Severnlea State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	14 Turner Road Severnlea 4380
Phone:	(07) 4683 5362
Fax:	(07) 4683 5322
Email:	principal@severnless.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Mr Alun Roberts - Principal

School Overview

Severnlea State School has a proud history of providing quality educational programs to the children of the Severnlea District for over 90 years. The school is committed to achieving the best quality educational outcomes for every student through, excellence in teaching practices, respect for individual strengths and weaknesses and fostering a safe, secure and supportive environment. The school is fortunate in having a very professional staff who are highly dedicated in helping students achieve their full potential. Learning takes place in a self-disciplined, small school environment that encourages children to reach their potential. Our individualised programmes are a feature of the balanced curriculum offered by Severnlea. Severnlea has a very supportive Parents and Citizens Association, which plays a vital role in the life of the school. The school is a proud member of the Granite Belt Community of State Schools, which actively supports local educational and community initiatives.

Principal's Foreword

Introduction

At Severnlea State School we pride ourselves on being a safe, supportive and challenging learning environment where students can learn and achieve together. Our school culture is built around our school behaviour values of Being Safe, Being Respectful and Being Responsible.
Nestled amongst rural properties but situated just 7km south from the centre of Stanthorpe, students come from both rural and urban locations. With a rich heritage and tradition Severnlea State School continues With Joyful Spirit.

School Progress towards its goals in 2016

The school has been able to meet all its strategic goals in the 2016 Annual Implementation Plan. Such goals included

- Implement uninterrupted Literacy blocks across the wholes school.
- Increase student achievements to over 90% above the national minimum standard in Reading.
- Build staff capability in pedagogical practices through curriculum knowledge and professional learning.

Future Outlook

Over the next 6-12 months Severnlea State School will grow in size and continue to improve outcomes for all students. With an increase in enrolments, there are now three classes at Severnlea State School accommodating different year levels.

Major goals for 2017 and the near future include:

- Continually focus on Reading as part of our explicit improvement agenda aligned to the DDSW region focus.

- Focus on building staff capability in all learning areas as teachers of literacy.

- Improve attendance throughout all year levels.

Queensland
Government

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	20	6	14		91%
2015*	29	11	18	3	78%
2016	34	13	21	3	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
The school caters for children from across the Granite Belt district. Most enrolments are from the catchment area. This means families incomes are derived from local agricultural business. The socio-economic levels of the families are mixed. The student body profile is in line with the other schools in the district. Indigenous student enrolment currently sits at approximately 10%.

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 2	10	16	19
Year 3 – Year 6	10	13	17

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery
At Severnlea State School we deliver the Australian Curriculum in all learning areas. It is a student centred approach which caters for each student's individual learning needs.

Co-curricular Activities
Extra curricula activities include – interschool sport competitions and involvement in educational activities such as the Border District Eisteddfod.

How Information and Communication Technologies are used to Assist Learning
The use of ICT's is an important feature of our school. Students at Severnlea State School have access to a range of hardware such as iPads, laptops and interactive whiteboards. Student skill development takes place as part of our usual curriculum programs. With the implementation of Digital technologies as a specific curriculum area, improvements have been made to hardware and software across the school. Our wireless upgrade has now occurred.

Queensland Government

Social Climate

Overview
Severnlea has very positive social climate for our students to achieve their learning goals. Staff to student ratios provide a supportive school environment for all year levels. As a Positive Behaviour for learning school, we teach explicit behaviour lesson in each classroom and students learn proactive positive behavior techniques. In addition, a whole school rewards structure is in place both individually and at whole class level.

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)	DW	100%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	100%	100%
their child is making good progress at this school* (S2004)	DW	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
this school works with them to support their child's learning* (S2010)	DW	100%	100%
this school takes parents' opinions seriously* (S2011)	DW	100%	100%
student behaviour is well managed at this school* (S2012)	DW	88%	100%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	86%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	80%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	83%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	86%
student behaviour is well managed at their school* (S2044)	80%	100%	86%

Queensland Government

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	80%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
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)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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
Parents at Severnlea are encouraged to be involved in all aspects of their child's education. This may take the form of:
- Classroom volunteers
- Parent teacher meetings
- P&C association
- School community events
- End of year concerts
- Market days
- Centenary meeting and organization.

