



Seaforth State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



## Contact Information

|                 |   |
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## School Overview

Seaforth State School is in a small coastal location north of Mackay. The school values quality education for all children. There are a number of classrooms at the school, with the majority of students in multi-age class groups. The curriculum program offers students opportunities in all eight key learning areas, with a strong focus on Literacy and Numeracy. An extensive extra-curricular program includes opportunities in academic, cultural and sporting experiences. Seaforth State School enhances the educational opportunities for their students by being part of the Northern Highway Cluster of schools. In 2016, The Northern Highway Cluster Schools implemented collaborative planning for each year level across cluster schools. Bloomsbury State School, Calen District State College, Coningsby State School, Farleigh State School, Hampden State School and Pindi Pindi State School, along with Seaforth State School deliver the Australian Curriculum guided by consistent whole school curriculum plans. Parent participation is highly valued at the school and parents are encouraged to be part of our classrooms as well as to assist with extra-curricular activities throughout the year. Facilities at the school include multiple low set classroom buildings, extensive playing fields, including a school oval and a floodlit multipurpose court. In 2010 a new school library was built under the BER (Building the Education Revolution) Program. The beginning of 2016 introduced Monday Munchkins Playgroup that operates from the onsite Early Learning Centre.

## Principal's Foreward

### 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 2016 performance and includes information about student performance, school profile, social climate and workforce. A full copy of this report is available on the School Website and a hard copy of the School Annual Report is available from the school office.

### School Progress towards its goals in 2016

Our strategic directions for 2016 were as follows:

- Implemented the use of the Visible Learning Continuum across all classrooms
- Implemented regular feedback to students across all Key Learning Areas
- Successfully established the explicit instruction of THRASS across all class cohorts
- Successfully began the implementation of the Positive Behaviour for Learning Framework
- Engaged all students in a wide range of mathematical strategies including Digital Technologies

## **Future Outlook**

### **Building a deeper understanding of Australian Curriculum English**

- Create and displaying the non-negotiable components of Learning Displays in each classroom: GTMJ's, exemplars, metalanguage, and student work samples and know/do charts, throughout each English unit.
- Modify (adapt/adopt) GTMJ's for multi-age contexts and building teacher capacity around unit metalanguage.
- Formalise the cluster moderation and feedback process
- Collaborative planning - a consistent whole school/cluster approach to planning

### **Building teacher capacity around goal setting and feedback to students in a variety of ways (individual, group, whole class) in relation to Australian Curriculum English by:**

- Create a task force to gathering appropriate research around effective goal setting/feedback (ie. Hattie, Marzano, and Archer
- Provide appropriate professional development opportunities for teachers around goal setting and feedback as identified by Task Force.
- Provide teachers with observation/feedback professional development on giving effective feedback to students.

### **Introduce explicit teaching techniques for Engaging student participation in English Curriculum**

- Provide regular Professional Development to all staff to enhance current teaching practices
- Reflect on current teaching pedagogical practices in teaching of reading
- Promote Observation and feedback cycle – Peer observations in teaching of English( Australian Curriculum) AC

### **Engage local community to engage in pre prep activities that promote Literacy**

- Provide support and guidance to established school based playgroup
- Familiarise playgroup coordinator with Age Appropriate Pedagogies to inform parents with consistent messages
- Continue Early Start data collection to collaborate on informed discussion with targeted literacy areas aligned to Australian Curriculum

# Our School at a Glance

## School Profile

|                                     |                    |
|-------------------------------------|--------------------|
| <b>Coeducational or single sex:</b> | Coeducational      |
| <b>Independent Public School:</b>   | No                 |
| <b>Year levels offered in 2016:</b> | Prep Year - Year 6 |

### Student enrolments for this school:

|              | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| <b>2014</b>  | 121   | 58    | 63   | 9          | 90%                              |
| <b>2015*</b> | 107   | 47    | 60   | 6          | 86%                              |
| <b>2016</b>  | 110   | 52    | 58   | 12         | 88%                              |

