



Haigslea 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

Haigslea State School has been involved in education for over 140 years and has educated four generations of students. The school is situated just off the Warrego Highway with students well catered for on 5 acres of grounds containing a tennis court, cricket pitches and an adventure playground. The classrooms are well equipped with modern teaching facilities such as interactive whiteboards and all buildings are air conditioned. Our technology is state of the art with the latest equipment in desktop and laptop computers, scanners, data projectors and digital cameras. A well equipped library was constructed and expanded in 2010. The staff make learning an enjoyable experience while giving the children a sound grounding in the essential learnings. Teachers are aware of and cater for the individual learning styles of all students. The school prides itself on educational, academic, sporting, cultural and social achievements. Parents and community members are welcome any time to talk to teachers about their children's education and encouraged to be involved in all aspects of school life.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

Haigslea State School's key priorities in 2016:

- 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 with a focus on reading

In 2016, Haigslea State School made the following progress towards its goals:

Key Priority	Progress
Implement the Australian Curriculum	<ul style="list-style-type: none"><li>• Worked internally and across the cluster to provide training and development for teachers</li><li>• Accessed regional strategies and resources to meet school needs</li></ul>
Implement whole school pedagogical practices	<ul style="list-style-type: none"><li>• Provided professional development and feedback to staff about explicit teaching practices</li><li>• Continuing to facilitate professional conversations on a regular basis around pedagogical practice</li><li>• Continuing to build internal processes of regular data analysis to inform teaching</li><li>• Built into planning processes an examination of the pedagogical practice used in each C2C unit and provide professional development to support teachers</li></ul>
Using data to inform teaching practice	<ul style="list-style-type: none"><li>• Continuing to build internal processes of data collection and analysis to inform teaching</li></ul>
Develop instructional leadership with a focus on workforce performance	<ul style="list-style-type: none"><li>• Provided professional development and feedback to staff about explicit teaching practices</li><li>• 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</li><li>• Continuing to embed processes where staff regularly discuss their teaching with the principal or other school leader</li></ul>
Develop productive partnerships with students, staff, parents, and the community	<ul style="list-style-type: none"><li>• Shared and discussed Education Queensland's priorities with staff and the community</li><li>• Provided opportunities for the wider school community to be actively involved in school events</li><li>• Provided opportunities for teachers to visit and observe schools/classrooms with similar contexts</li></ul>
Improve school performance	<ul style="list-style-type: none"><li>• Continuing to develop and document the school's approach to the</li></ul>

	explicit teaching of reading <ul style="list-style-type: none"> <li>• Ensured consistent teaching practices that demonstrate modelled and explicit teaching methods</li> <li>• Ensured consistent school-wide, modelled writing practices with explicit instruction</li> <li>• Continuing to ensure consistent school-wide teaching practices</li> </ul>
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## Future Outlook

Haigslea State School is focusing on the following key areas for improvement as defined in our School Annual Implementation Plan for 2017:

- 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 with a focus in reading and writing

## Our School at a Glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2016:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	31	20	11	4	88%
<b>2015*</b>	43	23	20	4	92%
<b>2016</b>	46	22	24	3	91%

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

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	17	21	17
Year 4 – Year 7	16		

\*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

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 links with other small schools in the area with similar contexts. Students in Year 6 had the opportunity to participate in the transition into high school programs and 'Days of Excellence' at Rosewood State High School.

### Co-curricular 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, Leukaemia Foundation, Think Pink for Breast Cancer Awareness, RSPCA)
- Gala Day – whole day rugby league skills day which involves schools from the local area and cricket skills day
- Marburg Show – students participated in school work presentation competition
- Inter-school Ball Games Competition

### 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 4-6 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 18 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

