

Haigslea State School

Queensland State School Reporting

2014 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 their maximum potential. 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 ensuring that the students have the best resources and facilities to achieve.

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

This report contains information relating to Haigslea State School's goals, achievements and outcomes for 2014.

School progress towards its goals in 2014

Haigslea State School's key priorities in 2014:

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Using data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance
- Year 7 to high school transition with plan to include Year 6 in 2014
- Plan to transition Year 6 to high school

In 2014, Haigslea State School made the following progress towards its goals:

Key Priority	Progress
Implement the Australian Curriculum	<ul style="list-style-type: none"> – Worked internally and across the cluster to provide training and development for teachers – Accessed regional strategies and resources to meet school needs
Implement whole school pedagogical practices	<ul style="list-style-type: none"> – Provided professional development and feedback to staff about explicit teaching practices – Continuing to facilitate professional conversations on a regular basis around pedagogical practice – Continuing to build internal processes of regular data analysis to inform teaching – Built into planning processes an examination of the pedagogical practice used in each C2C unit and provide professional development to support teachers
Using data to inform teaching practice	<ul style="list-style-type: none"> – Continuing to build internal processes of 5-weekly data collection and analysis to inform teaching

Develop instructional leadership with a focus on workforce performance	<ul style="list-style-type: none"> – Provided professional development and feedback to staff about explicit teaching practices – Allocated appropriate budget for the capability development of the principal and other school leaders playing a hands-on role in leading instruction, coaching and feedback – Continuing to embed processes where staff regularly discuss their teaching with the principal or other school leader
Develop productive partnerships with students, staff, parents, and the community	<ul style="list-style-type: none"> – Shared and discussed Education Queensland's priorities with staff and the community – Provided opportunities for the wider school community to be actively involved in school events – Provided opportunities for teachers to visit and observe schools/classrooms with similar contexts
Improve school performance	<ul style="list-style-type: none"> – Continuing to develop and document the school's approach to the explicit teaching of reading – Ensured consistent teaching practices that demonstrate modelled and explicit teaching methods – Ensured consistent school-wide, modelled writing practices with explicit instruction – Continuing to ensure consistent school-wide teaching practices – Continuing to embed Indigenous perspectives into areas of the curriculum – Provided PD for teachers and teacher aides in Indigenous perspectives and how they can be considered and applied to the curriculum
Year 7 to high school transition with plan to include Year 6 in 2014	<ul style="list-style-type: none"> – Developed a cluster/local school plan, including liaison with local State High Schools
Plan to transition Year 6 to high school	<ul style="list-style-type: none"> – Developed a cluster/local school plan, including liaison with local State High Schools

Future outlook

Haigslea State School is focusing on the following key areas for improvement as defined in our School Annual Implementation Plan for 2015:

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Using data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance
- Plan to transition Year 6 to high school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	31	14	17	87%
2013	34	17	17	82%
2014	31	20	11	88%

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

Characteristics of the student body:

Haigslea State School is composed of students from rural families who live and work locally on properties in and around the Haigslea district, as well as students from urban families who travel from Ipswich and surrounding areas. We have Australian indigenous and non-indigenous students attend the school. All students speak English as their first language.

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		
	2012	2013	2014
Prep – Year 3	7	19	17
Year 4 – Year 7 Primary	8	17	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	1	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 Support Teacher: Literacy and Numeracy (STLaN), Guidance Officer, Speech Language Pathologist, and 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 utilised 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 had the opportunity to participate in the transition into high school programs and 'Days of Excellence' at Rosewood State High School.

Extra curricula activities

- Student Council – meetings held once per month, involved in fundraising money for various community projects and health foundations (i.e. Genes for Jeans Day, Red Nose Day (SIDS), Think Pink for Breast Cancer Awareness, RSPCA)
- Gala Day – whole day rugby league skills day which involves schools from the local area
- Ipswich Poetry Competition – students learn how to construct poetry with a published Poet/Author and enter competition
- Inter-school Ball Games Competition – five small schools attend our school for this event which all students are involved in

How Information and Communication Technologies are used to assist learning

Technology is an integral part of classroom learning. A range of ICTs are used in daily learning and teaching practice. We are fortunate to have a computer lab with internet access for all students. This forms part of the Year 4-7 classroom so students can easily access and utilise information from the web. The school purchases an annual licence for online programs to enhance literacy and numeracy skills. These licences extend to use on home computers which enables reinforcement of work completed at school.

