

Harristown State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to Harristown State School. Our School Annual Report is presented here as an overview of the many successes achieved in our school over the past year. In this document, we have endeavoured to share the focus that guided school decision making processes and operations, and which enabled our students to feel part of our school community which constantly strives for "Success through Excellence".

School progress towards its goals in 2015

In 2015 our school identified the following goals that were outlined as key priorities in our Annual Operational Plan and they were: Performance in Reading, Implementation of the National Curriculum, Staff Development and Performance, Community Confidence and Positive School Climate through the implementation of the Positive Behaviour for Learning framework. A consistent approach to reading has been implemented across the school with all students and staff ensuring staff are trained with the latest reading strategies to ensure progress in reading for all students. The employment of a Curriculum Support Teacher has provided extra support for teachers in planning time and implementation of the Australian Curriculum.

Staff have been released to work on their development through planning, observations and feedback with the Principal. Community Confidence is being covered through the schools Parents and Community engagement Plan including connections with early childcare providers around the transitioning of students to Prep. A team of staff are working through the Positive Behaviour for Learning framework and receiving great results with strong improvements in behavior demonstrated across the student body. In addition and in line with the Annual Implementation Plan the schools improvement agenda focuses on Higher Academic Achievements, Higher Attendance and Higher Positive Behaviours.

Future outlook

Following a Priority School Review in 2015 the improvement agenda for Harristown State School in 2016 has the following focus improvement strategies:

Review the existing pedagogical framework, ensure alignment with preferred practice and school priority needs and establish clear expectations regarding the model for explicit instruction that is to be enacted across the school.

Further develop and embed school-wide processes for Positive Behaviours for Learning (PB4L) processes.

Persist with the focus on improving the attendance of student's through engagement with parents and community support agencies.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	326	174	152	98	86%
2014	352	175	177	80	88%
2015	311	155	156	74	82%

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 2015, 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:

Our school population is evenly divided across boy/girl gender distribution. We have a reasonably transient student population and a significant percentage of our students derive from homes where parents are unemployed or live in single parent families. Approximately 25% of our students identify as either Aboriginal or Torres Strait Islander backgrounds. We have also an increasing number (over 10%) of enrolled students for whom English is a Second Language and who have recently arrived in Australia from other countries. Therefore we are a multi-cultural school community who value diversity and practice inclusion in our school operations.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	23	21
Year 4 – Year 7 Primary	26	26	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	72	64	48
Long Suspensions - 6 to 20 days	3	2	0
Exclusions	1	2	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.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings:

- Literacy and Numeracy Intervention
- English as a Second Language (ESL) program
- Special Education Programs
- Instrumental Music Programs
- Language Other than English (Indonesian)
- Metalinguistic Language programs in Prep – Year 2
- Support-a-Talker Program
- Multi-Lit and Mini-Lit Reading support programs
- Words Their Way

Extra curricula activities

- Kids Hope mentoring program
- Year 6 Boys and Year 6 Girl's Program
- After School Care from 3.00-6.00pm by PCYC
- Social Skilling Programs
- Indigenous Education support programs
- Choir
- Organised Lunchtime programs
- Student Council
- Goolburi Family Support Programs
- Interschool Sport

How Information and Communication Technologies are used to improve learning

In recent years, a significant amount of school funds have been expended on ensuring school connectivity exists for ICT to be available to all classes, and for it to become integral as part of teaching and learning.

Our students have access to two stand-alone Computer Laboratories which provide up-to-date facilities for individual and general class use. Students are also given access to use of computers during lunch breaks, thus giving additional opportunities to access ICT programs and software. All students have been enrolled for Literacy Planet, Reading Eggs and Mathletics, and these programs are enhancing student enjoyment and progress in the areas of literacy and numeracy. All teachers have been issued with personal laptops which enable them to use these in conjunction with classroom data projectors and internet access. ICT usage is integrated into all Curriculum Learning Areas, and viewed as a vital tool to enhance teaching and learning processes within our school. All school buildings are connected to the school network and access points located throughout locations in the school enable wireless capability. Each year level has a set of 5 ipads that they use to compliment the curriculum.

