

Haigslea State School (0114)

Queensland State School Reporting

2012 School Annual Report



Happy, Safe, Successful

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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Haigslea State School - Happy, Safe, Successful

Haigslea State School is a small, semi-rural school, 10 minutes west of Ipswich. The school was opened in 1876 and has a reputation as a safe, supportive and inclusive community-minded school, where all students are valued as individuals and supported to attain to their maximum potential.

We're a great school, where great things happen. We are very proud of our caring environment where all students are able to develop academically, socially and morally. Our staff is committed to delivering high quality teaching and learning programs and to ensuring that the students have the best resources and facilities.

Our school has four clear goals for students to work towards. These goals are *Respect Learning, Respect Yourself, Respect Others, Respect Property & The Environment*.

At Haigslea State School we are committed to working in partnership with students, parents, staff and the community to developing the school as a valued asset. Regular communication is seen as central to further developing and maintaining these partnerships.

Student learning and recognition is celebrated with special Open Days (where parents & care-givers are invited into the classroom to join with students & view learning) at the end of each term.

School progress towards its goals in 2012

The school has developed a focused commitment to improving the reading literacy strategies and abilities of all students.

In 2012 significant gains were made in Reading in NAPLAN results.

Commitment was made to ensure readiness for the implementation of the Australian Curriculum, Assessment and Reporting Authority (ACARA) expectations in 2012

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The school has committed to continual review of student data to assist in enhancing the teaching-learning cycle for students. As data is collated, staff analyse the information to inform their practice and amend programs of work accordingly to assist the students in their education. Our mantra of “no measurement without recoding, no recording without analysis, and no analysis without action” is practised every day.

We continued our focus on:

Meeting the needs of different cohorts by differentiating the curriculum, planned for needs and extension, and adjusted planning.

Teachers using achievement data to inform further planning.

Teacher Aides were up-skilled in targeted areas of literacy and numeracy learning to support identified learners' needs

Learning Goals for all students

Staff continued in developing Individual Performance Development Plans.

The schools stakeholders have continued upgrading the physical environment of the school; revamping gardens, and completion of art murals.

Successful first place winners of “Resources for Courses” of \$7 000, this being utilised to purchase new reading material for students.

We continued in maintaining and enhancing the strong bonds with our P &C through monthly meetings, working bees, fundraising events, end of year school concerts, parent information sessions and BBQ's

Future outlook

Numeracy – All students to be above the NMS in Numeracy

Target TA support for specific time to support Maths block

Literacy - All students to be above the NMS in Reading

Continuing Literacy block in both classrooms for all year levels, setting parameters and documenting the literacy block

Targeting teaching of reading – ensuring specific reading lessons are occurring

Target TA support for specific time to support Literacy block

Sustaining a Safe & Supportive School Environment

Emerging Priorities:

School's Improvement agenda – sharing with Parents & Community

Workforce Planning:

Professional Learning & Training opportunities

Target principal and teacher PD on teaching of reading, and explicit instruction

Target principal PD on leadership of teaching and learning

Networking with other small schools within cluster

Continued collaboration with cluster chair and other Principals

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	39	14	25	80%
2011	33	12	21	91%
2012	31	14	17	87%

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

Characteristics of the student body:

Enrolments have continued to fluctuate as families find permanent housing. The immediate area that surrounds the school is currently under development for housing lots, which has the potential to impact on future enrolments.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	19	16
Year 4 – Year 7	23	13	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	9	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings are:

Learning Programs are designed each year around the needs of individuals, small groups and whole classes to meet the developmental learning needs of all students

All aspects of the curriculum covered in Primary school are integrated into the daily teaching program in all year levels

Haigslea State School has implemented a very successful support program in conjunction with the Teacher of Students with Learning Difficulties, Guidance Officer and our Advisory Visiting Teacher

One of our key focuses is to continually improve literacy skills. All children are involved in regular reading group activities that aim to improve their reading and comprehension skills. Teacher-Aides are also utilized to support group rotations

We intend to maintain the strong link with the Rosewood P-12 learning community (local cluster of schools) and have forged links with other small schools in the area with similar contexts

Students in Year 6 and 7 have the opportunity to participate in transition into high school programs. Days of Excellence at the Rosewood State High School are an example of one of the programs available

All our students have explicit ICT lessons by a specialist teacher and have the opportunities to operate both interactive whiteboards and other media's.

Interactive whiteboards in all classrooms, and used in lessons daily

Extra curricula activities:

Active After Schools Communities Sport

A proactive Student Council. They meet once a month and are involved in fundraising money for various community projects and health foundations, like the Genes for Jeans day, Red Nose Day (SIDS), Think Pink for Breast Cancer Awareness and the RSPCA

Gala Day – whole day rugby league skills day which involves schools from the local area

Every Year we have a published Poet /Author attend our school sponsored by The Ipswich Poetry Feast and our students learn how to construct poetry and enter this into the Ipswich Poetry Feast Competition

We host an inter-school ball games competition every year, with 5 other small schools attending

How Information and Communication Technology are used to enhance Learning:

All students have specialist ICT lessons each week

ICT's are embedded into daily lessons and in all KLA's

We are fortunate to have a computer lab with access to the World Wide Web for all students

All staff are skilled and familiar with use of Interactive Whiteboards

Teaching Staff have Digital Pedagogical Licenses and certificates

Digital equipment, such as video cameras, still cameras, microscopes

Our school at a glance

Social climate

Located 10 mins west of Ipswich

Uniquely placed close to the Warrego Highway

Students enrolled from Hatton Vale to Pine Mountain to Rosewood

Students access swimming lessons first and fourth term at Rosewood swimming pool

Our Chaplain is very active within the school, and visits one day a week

Students also have the opportunity to become involved in various sporting groups, Religious Education and State and Australian competitions.