The school has three interactive whiteboards which are used by teachers for whole-class and small group work. Students are able to manipulate the board when engaging with learning objects within a key learning area. The provision of teacher computers has facilitated planning and greater use of the interactive whiteboard as a teaching tool.

We have 19 iPads which are used by all students across all curriculum areas. Teachers integrate iPads in to their teaching practice to engage students and enhance learning.

Social Climate

Haigslea State School is a positive school environment. The school ethos is built around high expectations. At Haigslea there is a climate of inclusiveness and mutual respect across the school community. The small size of the school, the multi-age classes and the caring nature of the students lead to a family like atmosphere where all people and their opinions are valued.

Students are taught personal development skills and values through Health and Physical Education. There is a 'No Bullying' policy at Haigslea and we have a *Responsible Behaviour Plan for Students* that all students and their families have a copy of. Our Behaviour Expectations are displayed around the school and these are referred to daily. We use reward systems, such as Gotcha' Awards, for students displaying positive behavior and present these on parade.

We have a Chaplain that is active within our school and works with individual and groups of students one day per week. We also offer Religious Instruction lessons for all students in Year 1-7 weekly.

Results from our 2013 and 2014 School Opinion Surveys reflect that 100% of parents and students believe students feel 'safe at school' and students 'like being at this school'. 100% of parents and 54% of students believe that at this school students are 'treated fairly' and 'student behavior is well managed'.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
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%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	90%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	89%	100%	100%
this school takes parents' opinions seriously* (S2011)	90%	100%	100%
student behaviour is well managed at this school* (S2012)	90%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	90%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	93%	100%	71%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	93%	100%	100%
their teachers motivate them to learn* (S2038)	86%	100%	79%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	100%	58%
teachers treat students fairly at their school* (S2041)	100%	100%	54%
they can talk to their teachers about their concerns* (S2042)	93%	100%	50%
their school takes students' opinions seriously* (S2043)	100%	100%	57%
student behaviour is well managed at their school* (S2044)	93%	100%	54%
their school looks for ways to improve* (S2045)	100%	100%	71%
their school is well maintained* (S2046)	93%	100%	92%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	71%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		83%	71%
they feel that their school is a safe place in which to work (S2070)		83%	100%
they receive useful feedback about their work at their school (S2071)		83%	71%
students are encouraged to do their best at their school (S2072)		83%	100%
students are treated fairly at their school (S2073)		83%	100%
student behaviour is well managed at their school (S2074)		67%	71%
staff are well supported at their school (S2075)		67%	71%
their school takes staff opinions seriously (S2076)		83%	71%
their school looks for ways to improve (S2077)		83%	86%
their school is well maintained (S2078)		83%	100%
their school gives them opportunities to do interesting things (S2079)		83%	71%

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

'Agree' represents the 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.

Involving parents in their child's education

Haigslea State School has a close relationship with parents and other community members. We have an open school policy where parents are welcome to visit the school to see what their children are learning. Parents are invited to the school for weekly parade, reading groups, celebrations and other special occasions. They transport students to some of our off campus activities and they work through the P&C to provide funds for excursions and other projects that will benefit student learning. Parents assist in the catering and running of school and inter-school activities. The P&C run fundraising events throughout the year that provides financial support to the school for resources and student activities.

New parents are invited to attend a meeting with their child's teacher and receive a handbook containing information about the school. Parents are kept informed of school policy changes, planned functions and activities where they can take part via the

monthly newsletter, emailed messages, invitations sent home with students and face to face discussions when parents come into the school.

At P&C meetings parents are invited to assist with decision making about school projects and improvements.