Social Climate

Harristown State School focuses on quality relationships being built and which align to our 4 school values of Respect, Responsibility, Learning and Safety. Student from Prep to Year 6 inclusive undertake a 30 minute Positive Behaviour for Learning lesson each week where desirable behaviours are explicitly taught and modelled in line with the values and our school setting. Our school culture has undergone a major refocus whereby students are encouraged to attain “self-managing” status with articulated high expectations and behaviour requirements. Our school motto is “Towards Excellence Together” and both staff and students are constantly doing their utmost to demonstrate this goal in all of the interactions and learning activities. Students are supported by additional school programs such as school volunteers assisting in reading and mentoring programs, as well as Chaplaincy services and extra-curricular offerings.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	94%	75%
this is a good school (S2035)	88%	94%	75%
their child likes being at this school (S2001)	96%	100%	75%
their child feels safe at this school (S2002)	83%	100%	75%
their child's learning needs are being met at this school (S2003)	83%	94%	75%
their child is making good progress at this school (S2004)	88%	94%	75%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	75%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	87%	94%	75%
teachers at this school motivate their child to learn (S2007)	96%	100%	75%
teachers at this school treat students fairly (S2008)	83%	94%	75%
they can talk to their child's teachers about their concerns (S2009)	91%	100%	75%
this school works with them to support their child's learning (S2010)	92%	89%	75%
this school takes parents' opinions seriously (S2011)	86%	94%	75%
student behaviour is well managed at this school (S2012)	74%	83%	75%
this school looks for ways to improve (S2013)	90%	94%	75%
this school is well maintained (S2014)	87%	100%	75%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	96%	95%	95%
they like being at their school (S2036)	94%	94%	88%
they feel safe at their school (S2037)	96%	92%	84%
their teachers motivate them to learn (S2038)	100%	95%	95%
their teachers expect them to do their best (S2039)	97%	97%	98%
their teachers provide them with useful feedback about their school work (S2040)	98%	98%	93%
teachers treat students fairly at their school (S2041)	93%	79%	86%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they can talk to their teachers about their concerns (S2042)	95%	90%	83%
their school takes students' opinions seriously (S2043)	94%	78%	83%
student behaviour is well managed at their school (S2044)	80%	84%	75%
their school looks for ways to improve (S2045)	98%	94%	95%
their school is well maintained (S2046)	94%	89%	90%
their school gives them opportunities to do interesting things (S2047)	93%	98%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	78%	86%	100%
they feel that their school is a safe place in which to work (S2070)	78%	86%	100%
they receive useful feedback about their work at their school (S2071)	65%	81%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	95%	100%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	85%	89%	100%
student behaviour is well managed at their school (S2074)	48%	69%	100%
staff are well supported at their school (S2075)	55%	81%	100%
their school takes staff opinions seriously (S2076)	64%	88%	100%
their school looks for ways to improve (S2077)	85%	97%	100%
their school is well maintained (S2078)	73%	97%	93%
their school gives them opportunities to do interesting things (S2079)	76%	91%	97%

'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

Parents are encouraged to take an active part in supporting school activities. Harristown State School promotes clear communication between home and school. Parents are encouraged to contact their child's teacher to follow up any issue that develops and to seek to resolve concerns to mutual satisfaction. The school uses ID attend, Q Schools app and Facebook to communicate with parents and community.

Teachers are encouraged to contact parents should they have any concerns about individual student academic progress or welfare. The Harristown SS Parents and Citizen's Association attracts support from parents (and staff) and is the official forum through which parents can become involved in all facets of school operations. The hard efforts of the P&C in the area of fund raising are highly valued and vital in ensuring that additional resources are available within our school.

Reducing the school's environmental footprint

In 2010, a substantial amount of funds were expended on setting up additional computer laboratories and the purchase of PCs in an increased number of classrooms. With the increased availability of electrical items (and technology being used as a vital part of general teaching), teachers have been very active in ensuring that lights, computers and other electrical items are switched off after use. We have continued to proactively emphasise the need for staff and students to reduce our carbon footprint and to become more ecologically conscious. However the increased access for both staff and students

to computers and increased reliance of Internet as an integral part of our learning pedagogy, has resulted in an increase in electricity usage has corresponded with improved Information and Communication Technology improvements in our school in recent times. Our water consumption is also being very closely monitored, particularly in times of drought when we need to ensure water levels in our school swimming pool remain at required level.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	138,307	890
2013-2014	129,181	0
2014-2015	139,919	

*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.

