



Seven Hills State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Contact Information

Postal address:	152 D'Arcy Road Seven Hills 4170
Phone:	(07) 3909 8333
Fax:	(07) 3909 8300
Email:	principal@sevehillss.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:	Michelle Morrissey

School Overview

Seven Hills State School is proudly a multi-age school with students ranging from Prep to Year 6. We believe that multi-age groupings promote cognitive and social growth by catering for students in terms of their social, emotional, physical and cultural identities. At Seven Hills State School we empower learners to be creative and critical thinkers who value communication, collaboration and diversity.

Students are encouraged to feel comfortable, confident and positive about themselves. They are also encouraged to make responsible decisions and to accept consequences. At Seven Hills we value each child as an individual having unique potentials, skills, characteristics and needs. At Seven Hills State School, we aim to provide experiences and learning opportunities for our students to gain a high quality education that will assist them to love learning and aspire to become life long learners, develop judgement and a sense of responsibility for themselves and to others, understand the past and its effects on the present, and prepare them to embrace the future. We constantly endeavour to improve the quality of the educational experience at Seven Hills State School for all students by constantly reviewing our planning and assessment practices and enhancing the content and delivery of our teaching/learning programs. Our goal is to provide a quality public education system that delivers opportunities for all students to achieve learning outcomes and reach their potential. The development of a high quality, professional workforce to move the organisation to its preferred future is a priority. Quality educational leaders and competent dedicated teachers and specialist support staff are critical to the success of our school. Leadership in our school is focused on promoting innovations in learning, and working to form effective relationships between the school and our community.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

- ✓ Utilising School Council governance structure
- ✓ Prioritise the teaching of Writing and high impact strategies
- ✓ Build teacher capacity by providing team leader positions
- ✓ HOC to assist with curriculum delivery and pedagogical practices
- ✓ Engage a full-time STLaN to support teachers with differentiation, and students with learning difficulties.
- ✓ Implementation of National Curriculum in English, Mathematics, Science, Digital Technologies
- ✓ Continue working on Age Appropriate Pedagogy
- ✓ Engage in maximising outcomes for all students as a priority
- ✓ Literacy & Numeracy: Support PD designed to improve reading and numeracy outcomes
- ✓ Continue Teacher Learning Conversation to build teacher knowledge and establish processes to analyse and interpret data to improve learning outcomes.

- ✓ Provide more opportunities for non-teaching staff to engage in professional development.
- ✓ Embed pro-active and responsive support services within school
- ✓ Continue to focus on early identification and prevention strategies for at risk students in literacy and numeracy.

Future outlook

At Seven Hills State School, we provide an environment where teachers are excited about teaching, and learners are excited about learning. Where teachers can be learners and learners can be teachers. As part of our Independent Public School charter, we plan to explore the following initiatives over the next three years.

- Build on from our innovative multi-age approach by exploring further opportunities for divergent creative learning pathways.
- Develop unique and tailor made curriculum offerings that are responsive to local priorities, student interest and national curriculum expectations.
- Create a pedagogy leadership position to coach and mentor teachers and work with leadership team to align teaching practice with our explicit improvement agenda.
- Incorporate, where appropriate, the use of digital technologies to enhance flexible learning opportunities for students, staff and community.
- Teach our students the skills to become reliable, flexible and resilient problem solvers, who can think for themselves while acting with ethics, consideration and respect for the environment, and are able to adapt and cope in a rapidly changing world.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	460	230	230	7	98%
2016	480	240	240	12	98%
2017	495	243	252	11	97%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Seven Hills State School is a co-educational Band 8 State School located at 152 D'Arcy Road in Seven Hills, Brisbane, Queensland. It is located in the Brisbane South Education District, within the Greater Brisbane Region. The suburb of Seven Hills is a small suburb (approx. 7km from the Brisbane CBD) nestled between the suburbs of Camp Hill, Morningside and Norman Park in the state electorate of Bulimba. The school officially opened in 1960 with an enrolment of 148 students. The school has a current enrolment of 496 students. In 2017, there were 20 multi-age classes in Years P-6.

Seven Hills State School is a neighbourhood school serving the educational needs of students from a range of family backgrounds and structures. The socio economic status of families varies with the majority of parents employed in the trade, industry, professional, and government or retail sectors. Many families own their homes in the local area; however, in recent years there has been an increasing level of interest from families outside our catchment area to enrol their children at Seven Hills SS. Our school community is very proud of our educational practices, academic achievement; student focussed learning and beautiful bushland setting.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	24	23
Year 4 – Year 6	26	26	26

Curriculum Delivery

Our Approach to Curriculum Delivery

Seven Hills State School has consciously built strong traditions of multi-age education, positive relationships, and innovative teaching based on the perceived future needs of children. The systematic development of thinking skills, provision of co-curricular cultural and sporting activities provides challenging experiences for students. This is achieved in a supportive school environment that fosters cooperation, collaboration and diversity.