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. Students have been educated on limiting unnecessary power usage by turning off lights and power points, and opening windows or using fans instead of air-conditioning.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	18,705	85
2012-2013	19,842	96
2013-2014	21,719	55

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.

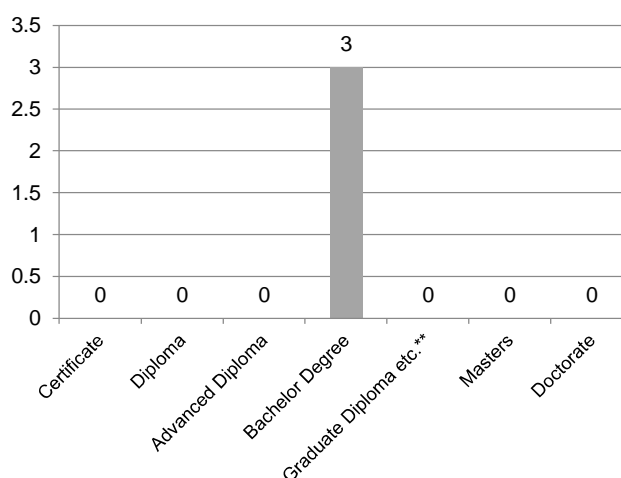
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	6	0
Full-time equivalents	2	2	0

Qualification 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 2014 were \$2956.77

The major professional development initiatives are as follows:

- Departmental Priorities - Curriculum Risk Management, Code of Conduct, Student Protection, Workplace Health & Safety, Keys to Managing Information, Asbestos Awareness
- Anita Archer: Explicit Instruction

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	90%	93%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector ☒ Government ☒ Non-government

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	92%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

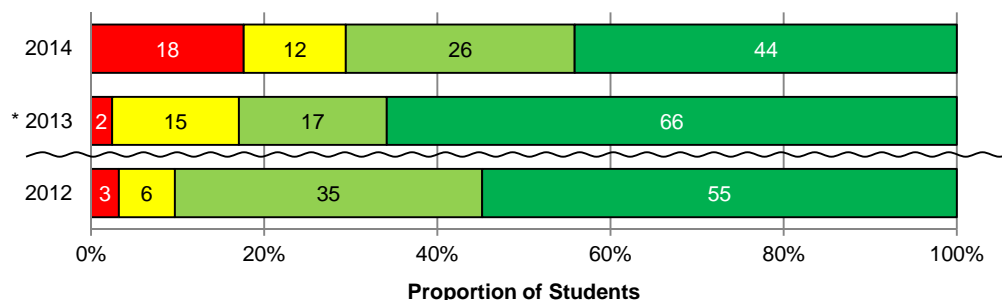
Student attendance rate for each year level (shown as a percentage)							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	98%	91%	98%	96%	DW	94%	96%
2013	98%	95%	96%	90%	93%	DW	93%
2014	89%	96%	81%	96%	92%	88%	DW

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 rolls are marked morning and afternoon each day electronically. Parents of students who are absent are required to contact the school via phone and leave a message with office staff on our answering service. If students are absent for 3 days without reason, parents are contacted by the school to enquire about the absenteeism and how they can support the students return to school.

The importance of regular attendance and attendance data is promoted in the school newsletter and to parents at P&C meetings. If students are to be absent for 10 days or more, parents are required to complete an Exemption from Compulsory Schooling Form and submit to the principal for consideration. Further information outlining our Attendance Policy can be found in our Student Enrolment Pack.

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.

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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

Our student attendance rate was 92% in 2014 which is equal to the overall attendance rate for Queensland Primary Schools in 2014. We continue to work towards improving attendance by reminding students and parents about the importance of attending school every day and the link between attendance and achievement through our school newsletter, P&C Meetings, parent information sessions and informal conversations. We continue to work towards achieving student improvement in school and national testing data by explicitly teaching our students in English and mathematics, implementing daily Warm Ups for literacy and numeracy, and ensuring we maintain high expectations and consistency of teaching practice through our school Pedagogical Framework.