### Overview

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 behaviour 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 1-6 weekly.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	89%
this is a good school (S2035)	100%	100%	89%
their child likes being at this school* (S2001)	100%	100%	89%
their child feels safe at this school* (S2002)	100%	100%	89%
their child's learning needs are being met at this school* (S2003)	100%	100%	89%
their child is making good progress at this school* (S2004)	100%	100%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	89%
teachers at this school motivate their child to learn* (S2007)	100%	100%	89%
teachers at this school treat students fairly* (S2008)	100%	100%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	89%
this school works with them to support their child's learning* (S2010)	100%	100%	89%
this school takes parents' opinions seriously* (S2011)	100%	83%	89%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	86%	89%
this school is well maintained* (S2014)	100%	86%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	71%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	79%	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)	58%	100%	100%
teachers treat students fairly at their school* (S2041)	54%	100%	100%
they can talk to their teachers about their concerns* (S2042)	50%	100%	100%
their school takes students' opinions seriously* (S2043)	57%	100%	91%
student behaviour is well managed at their school* (S2044)	54%	100%	100%
their school looks for ways to improve* (S2045)	71%	100%	100%
their school is well maintained* (S2046)	92%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	71%	100%	100%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	71%	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)	71%	100%	80%
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)	71%	100%	80%
staff are well supported at their school (S2075)	71%	100%	60%
their school takes staff opinions seriously (S2076)	71%	100%	60%
their school looks for ways to improve (S2077)	86%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	71%	86%	100%

\* 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

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.

## Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. Through the program Haigslea recognizes and maintains that we are aware and respond appropriately to the student's personal safety at all times. Through the assistance of our chaplaincy program we have worked with students to develop their knowledge and skills to help resolve conflict without violence and recognize, react and report when they, or others, are unsafe.

## 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	1	0	0
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

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	21,719	55
2014-2015	15,772	16
2015-2016	17,422	105

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time Equivalents	3	3	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.**	
Bachelor degree	4
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 \$2822.13

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
- Explicit Instruction (Anita Archer)

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.	93%	96%	93%

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

From the end of the previous school year, 77% 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).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	83%	84%

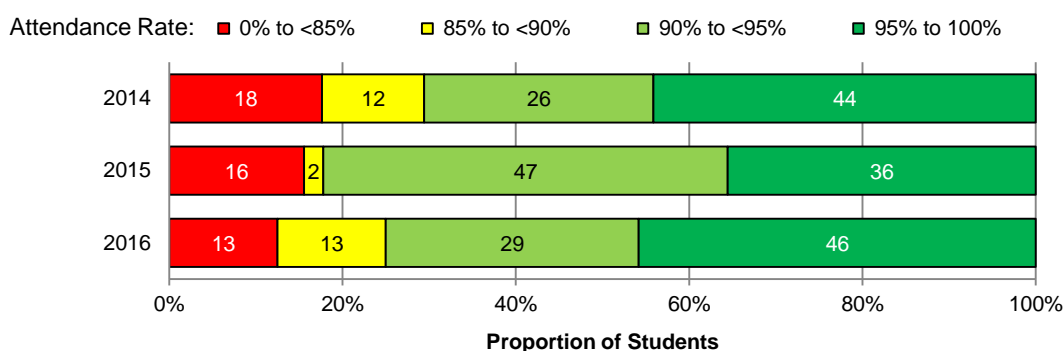
\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	97%	89%	96%	81%	96%	92%	88%	DW
2015	91%	95%	85%	97%	86%	93%	96%	N/A
2016	95%	92%	95%	89%	96%	DW	95%	N/A

#### 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 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 morning roll marking, 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

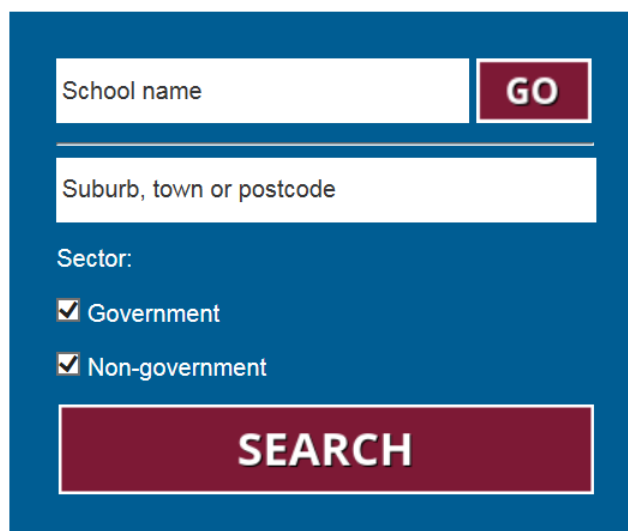
an Exemption from Compulsory Schooling Form and submit to the principal for consideration. Further information outlining our Attendance Policy can be found in our Student Enrolment Pack.

## 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

A search form titled 'Find a school' with a blue background. It contains a text input field for 'School name' with a red 'GO' button to its right. Below this is another text input field for 'Suburb, town or postcode'. Underneath is a 'Sector:' section with two checked checkboxes: 'Government' and 'Non-government'. At the bottom is 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.