Respectful relationships programs
At Severnlea State School we have implemented the Respectful Relationships program to align with the P-12 curriculum, assessment and reporting framework. All students form Prep- Year six participate in the program.

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	0	0	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Queensland Government

Environmental Footprint

Reducing the school's environmental footprint

The school continues to use its designated resources well. It does this by involving all school community members in the review of energy use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	1,424	0
2014-2015	4,738	
2015-2016	12,227	

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.**

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 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.

Queensland
Government

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time Equivalents	2	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	3

*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 $9620

The major professional development initiatives are as follows:

- Principal Business Meetings
- WART Tour
- Leading Learning Collaborative – Dr Lyn Sharratt
- Type One Diabetes Training – Clinical Nurse
- PM Reading

The proportion of the teaching staff involved in professional development activities during 2016 was 95%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	98%

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 2016.

Queensland Government

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).	95%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).		90%	85%

*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.

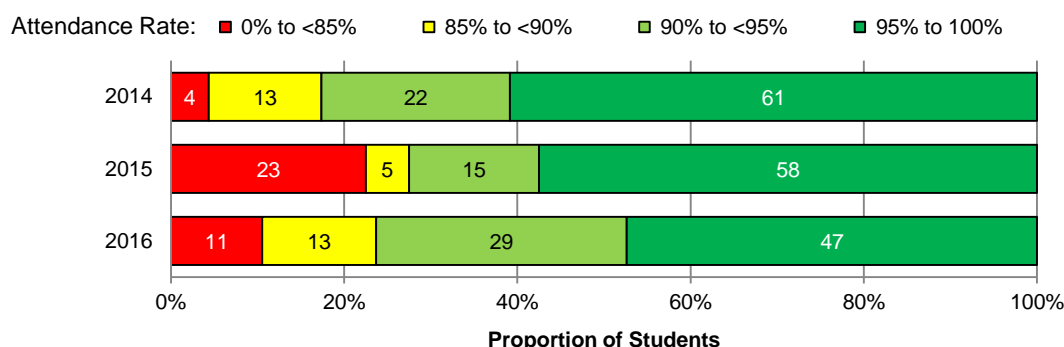The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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	95%	95%	96%		92%	DW	DW	97%					
2015	95%	86%	95%	89%	DW	93%	95%						
2016	93%	96%	89%	94%	84%	92%	96%						

*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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	4	13	22	61
2015	23	5	15	58
2016	11	13	29	47

Proportion of Students

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.
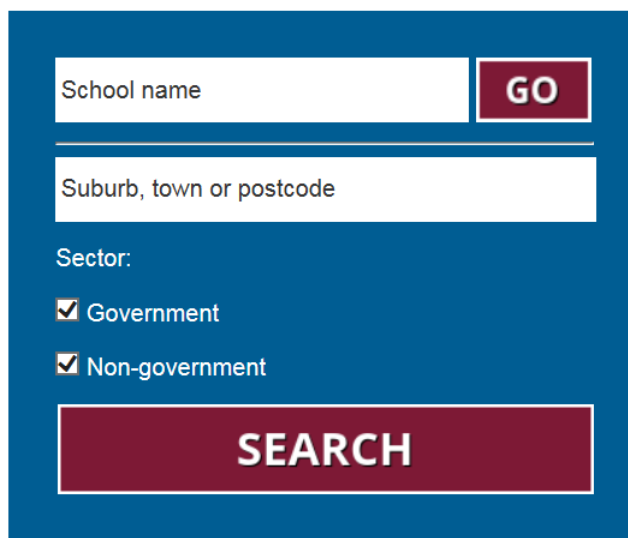
Queensland
Government

The school attendance data is reviewed regularly. Those identified individuals who fail to meet the school benchmarks, meet with the Principal as required. In addition, for 2016 attendance medals were introduced and awarded to students recognising their continued attendance throughout the year.

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.**

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.