Haigslea State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

Haigslea State School has been involved in education for over 140 years and has educated five 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 and all buildings are air conditioned. Our technology is state of the art with the latest equipment in desktop and laptop computers, interactove TV's and ipads. A well equipped library is also available. The staff make learning an enjoyable experience while giving the children a sound grounding. 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.

School progress towards its goals in 2018

The school improvement priorities for 2018 were:
- Develop a high quality, consistent approach to the teaching of reading.
- Continuously monitor student achievement in reading.
- Focus on high quality teaching practices.
- Create a collaborative network within the Small Schools Cluster.
- Establish opportunities for parents to engage in classroom learning and school initiatives.

The following progress was made towards each goal:

Develop a high quality, consistent approach to the teaching of reading.
- Audited and reviewed current pedagogical practices.
- Utilised I4S funds to engage additional staff members to support students to reach their targets in reading.
- Developed a whole school reading framework that is research based and aligned to the Australian Curriculum.

Continuously monitor student achievement in reading.
- Implemented and engaged in regular data review cycles to inform improvement, guide teaching and prompt early intervention.
- Further developed teacher expertise in data analysis to inform effective teaching and learning.

Focus on high quality teaching practices.
- Implemented consistent classroom pedagogical practices in the teaching of reading.
- Reviewed and implemented a whole school assessment and data collection programme including diagnostic testing to inform teaching practices as identified in the Investing 4 Success school plan.

Create a collaborative network within the Small Schools Cluster.
- Allowed opportunities for classroom moderation conversations between teachers within the cluster and local schools.
- Enhanced relationship between principals in the Small Schools Cluster by engaging in PLC's and Networking opportunities.

Establish opportunities for parents to engage in classroom learning and school initiatives.
- Delivered ongoing parent support through Twilight sessions aligned to school strategies and initiatives.
- Engage parents and community members in classroom practices through newsletter items, parade presentations and goal setting celebrations.

Future outlook

School Improvement Priorities 2019: Improving Literacy through the continued implementation of the Australian Curriculum.

Continue to implement a high quality, consistent approach to the teaching of literacy.
- Audit and review current pedagogical practices and adjust Pedagogical Framework accordingly.

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- Utilise I4S funds to engage additional staff members to support students to reach their targets in reading and writing
- Finalise the whole school literacy framework that is research based and aligned to the Australian Curriculum.

Continuously monitor student achievement
- Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention.
- Further develop teacher expertise in data analysis to inform effective teaching and learning.

Focus on high quality teaching practices
- Review and implement a whole school assessment and data collection programme including diagnostic testing to inform teaching practices as identified in the Investing 4 Success school plan.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	46	58	74
Girls	22	29	34
Boys	24	29	40
Indigenous	3	5	8
Enrolment continuity (Feb. – Nov.)	91%	96%	97%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	17	20	23
Year 4 – Year 6		17	28
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 and Lowood State High Schools.

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

- Cricket Gala Day – cricket skills development day

- Sporting Schools

- 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 5-6 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 TV's 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 25 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.

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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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	89%	100%	100%
• this is a good school (S2035)	89%	100%	100%
• their child likes being at this school* (S2001)	89%	100%	89%
• their child feels safe at this school* (S2002)	89%	100%	100%
• their child's learning needs are being met at this school* (S2003)	89%	89%	100%
• their child is making good progress at this school* (S2004)	89%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	89%	89%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	89%	89%	100%
• teachers at this school treat students fairly* (S2008)	89%	100%	78%
• they can talk to their child's teachers about their concerns* (S2009)	89%	89%	100%
• this school works with them to support their child's learning* (S2010)	89%	89%	100%
• this school takes parents' opinions seriously* (S2011)	89%	89%	89%
• student behaviour is well managed at this school* (S2012)	100%	100%	78%
• this school looks for ways to improve* (S2013)	89%	89%	78%
• this school is well maintained* (S2014)	100%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree[#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	96%

Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	96%
• teachers treat students fairly at their school* (S2041)	100%	94%	83%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	91%
• their school takes students' opinions seriously* (S2043)	91%	100%	91%
• student behaviour is well managed at their school* (S2044)	100%	100%	82%
• their school looks for ways to improve* (S2045)	100%	100%	95%
• their school is well maintained* (S2046)	100%	100%	92%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	96%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	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)	80%	80%	100%
• 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)	80%	100%	100%
• staff are well supported at their school (S2075)	60%	80%	100%
• their school takes staff opinions seriously (S2076)	60%	80%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	80%	75%
• their school gives them opportunities to do interesting things (S2079)	100%	80%	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 education programs

The school has developed and implemented a programs that focus on appropriate, respectful, equitable 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	2
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	17,422	9,239	22,890
Water (kL)	105		132

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector	▼	School type	▼	State	▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	6	7	0
Full-time equivalents	4	3	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	4
Diploma	1
Certificate	

*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 2018 were $3842.35

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
- Whole school trained in Sheena Cameron Writing.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	93%	95%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

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Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	94%	91%
Attendance rate for Indigenous** students at this school	84%	92%	83%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	94%	86%
Year 1	92%	94%	93%
Year 2	95%	93%	91%
Year 3	89%	94%	92%
Year 4	96%	93%	91%
Year 5	DW	97%	91%
Year 6	95%	98%	88%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate
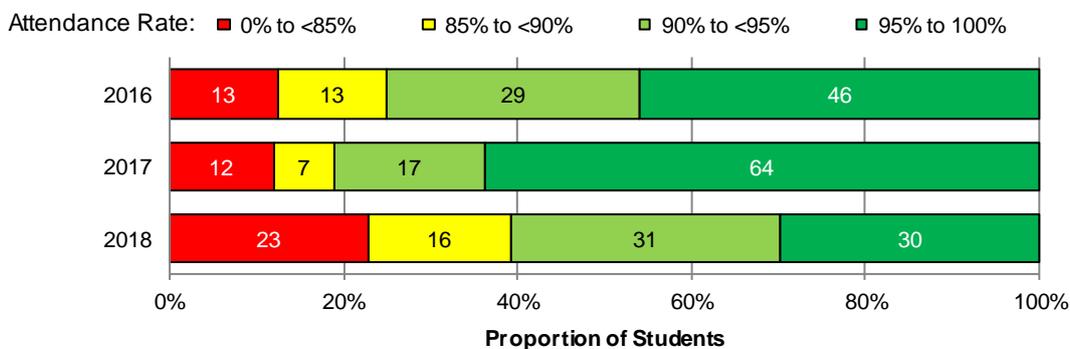
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.