



Severnlea State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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.

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 2018

- Introduced streamed reading groups across whole school four days a week.
- Built staff capacity and capability in the teaching of reading through the online reading modules.
- Designing an explicit Severnlea Reading Program that outlines how reading is taught at Severnlea SS,
- Used case management meetings to discuss best practices in our school and other places.
- Continued to communicate the importance of attendance through newsletter, P&C meeting and Facebook.
- Supported families who have difficulty with attendance and problem solve how they can increase their child's attendance.

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:

- Engage regional support from the Regional Curriculum, Pedagogy and Learning Team to build staff capability in understanding the demands of the P-12 CARF.
- Refine, review and implement a whole school CARF to increase consistency in the implementation of the Australian Curriculum to
- Achieve targets of 85% of students meeting regional benchmarks or higher by the end of 2019.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	34	60	63
Girls	13	23	26
Boys	21	37	37
Indigenous	3	7	7
Enrolment continuity (Feb. – Nov.)	92%	100%	98%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	18	19
Year 4 – Year 6		17	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Severnlea State School we deliver the Australian Curriculum in all learning areas. A student centred approach caters for each student's individual learning needs

Co-curricular activities

Extra-curricular activities include;

- Leadership conference for Years 5 and 6.
- Excursions and community events eg; ANZAC ceremony and marching in community march
- Apple and Grape Festival participation.
- District Under 8's day.
- Annual camp with other Granite Belt Schools.
- District competitions such as Eisteddfod
- Crisp's Art competition.
- Regional participation in sporting events

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.

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 built around our expectations of Be Safe, Be Respectful Be Responsible and Be Resilient. Students learn proactive positive behavior techniques in explicitly taught classroom episodes. In addition, a whole school rewards structure is in place both individually and at whole class level.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	86%
• this is a good school (S2035)	100%	100%	86%
• their child likes being at this school* (S2001)	100%	86%	93%
• their child feels safe at this school* (S2002)	100%	100%	93%
• their child's learning needs are being met at this school* (S2003)	100%	71%	79%
• their child is making good progress at this school* (S2004)	100%	86%	79%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	86%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	71%
• teachers at this school treat students fairly* (S2008)	100%	100%	71%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	86%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	100%	100%	93%
• this school takes parents' opinions seriously* (S2011)	100%	100%	86%
• student behaviour is well managed at this school* (S2012)	100%	86%	79%
• this school looks for ways to improve* (S2013)	100%	100%	93%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	96%
• they like being at their school* (S2036)	86%	94%	71%
• they feel safe at their school* (S2037)	100%	94%	92%
• their teachers motivate them to learn* (S2038)	100%	89%	96%
• their teachers expect them to do their best* (S2039)	100%	95%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	95%	96%
• teachers treat students fairly at their school* (S2041)	100%	89%	88%
• they can talk to their teachers about their concerns* (S2042)	100%	84%	80%
• their school takes students' opinions seriously* (S2043)	86%	82%	78%
• student behaviour is well managed at their school* (S2044)	86%	100%	76%
• their school looks for ways to improve* (S2045)	100%	100%	96%
• their school is well maintained* (S2046)	100%	95%	88%
• their school gives them opportunities to do interesting things* (S2047)	100%	89%	96%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	83%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	83%	100%
• they receive useful feedback about their work at their school (S2071)	100%	83%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
• students are encouraged to do their best at their school (S2072)	100%	83%	100%
• students are treated fairly at their school (S2073)	100%	83%	100%
• student behaviour is well managed at their school (S2074)	100%	83%	100%
• staff are well supported at their school (S2075)	100%	83%	100%
• their school takes staff opinions seriously (S2076)	100%	83%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	100%	83%	100%
• their school is well maintained (S2078)	100%	83%	88%
• their school gives them opportunities to do interesting things (S2079)	100%	83%	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 are encouraged to help at school events and volunteer to assist in the library, classrooms and to run school events. Severnlea State School has an active P and C with many parents helping to raise funds for school resources and activities. Severnlea State School students work with the wider community through participating in community events such as the Stanthorpe ANZAC Day March. In addition, students sing, recite poetry (Italian and English) and perform at the Granite Belt District Eisteddfod.

At Severnlea State School, we communicate regularly with parents and community through the school newsletter, Facebook, Website and Primary Ponderings published in the local newspaper. Teaching staff and parents work in close consultation with specialist learning support staff as well as third party providers from the community, such as Advisory Visiting Teachers, Guidance Officers, Speech Therapists, Occupational Therapists, Granite Belt Support Services, Bushkids and Community Development Services, to develop plans to cater for student's learning needs. Stakeholders meet regularly to review and discuss student's progress.

Respectful relationships education 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 from Prep- Year 6 participate in the program. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	3	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	12,227	10,369	13,302
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

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.

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

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	5	6	0
Full-time equivalents	4	3	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	4
Diploma	
Certificate	

*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 2018 were \$3650

The major professional development initiatives are as follows:

- Business Management Officer Conference 2018
- Age Appropriate Pedagogies
- Beginning Teachers Workshop
- Behaviour Masterclass
- Human Resources Roadshow
- Teaching of Reading

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	95%	95%
Attendance rate for Indigenous** students at this school	85%	95%	94%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

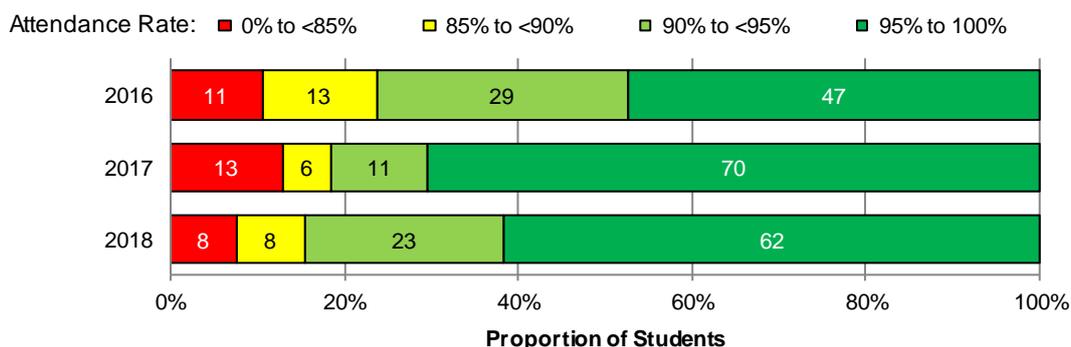
Year level	2016	2017	2018
Prep	93%	92%	93%
Year 1	96%	92%	94%
Year 2	89%	96%	95%
Year 3	94%	95%	95%
Year 4	84%	96%	93%
Year 5	92%	97%	98%
Year 6	96%	99%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

Rolls are marked twice a day and unexplained absences are followed up on the same day. The school attendance data is reviewed regularly. Those identified individuals who fail to meet the school benchmarks, meet with the Principal as required.

NAPLAN

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.

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

4. Click on 'NAPLAN' to access the 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.