

Haigslea State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

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.

Queensland State School Reporting 2013 School Annual Report



School progress towards its goals in 2013

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

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 in 'QT' competition with the prize being ten new ipads

Successful first place winners of 'Resources for Courses' of \$7 000, this being utilised to purchase new digital technology 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

Target TA support for specific
time to support Maths block

Queensland State School Reporting 2013 School Annual Report



All students above the NMS in
Numeracy

Literacy - All students to be above
the NMS in Reading

Designated Literacy block in both classrooms for all year levels

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
explicit instruction

Principal PD through networking with small schools
in the 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 2013: Prep Year - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2011 | 33 | 12 | 21 | 91% |
| 2012 | 31 | 14 | 17 | 87% |
| 2013 | 34 | 17 | 17 | 82% |

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

Characteristics of the student body:

Enrolments have remained steady as families settle into 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 | | |
|----------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Prep – Year 3 | 19 | 7 | 19 |
| Year 4 – Year 7 Primary | 13 | 8 | 17 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| 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 |

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

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

Interactive whiteboards in all classrooms, and used in lessons on a daily basis.

Extra curricula activities

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 Technologies are used to assist learning

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

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

A class set of ipads used on a daily basis to consolidate learning

Social climate

Loacted 10 mins West of Ipswich

Student enrolments from Hatton Vale to Rosewood

Students have access to first and fourth terms at Rosewood Swimming Pool

Our Chaplain is active within our school and works with students in the classrooms once a week

Students have the opportunity to participate in Religious Educations classes and various sporting events.

Our school at a glance

Parent, student and staff satisfaction with the school

Internal feedback clearly shows that the wider school community, especially our parent body, are pleased with the hard work of staff.

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 | 2013 |
|--|------|------|
| their child is getting a good education at school (S2016) | 100% | 100% |
| this is a good school (S2035) | 100% | 100% |
| their child likes being at this school* (S2001) | 100% | 100% |
| their child feels safe at this school* (S2002) | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | 100% | 100% |
| their child is making good progress at this school* (S2004) | 100% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 90% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | 90% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 89% | 100% |
| this school takes parents' opinions seriously* (S2011) | 90% | 100% |
| student behaviour is well managed at this school* (S2012) | 90% | 100% |
| this school looks for ways to improve* (S2013) | 100% | 100% |
| this school is well maintained* (S2014) | 90% | 100% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 | 2013 |
|---|------|------|
| they are getting a good education at school (S2048) | 93% | 100% |
| they like being at their school* (S2036) | 100% | 100% |
| they feel safe at their school* (S2037) | 93% | 100% |
| their teachers motivate them to learn* (S2038) | 86% | 100% |
| their teachers expect them to do their best* (S2039) | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 93% | 100% |
| teachers treat students fairly at their school* (S2041) | 100% | 100% |
| they can talk to their teachers about their concerns* (S2042) | 93% | 100% |
| their school takes students' opinions seriously* (S2043) | 100% | 100% |
| student behaviour is well managed at their school* (S2044) | 93% | 100% |
| their school looks for ways to improve* (S2045) | 100% | 100% |

Our school at a glance

| | | |
|---|------|------|
| their school is well maintained* (S2046) | 93% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 100% | 100% |

Performance measure

| | |
|--|------|
| Percentage of school staff who agree that: | 2013 |
| they enjoy working at their school (S2069) | 83% |
| they feel that their school is a safe place in which to work (S2070) | 83% |
| they receive useful feedback about their work at their school (S2071) | 83% |
| students are encouraged to do their best at their school (S2072) | 83% |
| students are treated fairly at their school (S2073) | 83% |
| student behaviour is well managed at their school (S2074) | 67% |
| staff are well supported at their school (S2075) | 67% |
| their school takes staff opinions seriously (S2076) | 83% |
| their school looks for ways to improve (S2077) | 83% |
| their school is well maintained (S2078) | 83% |
| their school gives them opportunities to do interesting things (S2079) | 83% |