Parent, student and staff satisfaction with the school

Internal feedback clearly shows that the wider school community, especially our parent body, is pleased with the hard work of staff, in caring for students and with the management of the school.

Performance measure *(Nationally agreed items shown*)*

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	90.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	90.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	88.9%
this school takes parents' opinions seriously*	90.0%
student behaviour is well managed at this school*	90.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	90.0%

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	92.9%
they like being at their school*	100.0%
they feel safe at their school*	92.9%
their teachers motivate them to learn*	85.7%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	92.9%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	92.9%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	92.9%
their school looks for ways to improve*	100.0%
their school is well maintained*	92.9%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	85.7%
with the individual staff morale items	100.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are invited to weekly parades and many parents volunteer in classrooms in spelling and reading programs, sports coaching and general help around the school.

We believe co-operatively that it is these relationships which help foster students learning in a safe and supportive educational environment. Of significance in our community is the weekly newsletter, parades, a showcasing of curriculum each term, and face-to-face meetings with parents at least once each semester to discuss children's progress.

Haigslea State School is extremely active within our local community and regularly participates in local shows, competitions both academic and sporting events.

The school has an active Parents and Citizen's Association that provides financial and organisational support through many fundraising activities.

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 utilises water tanks for extra watering of gardens, where required. The installed solar panels ensure that electricity is sent back to the grid. Staff and students ensure that lights and fans are turned off when possible. Extra water tanks and external blinds have been installed as part of the NSSP.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	20,634	125
2010-2011	19,345	179
2011-2012	18,705	85

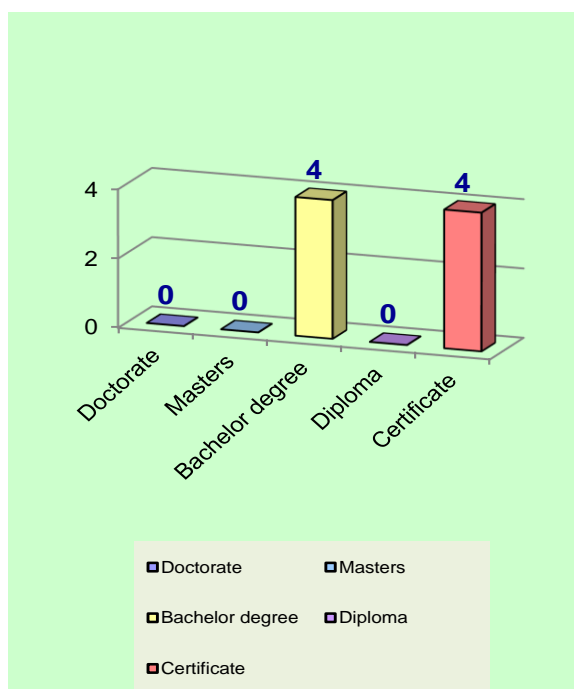
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	>5
Full-time equivalents	2.8	2.4	>5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	4
Diploma	0
Certificate	4



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$3 268-00.

The major professional development initiatives are as follows:

Marzano “The Art & Science of Teaching”

John Hattie “best practice” in schools

Australian Curriculum Implementation

Oneschool Training

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.9%	97.4%	94.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 78.2% of staff was retained by the school for the entire 2012 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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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.

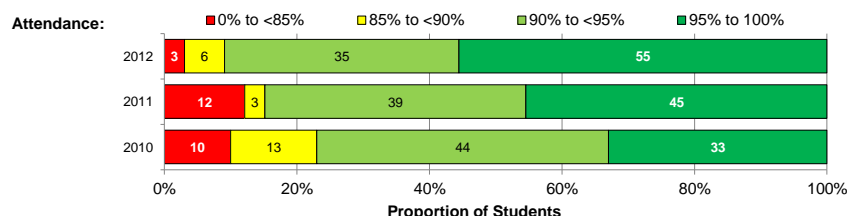
Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	97%	91%	87%	94%	93%	97%	90%
2011	93%	96%	91%	91%	95%	95%	93%
2012	98%	91%	98%	96%	DW	94%	96%

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 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.

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At Haigslea State School the roll is marked twice a day, in the morning and afternoon. If a child is absent, the parents phone the school and leaves a message with office staff or on the school answering machine to notify the school. In cases where a child is absent for 3 consecutive days, the school phones parents to enquire about the absenteeism and how they can support the students return to school.

Performance of our students

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/>.

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.

The screenshot shows a 'Find a school' search box. It has two main sections. The first section is titled 'Search by school name' and contains a text input field and a yellow 'GO' button. The second section is titled 'Search by suburb, town or postcode' and contains a text input field. Below this input field, there is a 'Sector' label followed by two checkboxes: 'Government' and 'Non-government'. At the bottom of this section is 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

Achievement – Closing the Gap

No report available due to enrolment numbers.

Haigslea State School ensures that all indigenous students are provided with additional support as required.