Co-curricular Activities

Unique Curriculum offerings at Seven Hills SS include:

- Adopt-a-farmer Program
- LOTE(French) from Years Prep-6
- Art from Prep-6
- Cultures of Thinking Prep – 6
- Environmental Studies
- Chess Club (P&C)
- Camps Years 5-6

Extra curricula activities

- Strings Orchestra
- Cello and Violin instruction
- Band Program
- Choirs (Sing for Fun, Senior)
- Adopt-a-Farmer Program
- Nature Trail Program
- Robotics
- Coding Program
- Running Club
- Chook Club
- Earth Champions
- Robotics/Coding Clubs
- Lunch time sporting competitions

How Information and Communication Technologies are used to Assist Learning

All learning spaces have access to electronic whiteboard and data projectors to enable a range of online resources to be utilised by students to enrich learning opportunities. ICT is embedded in educational programs to provide individualised learning opportunities, and spark innovation. Our P&C have supported the school financially to promote the use of digital technologies. Students in P-2 share a bank of 12 iPads across two classes, and students in years 3-6 share a bank of 15 laptops across a maximum of three classes. Students use digital devices to write reports, prepare presentations and undertake research activities using the internet. A wide selection of literacy and numeracy applications are utilised by teachers to engage students and targeted students participate in a range of online programs to support learning. Students are made aware of cyber safety issues.

Social Climate

Overview

Seven Hills is proudly multi-age. Children in any class may range across a two to three year age span. Children commonly stay with the same teacher for more than one year but internal transfers occur if considered in the child's interest. Teachers operate with a high level of professional autonomy. Teachers use a diverse repertoire of direct, indirect and collaborative teaching tactics with the whole group, small groups and individuals. The Seven Hills community recognises that its members have the right to work and play without disruption or disturbance in a positive, safe, secure and accepting environment. Our responsible behaviour plan emphasises that "every child has the right to learn and every teacher a right to teach." We believe that parents and teachers must work together to ensure that students develop responsibility, self-control, respect and courtesy. We also

believe that constructive discipline grows out of warm student-teacher relationships. Our responsible behaviour plan outlines how we create a supportive and safe learning and play environment for our students.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	95%
this is a good school (S2035)	96%	98%	97%
their child likes being at this school* (S2001)	96%	99%	97%
their child feels safe at this school* (S2002)	96%	99%	99%
their child's learning needs are being met at this school* (S2003)	92%	99%	95%
their child is making good progress at this school* (S2004)	95%	99%	96%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	99%	96%
teachers at this school motivate their child to learn* (S2007)	96%	98%	97%
teachers at this school treat students fairly* (S2008)	94%	99%	96%
they can talk to their child's teachers about their concerns* (S2009)	99%	99%	100%
this school works with them to support their child's learning* (S2010)	94%	100%	97%
this school takes parents' opinions seriously* (S2011)	89%	99%	95%
student behaviour is well managed at this school* (S2012)	92%	94%	94%
this school looks for ways to improve* (S2013)	94%	99%	96%
this school is well maintained* (S2014)	95%	100%	99%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	98%	97%
they like being at their school* (S2036)	95%	99%	96%
they feel safe at their school* (S2037)	92%	95%	97%
their teachers motivate them to learn* (S2038)	96%	98%	96%
their teachers expect them to do their best* (S2039)	98%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	97%
teachers treat students fairly at their school* (S2041)	88%	96%	90%
they can talk to their teachers about their concerns* (S2042)	86%	91%	87%
their school takes students' opinions seriously* (S2043)	87%	91%	90%
student behaviour is well managed at their school* (S2044)	87%	87%	90%
their school looks for ways to improve* (S2045)	96%	99%	97%
their school is well maintained* (S2046)	90%	94%	93%
their school gives them opportunities to do interesting things* (S2047)	94%	96%	96%

Staff opinion survey

Performance measure	2015	2016	2017
Percentage of school staff who agree# that:			
they enjoy working at their school (S2069)	100%	97%	97%
they feel that their school is a safe place in which to work (S2070)	100%	97%	97%
they receive useful feedback about their work at their school (S2071)	96%	89%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	92%	100%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	100%	97%	100%
student behaviour is well managed at their school (S2074)	96%	97%	100%
staff are well supported at their school (S2075)	100%	89%	100%
their school takes staff opinions seriously (S2076)	100%	89%	100%
their school looks for ways to improve (S2077)	100%	97%	100%
their school is well maintained (S2078)	100%	97%	97%
their school gives them opportunities to do interesting things (S2079)	100%	88%	97%

