

QUEENSLAND STATE SCHOOL REPORTING - 2010

Seaforth State School (1479)

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Principal's foreword

Introduction

At Seaforth State School we understand that all students are individuals and all have unique needs. Our role as educators is to model and engage young people in high quality educational programs that make a positive difference to the lives of all students, enabling them to contribute to a social, economic and culturally vibrant society.

This document provides an overview of the school's 2010 performance and includes information about student performance, school profile, social climate and workforce.

This report is available on the School Website and hard copy of the School Annual Report is available from the school office.

School progress towards its goals in 2010

LEARNING

Whole School Curriculum Framework and Cluster English and Mathematics Programs aligned.

Literacy Coach accessed for Staff support in reading.

Utilised Science Spark Facilitator to support implementation of Primary Connections.

Implemented assessment schedule and aligned to Regional Standards.

Implemented School and Cluster NAPLAN strategies as identified in School's NAPLAN Action Plan.

Ensured time allocation for English, Mathematics and Science aligned with National Curriculum.

Continued partnerships – Reef Guardians, Active After School Communities, Smart Choices, Nude Food, Earth Science, etc.

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SCHOOL

2010 saw our whole school 75th Anniversary Celebration.

Building the Education Revolution (BER) Library construction completed.

Interactive Whiteboards in 4/6 classrooms through NSP work.

Applied for Oval Redevelopment through SSS Grant.

WORKFORCE

Staff ongoing access to School, Cluster and Systemic PD initiatives (Literacy)

Continued to support Aspiring Leaders.

Future outlook

Access to additional Professional Development in ICTs for Learning.

Increase our Smart Classroom knowledge through 100% of staff with ICT certificate.

Whole school programs developed for Reading, Writing and Spelling across the whole school creating unity to ensure that NAPLAN results show improvement.

Access to Literacy Coaches to ensure teachers have knowledge to teach Reading (focus 2011).

Aim to enhance number of children in Upper 2 Benchmarks in NAPLAN (Year 3/5/7).

Raising the Bar in the Early Years to transition smoothly to Australian Curriculum.

Strategies to increase attendance across Prep to Year 7 (every day counts).

Sports Shed finalised.

Transition between Kindy and Prep with the introduction of the C & K centre.

Oval redevelopment finalised.

QCAR agenda

Cluster Moderation – English Tasks and Cluster Targets

Implementation of the recommendations from the Teaching and Learning Audit.

Australian Curriculum transition.

Our school at a glance

School Profile

Co-educational or single sex: Co-educational

Year levels offered: Prep-7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
142	65	77	91%

Characteristics of the student body:

Traditionally Seaforth was a rural farming and fishing community. However, over time the demographics have changed and many families commute to Mackay or the Central Highlands for employment. We have a variety of ethnic backgrounds that constitute to our current student group including; Englishing as a Second Language, Aboriginal & Torres Strait Islanders.

10% of the students at Seaforth State School are Indigenous.

6% of the students at Seaforth have Special Needs.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	21	100%	100%	0%	0%
Year 4 – Year 7	25	100%	67%	33%	0%
All Classes	23	100%	83%	17%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings are presented through the 8 Key Learning Areas based around the Queensland Curriculum documents and the Essential Learnings. During 2010, Seaforth continued implementing the Cluster English and Mathematics Programs that were strongly aligned with the Australian Curriculum. The Whole School Science Program (based on Primary Connections) was also implemented.

Extra curricula activities offered at our school in 2010 included Wakakirri, Eisteddfod, Arts Council. Leadership Day (Year 7's), excursions, camp (Year 6/7), A+ Behaviour Days, Days of Excellence (Cultural), Optiminds, Active After School Community Activities, Old McDonald's Farm, UNSW Competitions (Science, Computers, English, Mathematics).

How Information and Communication Technologies are used to assist learning

All classrooms have computer access with internet. Four of the six classrooms have interactive whiteboards and data projectors to assist teachers in multi-modal delivery of teaching and learning. Two classrooms without this resource have access to the new Library that houses an interactive whiteboard.

All class teachers need to ensure that the school's ICT for Learning Policy and Procedures are followed for continuity of skills and development.

During 2010, additional computers were purchased for the new library under the BER project.

Annual computer disposal and purchasing occurs in line with the ICT Census and bulk procurement procedures.

Technology devices are an important tool for learning. ICTs are used to present information for the whole class or small groups to focus and investigate in learning opportunities such as a modelled reading lesson where the text is displayed on the Interactive Whiteboard and pulled apart by the classroom teacher with student input. This then allows the students to clearly see the strategies being taught as a whole group. Our early years students access 'Reading Eggs' online to support the Reading Program.

Students with Special Needs and our younger children access 'Clicker' to assist in writing. All students utilise the internet to assist in classroom discussions and ongoing research to support learning.

Our school at a glance

Social climate

Due to the size of our school we are still able to nurture the small school 'family' environment. Many classes engage in 'buddy systems' to enable younger children to access and form relationships with other children. We see this as extremely valuable in playground situations and quite often younger children will seek out their buddy for a number of different reasons.