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 Seaforth State School student body is predominantly stable. Approximately 95% of our enrolments live in the small townships of Seaforth, Ball Bay, Halliday Bay and Cape Hillsborough. The remainder of our enrolments are from surrounding farming properties. Enrolment continuity is affected by families moving closer to their mother/father whom are employed through the mining industry. A number of our families travel to Mackay for sporting and/or arts, cultural activities that are not available in Seaforth. 10 % of our enrolment are Aboriginal and/ or Torres Strait Islander children. Majority of families coming from homes with two parents living together and the majority of families coming from homes with one or more parents working

### 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       | 21   | 21    | 23   |
| Year 4 – Year 7     | 18   | 22    | 26   |
| Year 8 – Year 10    |      |       |      |
| Year 11 – Year 12   |      |       |      |

\*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

The curriculum at Seaforth State School is based upon the Australian Curriculum in Mathematics, English, Science, History and Geography, The Arts and LOTE Japanese.

Seaforth State School also runs a long established and successful Pre-Prep program that begins early term four each year. The program runs in conjunction with our Monday Munchkins Play Group that operates each Monday from our Early Years Centre (previously Seaforth Kindy) during school terms.

## Co-curricular Activities

Active After School Activities – we offered two activities each week after school, such as: Touch football, Netball, Softball and Athletics. Activities were free and offered to children in Prep to Year 6.

Tennis is offered through a lunch time one day/ week with a professional tennis coach for interested participants.

Cultural – Attendance at Whitsunday Voices and drama performances for parents to attend.

Sports Development Officer Training – Rugby League, AFL, and Soccer.

Academic Competitions - UNSW ICAS Competitions (Science, Computers, English, Mathematics, Spelling, Writing).

Cluster Sports Trials – These are offered for many sports such as Cross Country, Athletics, Soccer, cricket, netball, tennis, etc. Students are then selected to compete in the Mackay District Trials.

ANZAC Day – A large population of our school participates in the 6am dawn service as part of our Seaforth community.

School Camp – Offered annually to students in Year 5/6. Camp is within our wider community on a rotation – Kinchant Dam

Outdoor Education Centre, Peter Faust Dam/Camp Kanga/Airlie Beach/Whitsundays or Action Challenge. The purpose of camp is to provide opportunities for the children to increase independence, social connection, and team work and to challenge themselves (high ropes, ocean rafting, snorkeling, etc.).

School Performance Tours and Arts Council

## How Information and Communication Technologies are used to Assist Learning

ICT is immersed into daily teaching and learning practices, where students:

- Have access to interactive pedagogy and eLearning programmes via electronic white boards, iPads and The Learning Place.
- Whole school guided practice using Microsoft software programmes.
- Internet based interactive learning and digital pedagogical resources

Have daily access to electronic learning resources including laptop computers.

## Social Climate

### Overview

Seaforth State School remained a positive learning and social environment for students and staff during 2015. Our school provides a safe, supportive and disciplined learning environment through a range of curriculum and extra- curricular activities. Lunch time activities organised through our student council and student leaders as well as participation in the Sporting Schools programs provides opportunities to encourage teamwork, learn new skills and experience success in a variety of different areas. Our school has also nurtured an atmosphere of working as a team by encouraging all year 5-6 students to take part in organised inter-school sport.

2016 also saw Seaforth State school begin implementation of School Wide Positive Behaviour Support framework. This has involved intensive training for all staff and parents and community members.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

| Performance measure  | 2014 | 2015 | 2016 |
|--|------|------|------|
| <b>Percentage of parents/caregivers who agree# that:</b>   |      |      |      |
| their child is getting a good education at school (S2016)  | 100% | 90%  | 100% |
| this is a good school (S2035)  | 100% | 100% | 89%  |
| their child likes being at this school* (S2001)  | 100% | 100% | 94%  |
| their child feels safe at this school* (S2002)   | 100% | 100% | 100% |
| their child's learning needs are being met at this school* (S2003)                                     | 100% | 91%  | 89%  |
| their child is making good progress at this school* (S2004)  | 90%  | 91%  | 94%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 90%  | 91%  | 89%  |
| teachers at this school motivate their child to learn* (S2007)   | 90%  | 91%  | 94%  |
| teachers at this school treat students fairly* (S2008)   | 100% | 91%  | 94%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 100% | 91%  | 100% |
| this school works with them to support their child's learning* (S2010)                                 | 100% | 91%  | 100% |