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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

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 |
| 2010-2011 | 19,345 | 179 |
| 2011-2012 | 18,705 | 85 |
| 2012-2013 | 19,842 | 96 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

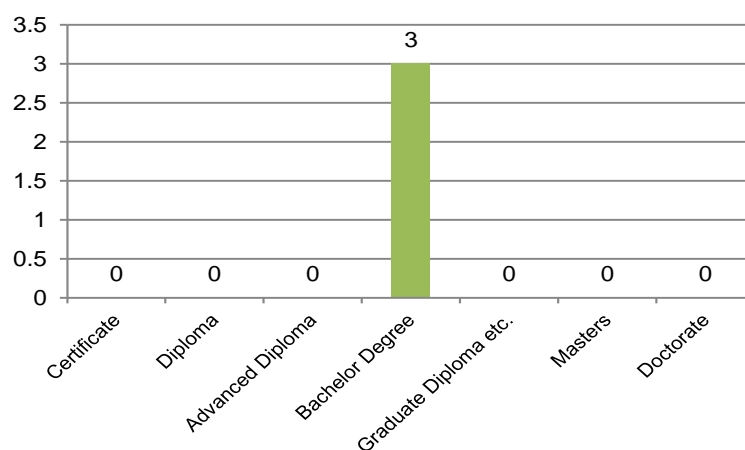
Our staff profile

Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts | 3 | 6 | 0 |
| Full-time equivalents | 2 | 2 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 3 |
| Graduate Diploma etc. | 0 |
| Masters | 0 |
| Doctorate | 0 |
| Total | 3 |



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$2,719.19

The major professional development initiatives are as follows:

John Hattie “best practice” in schools
Anita Archer – Explicit Instruction

Our staff profile

Australian Curriculum Implementation

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

| Average staff attendance | 2011 | 2012 | 2013 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 95% | 90% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 55% of staff was retained by the school for the entire 2013 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.

Performance of our students

Key student outcomes

| Student attendance | 2011 | 2012 | 2013 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 93% | 95% | 94% |
| The overall attendance rate in 2013 for all Queensland state Primary schools was 92%. | | | |

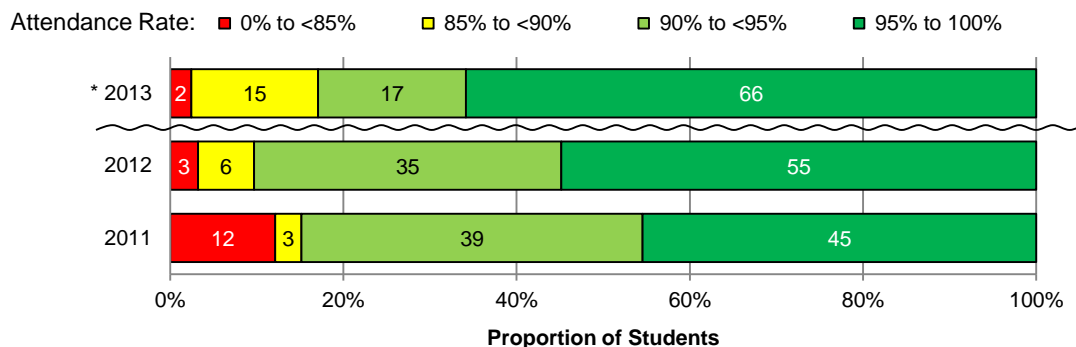
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2011 | 93% | 96% | 91% | 91% | 95% | 95% | 93% | | | | | |
| 2012 | 98% | 91% | 98% | 96% | DW | 94% | 96% | | | | | |
| 2013 | 98% | 95% | 96% | 90% | 93% | DW | 93% | | | | | |

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

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.

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.

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 search interface titled "Find a school". It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and an orange "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

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