Principal’s foreword

Introduction
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 is 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.

School progress towards its goals in 2011
The school continues to strive to achieve all its goals for 2011 which includes an improvement in the Curriculum Teaching and Learning Audit.

Future outlook
The future outlook for the Severnlea State school Community is extremely positive. Our experienced staff continues to refine and develop curriculum offerings which will meet both systemic and student needs. Other major foci for the next twelve months include:
• New library building
• Continue to review and align school curriculum processes towards the National Curriculum with the focus on C2C Units
• Recommendations from the Teaching and Learning Audit process
Our school at a glance

Severnlea State School

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>9</td>
<td>14</td>
<td>100%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
The level of socio-economic levels is mixed. The school caters for children from both rural and urban areas.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>9</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>13</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>N/A</td>
</tr>
<tr>
<td>All Classes</td>
<td>11</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Severnlea State School

Curriculum offerings

Our distinctive curriculum offerings are:

• Strong emphasis in using Technology to assist in pedagogy
• Multi age learning creates positive educational growth for all students

Extra curricula activities

Extra curricula activities

• School Camps
• Eisteddfod
• Theme days
• Extended Learning
• Anzac Day
• Under 8’s Day

How Information and Communication Technologies are used to assist learning

The use of information and communication technologies takes a high priority at our school. Our range of equipment that students regularly use include: laptops, digital cameras and data projectors. The development of students’ ICT skills takes place within a structured framework developed by our school.

Social climate

The School has a warm and open social climate featuring a very safe and supportive learning environment. The school places emphasis on self-disciplined learning within a framework of high behavioural expectations.

Parent, student and teacher satisfaction with the school

Parent satisfaction has increased to 100% and other results have been maintained.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>98%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parents are encouraged to be involved in their child’s education regardless of their year level. Regular information is available about all aspects of student activities via newsletters, web, letters to families and the school noticeboard.

Opportunities for involvement include:

• Classroom Volunteers
• Sports Coaching
• P&C Association
• Grounds Improvement

2011 School Annual Report

Queensland Government
Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

The school has had solar panels fitted to reduce electricity usage. The school ensures that it uses the provided resources well and has a “Reduce, Reuse” Policy.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>16,707</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>15,828</td>
<td>0</td>
</tr>
</tbody>
</table>

% change 10 - 11

6% N/A
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $6047. The major professional development initiatives are as follows:

- Maths Training
- AO2 meetings
- Teacher Aide Certificate
- QASSP Conference
- Warwick Administrators
- Cleaners' Seminar
- One School Training
- First Aid Certificates

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 99% in 2011.

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 2011 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector: Government
Non-government

Where it says ‘Search by school name’, type in the name of the school 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 given access to the school’s My School entry web page. School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>94%</td>
<td>N/A</td>
<td>98%</td>
<td>94%</td>
<td>91%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

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. Severnlea has positive attendance rates. Class rolls are marked daily and collated fortnightly. Regular checks on attendance reports are made by the Principal. The Principal follows up with individual about any unexplained absences.

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 My School website at [http://www.myschool.edu.au/](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 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.

Achievement – Closing the Gap

We are unable to comment at this stage as we have no indigenous students in attendance at our school.