| Performance measure                                       |      |      |      |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that:         | 2014 | 2015 | 2016 |
| this school takes parents' opinions seriously* (S2011)    | 100% | 91%  | 94%  |
| student behaviour is well managed at this school* (S2012) | 100% | 91%  | 94%  |
| this school looks for ways to improve* (S2013)            | 100% | 91%  | 94%  |
| this school is well maintained* (S2014)                   | 100% | 82%  | 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% | 96%  |
| they like being at their school* (S2036)  | 100% | 95%  | 83%  |
| they feel safe at their school* (S2037)   | 97%  | 100% | 86%  |
| 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% | 97%  |
| teachers treat students fairly at their school* (S2041)                           | 97%  | 95%  | 93%  |
| they can talk to their teachers about their concerns* (S2042)                     | 97%  | 91%  | 100% |
| their school takes students' opinions seriously* (S2043)                          | 97%  | 100% | 96%  |
| student behaviour is well managed at their school* (S2044)                        | 97%  | 81%  | 93%  |
| their school looks for ways to improve* (S2045)                                   | 100% | 100% | 100% |
| their school is well maintained* (S2046)  | 97%  | 100% | 93%  |
| their school gives them opportunities to do interesting things* (S2047)           | 100% | 95%  | 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% | 93%  | 94%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 100% |
| 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% | 94%  |
| their school takes staff opinions seriously (S2076)  | 100% | 100% | 88%  |
| their school looks for ways to improve (S2077)   | 100% | 100% | 100% |
| their school is well maintained (S2078)  | 100% | 93%  | 100% |
| their school gives them opportunities to do interesting things (S2079)   | 100% | 100% | 100% |

\* Nationally agreed student and parent/caregiver items

| Performance measure                                     |      |      |      |
|---|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that: | 2014 | 2015 | 2016 |

# '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

Seaforth State School has an excellent relationship with parents and the wider community. Through learning support in classes, working bees, excursions, sports days and a variety of school and community based projects: our school fosters these strong links with parents and the wider community.

Parents are encouraged to take a high level of interest in their child's education and are involved in a number of ways including:

- Assisting in classroom activities
- Attending school parades
- Organising functions, supporting fundraising projects
- Attending monthly P&C meetings, social functions and sports days
- Reading newsletters
- Helping their children with homework
- Displaying support for school policies regarding uniform, behaviour management
- Active roles on the School Wide Positive Behaviour Support Teams

Administration, Teachers, Guidance Officers and our Support Teacher Literacy and Numeracy also regularly engage with parents to discuss the progress of individual children and collaboratively develop plans to meet individual learners needs and set goals and targets to track progress toward individual student goals.

### Respectful relationships programs

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

Children are taught to listen to one another, and to consider the ideas of others. They are taught to explore disagreement respectfully. These skills then transfer into other areas of school life, both within the classroom and outside of it.

Teachers endeavour to always give children a fair hearing. To really listen to the point of view of all stakeholders and to collaborate with students for a reasonable, agreeable outcome.

### 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    |

\* 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.

## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. We aim for Seaforth State School to be environmentally sustainable in our daily operations, as a place of total learning, as a key part of the local community and provide opportunities for students to contribute to a more sustainable future. Seaforth State School is proud to be a Reef Guardian School.

Seaforth's waste system includes three bins: recyclable materials, non-recyclable materials and food scraps. Food scraps are used in the worm farm. Students are encouraged to bring their lunch in reusable containers rather than plastic wrapped or bags.

| ENVIRONMENTAL FOOTPRINT INDICATORS |                 |          |
|------------------------------------|-----------------|----------|
| Years                              | Electricity kWh | Water kL |
| 2013-2014                          | 55,021          | 793      |
| 2014-2015                          | 57,413          | 1,479    |
| 2015-2016                          | 46,947          | 478      |

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

GO

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.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

| 2016 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts                 | 11             | 9                  | 0                |
| Full-time Equivalent       | 7              | 5                  | 0                |



## Qualification of all teachers

| TEACHER* QUALIFICATIONS        |   |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate                      |   |
| Masters                        |   |
| Graduate Diploma etc.**        | 2   |
| Bachelor degree                | 9   |
| Diploma                        |   |
| Certificate                    |   |

\*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 \$ 6000

The major professional development initiatives are as follows:

- THRASS
- Australian Curriculum
- PBL (Positive Behaviour for Learning)
- Cluster planning
- Cluster moderation
- GROWTH Coaching- QELI
- Mentoring
- Communities of Practice
- First Aide
- Developing a Coaching and Feedback Culture
- Principal Peer Review Training
- Classroom Profiling Training

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. | 97%  | 98%  | 98%  |

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 80% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### 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). | 93%  | 95%  | 93%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 92%  | 93%  | 94%  |

\*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%.