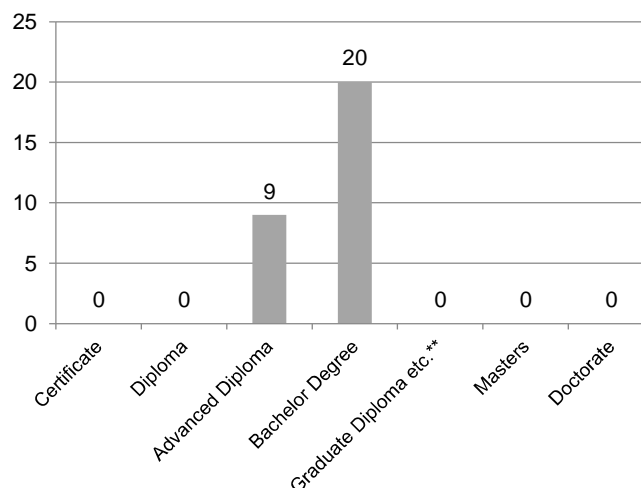
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	29	30	<5
Full-time equivalents	25	19	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	9
Bachelor Degree	20
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	29



*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 2015 were \$25,735.90

The major professional development initiatives are as follows:

Explicit Instruction (Archer and Hughes)
 Assistive Technology - Ipads
 Enhancing ICT knowledge and usage
 First Aide
 Student protection Policy
 Asbestos Training
 Code of Conduct
 Positive Behaviour for Learning
 Functional Behaviour Analysis
 PBL - ECPs
 Essential Skills in Classroom Management

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	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 2015 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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

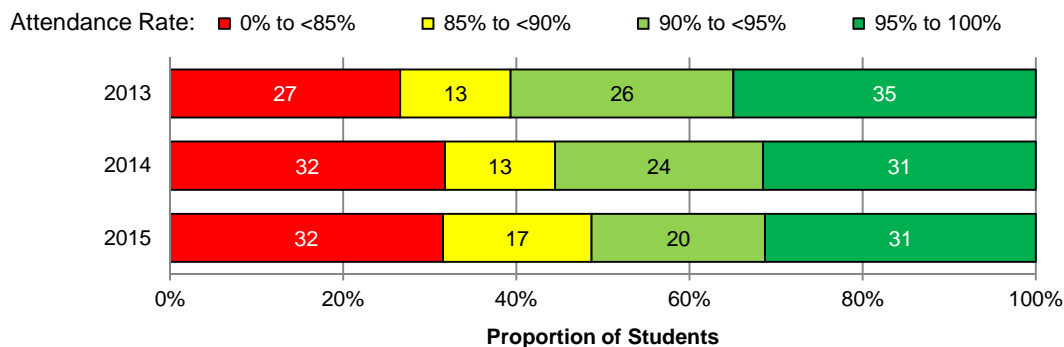
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	85%	92%	90%	89%	87%	91%	90%	88%					
2014	89%	88%	90%	89%	84%	89%	90%	87%					
2015	88%	89%	89%	89%	92%	88%	88%	DW					

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. 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.

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 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.

Rolls are marked by classroom teachers both at the beginning and conclusion of each day, and entered directly into our electronic rolls on our school network- ID attend and then Oneschool Any student who has a legitimate reason for exiting the school during the school day are required to go to the school office and to be "signed out" through the Administration. Parents and caregivers are required to provide reasons for student absence either via a phone call or a written explanation. If you a student has an unexplained absence, parents receive a text message requesting an explanation. Any student who is absent for a period greater than 5 days is followed up by a member of the Admin team, who will require a reasonable explanation and/or the arranging of a parental meeting with school personnel. Continuing long term unexplained absences are addressed through the approved Education Queensland Truancy procedures. The school has invested in the ID Attend program to assist tracking absenteeism and alerting parents immediately.

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.

Find a school

Where it says '**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.