* 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

Involving parents in their child's education

Parents are informed of their child's progress through the process of formal and informal dialogue processes:

- Formal dialogue includes 2 written reports and 2 interviews per year.
- Informal dialogue include end of unit presentations, class letters, web posted activities and where appropriate, email or phone conversations.
- Parents accompany students on school excursions.
- Parents help in the classroom by helping with reading, writing and maths groups and science activities.
- Parents are involved in the school through their representative body – the P&C. Through this body the school and the parents work together to plan, prepare and resource the school's strategic plan.
- Community Care has been developed as a support network for parents. Each class has a representative who coordinates and liaises with parents and the P&C.

Respectful relationships programs

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

- FUN Friends
- Friends for Life
- Daniel Morcombe Child Safety Curriculum (selected units)
- Life Education Program
- School Responsible Behavior Plan and strategies
- Relate2u sex education 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	2015	2016	2017
Short Suspensions – 1 to 10 days	1	4	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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.

The people in our school and community are committed to the development of a better environment for everyone. Through ongoing programs that develop cleaner and more sustainable ways of going about our daily practices we hope to make our school and community a more pleasant place to live, work and play. Students, staff, parents and the broader community work together in a spirit of mutual acceptance and understanding towards the commonly set goals of cleaner and more efficient use of water, land, waste and energy. Please note that due to implementation of Noise Abatement recommendations in B Block there has been a significant increase in electricity consumption since 2016.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	35,684	821
2015-2016	139,040	874
2016-2017	57,953	2,124

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

Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	35	24	<5
Full-time Equivalents	29	13	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	4
Bachelor degree	27
Diploma	0
Certificate	0

*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 2017 were \$19 255.

The major professional development initiatives are as follows:

- Implementing ACARA English, Maths, Science , and Digital Technologies
- Teaching of Writing
- Participation in fortnightly Teaching and Learning Conversations.
- All teaching staff to engage in developing a Performance Framework PD and individualised plan.
- Providing more opportunities for teacher leadership across curriculum areas and other school outlined areas of priority.
- Teachers given opportunities to attend class management, literacy and numeracy workshops/conferences that will enhance knowledge and skills
- Facilitate professional opportunities to promote teacher leadership and grow expertise in identified areas

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	89%

*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 2017 for all Queensland Primary schools was 93%.

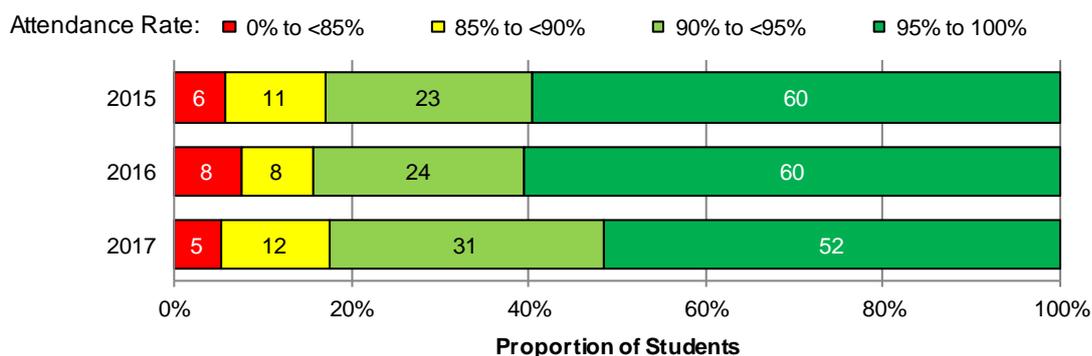
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	95%	93%	94%	95%	96%	94%						
2016	94%	94%	94%	94%	94%	96%	95%						
2017	93%	94%	94%	94%	93%	94%	95%						

*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 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.

At Seven Hills, rolls are marked twice daily and collected by administration at the end of each week. Teachers advise office of students who have been absent for three days and a

follow-up call is made to attain details of their absence. Teachers follow up with parents and students to determine reason for any absences throughout the year, to minimise the number of unexplained absences.

Strategies used to increase attendance include:

- Monitoring of attendance data
- Sign in/out register
- Meetings with parents/caregivers
- Automated text messaging service

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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.