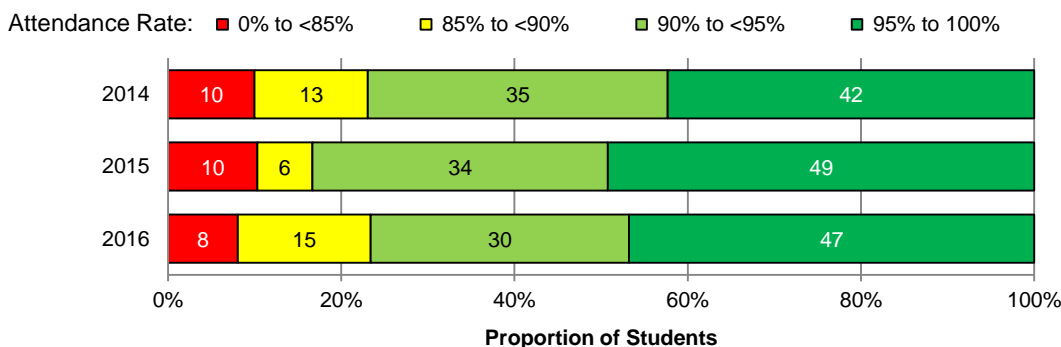
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL |      |        |        |        |        |        |        |        |        |        |         |         |         |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 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%  | 93%    | 94%    | 93%    | 92%    | 93%    | 96%    | 95%    |        |        |         |         |         |
| 2015   | 96%  | 96%    | 94%    | 94%    | 94%    | 93%    | 94%    | DW     |        |        |         |         |         |
| 2016   | 92%  | 94%    | 93%    | 95%    | 94%    | 94%    | 92%    |        |        |        |         |         |         |

\*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.

At Seaforth SS, we believe that every day counts. Our school requests that student absences (late arrivals and early departures) must be accompanied with a note or phone call from the parent explaining why. In 2016 we introduced a same day notification system. Classroom roles are marked first up and administration notified of students who are absent. Administration then makes a phone call to parent/caregiver requesting the reason for absence.

A student who is absent from school for more than two days, and whose absences are unexplained, have their parents contacted. If we have not received a phone call our administration staff will contact the parent.

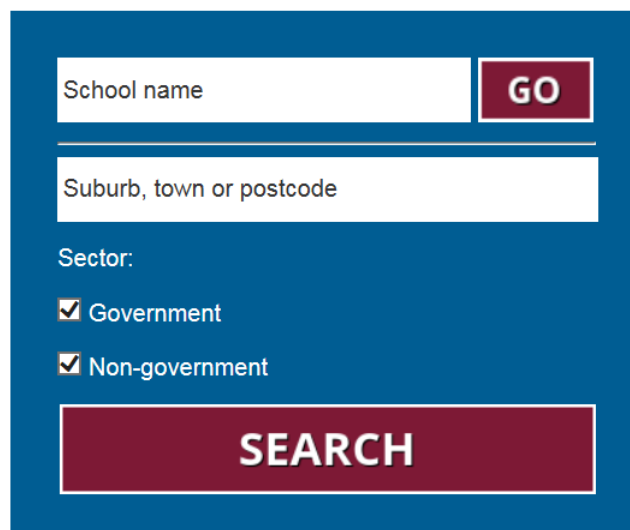
We have a small number of students who were regular non-attenders with whom we had phone calls with parents and also sent home notes to explain their child's absences. Class rolls are marked initially at the commencement of the school day, and then immediately following lunch break at 1:05pm. Continued improvement in attendance figures with the goal of 95% was a priority in 2016.

## 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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.