coordinated approach to student education. School signs, newsletter, school events and telephone communication enhance communication with the school community. Parents are also invited to become involved in various extra-curricular activities, celebrations, and community events, including award presentations. The Parents and Citizen's association is actively involved in the school and a consultative group for school development.

The Special Education Program teacher meets with AVTs, parents and caregivers, and teaching staff to negotiate adjustments for students with disabilities. Case meetings are also held regularly for students requiring interagency support.

Respectful relationships programs

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

Positive Behaviour for Learning lessons include personal safety and bullying foci at different times of the year. Anti-bullying lessons occur during the lead up to the National Day of Action Against Violence and Bullying and at other times according to monthly data analysis by the PBL Team. The Daniel Morcombe personal safety lessons have also been incorporated into the PBL lessons and a selection are implemented during the school year.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	141	20	57
Long Suspensions – 6 to 20 days	0	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.

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Environmental Footprint

Reducing the school's environmental footprint

During 2012 the school installed additional solar panels and this has had a significant effect on reducing electricity consumption from the grid from 175 to 107 kWh. In 2013 this was further enhanced by using air-conditioning for cooling only. This follows research into the learning effects of climate control indicating learning is not affected significantly in the cooler temperatures of Brisbane's climate, and learning is significantly affected once air temperature is above skin temperature of around 32 degrees Celsius.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	160,101	1,728
2014-2015	153,078	494
2015-2016	151,427	124

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.
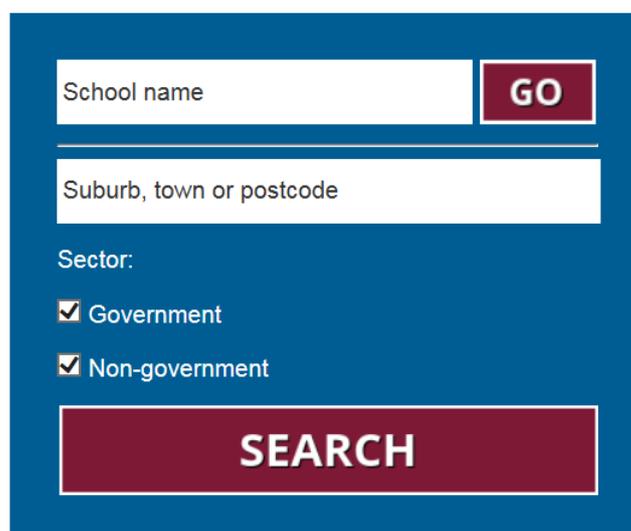
School Funding

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* 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.**

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	28	25	0
Full-time Equivalents	22	16	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	0
Graduate Diploma etc.**	10
Bachelor degree	14
Diploma	3
Certificate	0

*Teaching staff includes School Leaders
**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 2016 were $86 303.

The major professional development initiatives are as follows:

- Release for Coaching and Instructional Rounds for Guided Reading
- Release for Triads for Curiosity and Powerful Learning
- Release for planning days and data conversations
- MultiLit training
- Non-Violent Crisis Intervention
- Leadership Conferences and workshops
- Curiosity and Powerful Learning workshops
- Whole staff team building retreat

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

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Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	86%	83%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**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**
2014	92%	91%	93%	92%	93%	94%	92%	92%					
2015	91%	91%	92%	95%	93%	94%	94%						
2016	91%	94%	93%	96%	94%	95%	94%						

*Attendance rates effectively count 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:
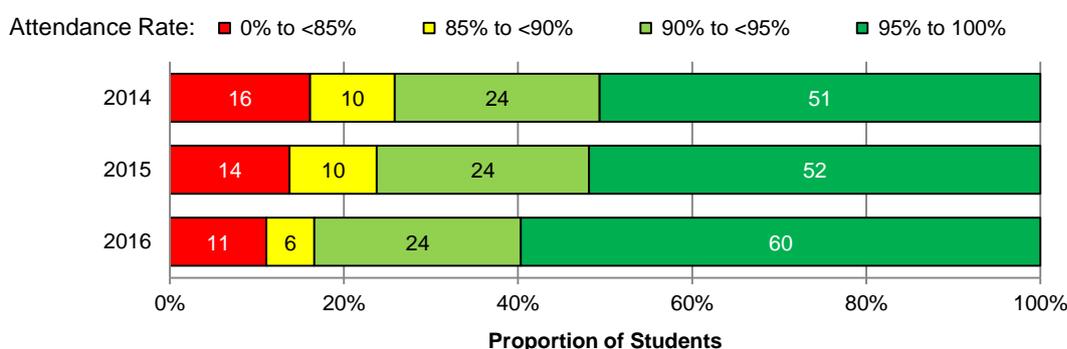
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

When students are absent for several days without reasonable explanation the class teacher attempts to contact the parents/caregivers.

When there are persistent absences without reasonable explanation, or there is a pattern of non-attendance then a meeting is called with the parents/caregivers to discuss the non-attendance. At such a meeting, it is usual for the school administration officers and parents/caregivers to work together to find ways to support improved student attendance. Staff regularly refer to EQ policy issues around Every Day Counts so that students are consistently reminded of the need to be at school to learn.

With the high numbers of students who have overseas family commitments in our school, extended absences by some students has been by arrangement with parents as per departmental policy and agreements. The option most used is that of an expectation that students will continue with work assigned them by their class teachers, and that this may involve some commitment by the parents to assist in this teaching where needed.

A range of motivational strategies around measuring and improving class level of attendance were implemented in 2016 aimed at enhancing student attendance, including weekly attendance trophies on parade, a data wall, and acknowledgement of 100% attendance.

NAPLAN

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
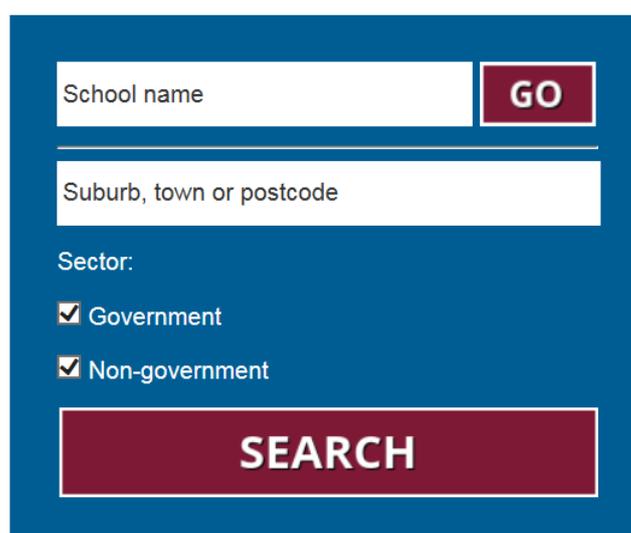
School name | GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states '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.

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