At other times during the school year children form multi-age groups for A+ Days, Days of Excellence, etc where other relationships are able to be formed from Prep to Year 7. These activities also provide additional opportunities for Year 7 students to take on more leadership roles within our school community.

In 2010, the school's Responsible Behaviour Program was reviewed and implemented to include 'Bullying' and 'Cyber-Bullying'.

At Seaforth any incident is reported to classroom teachers or teachers/aides on duty in the first instance where it is discussed with children involved. If requiring further attend it is then referred to Admin to investigate. Admin then follows up with students involved and issues appropriate consequences deemed necessary to ensure it is a consistent approach. Parents are notified in writing if the child receives a warning or a detention. Detentions occur the day after the family has been notified.

We discuss with children that bullying is not acceptable at school and it is there right to feel safe and supported while at school. However, we can't act on something we don't know. We talk about the importance of letting a teacher or adult know if something is happening. We also stress that bullying and harassment occur when people use and abuse power to trouble, annoy or oppress a person.

Parent, student and teacher satisfaction with the school

According to the 2010 School Opinion Survey Results (SOS) the majority of parent/caregivers satisfaction continued to be comparable or above the State. Student results continued to be comparable to the State for 75% of the performance areas. The majority of staff results continued to be above the State mean.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	77%
Percentage of students satisfied that they are getting a good education at school	66%
Percentage of parents/caregivers satisfied with their child's school	91%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	76%
Percentage of staff members satisfied with morale in the school	94%

Our school at a glance

Involving parents in their child's education.

We have traditionally had an active P & C Association where we value the contribution of parents in a number of school based decisions and work around our school. P & C actively apply for many grant opportunities to allow us to have the facilities and resources to enhance our school facilities and resources. During 2010 we were successful in the Community Benefit Fund (P & C/Sports Shed), SSS Scheme (Oval Redevelopment) to be completed 2011-2012.

Parents are also encouraged to be actively involved in their child's learning in the classroom environment by assisting with classroom daily activities in many of the Key Learning Areas.

Parent Information Sessions occur at the commencement of the school year as well as special interest sessions for reading, writing, mathematics, etc when the parent body request additional information or support.

Parents are also actively involved in extra-curricular activities such as Wakakirri, Guitar Lessons, Guitar Band, McDonald Mathematics Competition, etc.

Reducing the school's environmental footprint

During 2010 our school was issued with Solar as part of the Building the Educational Revolution (BER). Our electricity usage from 2009 to 2010 has increased as a direct result of the new Library.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$17,679	\$13,778	\$0	\$947	\$2,847	\$0	\$107	71,760	942	0
2009	\$16,239	\$10,986	\$0	\$0	\$2,936	\$0	\$2,317	65,560	1,222	0
% change 2009 - 2010	9%	25%	N/A	N/A	-3%	N/A	-95%	9%	-23%	N/A

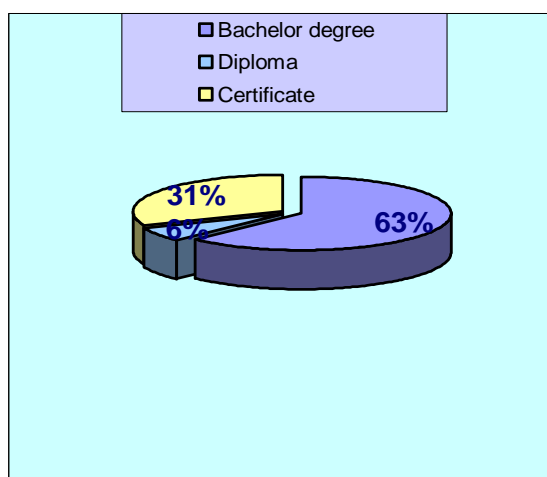
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	10	7	0
Full-time equivalents	7	4	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Bachelor degree	10
Diploma	1
Certificate	5



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$8816.18.

The major professional development initiatives are as follows: CPR, First Aid, Raising Student Achievement, Student Assessment, The Arts Curriculum Program, Reading Comprehension, Principal Conference, Working with Boys, OneSchool Finance, State Finance Procurement,

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 86% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 91%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
90%	89%	88%	90%	89%	95%	92%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Teachers mark the class roll at the commencement of the school day as well as after second break. All absences require a note or phone call to the office stating reason for absence. All unexplained absences are followed up by the class teacher at the end of each week. A referral to the Principal results in a note being sent home (or a follow up phone call) requesting a reason for 'unexplained absence'.

Achievement – Closing the Gap

In 2010, 10% of our students identified as being Indigenous. When comparing NAPLAN Year 3 Reading in 2010, the gap for Reading had closed with all students being comparable to the State and CQ Regional mean. In Writing, our Indigenous student out performed our Non-Indigenous students. However, in Numeracy the gap increased to 57.

The indigenous students' attendance has improved in 2010 as the gap between indigenous and non-indigenous attendance has now been reduced from 5.5% to 1.6%.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following ‘**Find a school**’ text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

Where it says ‘**Search by school name**’, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.