Harristown State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Harristown State School was established in 1911 as a Primary school in Toowoomba. The student population is about 400 students with relatively equal numbers across all year levels from Prep to Year 6. Our school has embraced the four Positive Behaviour for Learning Values of Respect, Responsibility, Learning and Safety and our school motto is 'Towards Excellence Together'. Our school offers a full and balanced curriculum in the Key Learning Areas of English, Mathematics, Science, HASS, the Arts, Health and Physical Education. A wide extra-curricular program is also offered which includes sporting teams, structured play programs, Shine and Strength program for Year 6 students and Instrumental Music program. Our school facilities are well maintained and include two sporting ovals, two Sporting Halls and Swimming Pool. A strong Specialist Intervention program called the Heroes Academy is delivered to students who require support in subject areas. Students are also supported in pastoral care programs which include mentoring opportunities and access to our School Chaplain. The school also has a strong focus on the mental health and wellbeing of our students and staff utilising a variety of support programs including Zones of Regualtion which aligns with the Positive Behaviour for Learning framework.

Principal's Forward

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 guides school decision making processes and operations, and which enabled our students to feel part of our school community which constantly strives for "Success Towards Excellence".

School Progress towards its goals in 2016

Following a Priority School Review in 2015 the improvement agenda for Harristown State School in 2016 had the following focus improvement strategies with relevant progress and successes:

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. *The pedagogical framework was updated and explicit instruction processes were developed as part of the whole school approach to teaching and learning. The initial roll out was through the focus area of reading where reviewers noted consistent EI practices in all classrooms and across all staff.*

Further develop and embed school-wide processes for Positive Behaviours for Learning (PB4L) processes*. The PBL Team began the roll out of Tier Two processes with whole staff training and the introduction of a classroom problem solving team. The school improvement review team reported that the PBL Tier One process were embed in the whole school and the staff and school community were to be complimented on this consistency.*

Persist with the focus on improving the attendance of student's through engagement with parents and community support agencies. *The attendance processes were modified and the follow up with departmental policy was used with a number of families in 2016 to improve the attendance of students with an attendance rate of below 85%. The whole school attendance rate increased by 1% from the previous year with more processes and external agency supports in place.*

Future Outlook

The school improvement agenda for 2017 includes three areas of improvement focus that build on the progress attained in the previous year's school review.

The development of an engaging curriculum and pedagogy that allows teachers to create units of work that cater for students' needs. Teachers will start by modifying English units and creating HASS units to suit their students.

Continue the focus PBL and attendance with the roll out of Tier 2 processes and maintaining strong working relationships with external agencies supporting families with attendance of students at risk.

A focus on the Mental Health and Wellbeing of students and staff through upskilling all staff on the impact trauma and mental health issues have on students ability to learn. Processes and programs will also be put in place to support the Mental Health and Wellbeing of students and staff.

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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)
2014	352	175	177	80	88%
2015*	311	155	156	74	82%
2016	383	189	194	94	90%

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

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

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

AVERAGE CLASS SIZES			
Phase	**2014**	**2015***	**2016**
Prep – Year 3	23	24	25
Year 4 – Year 7	26	23	25
Year 8 – 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.

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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

Co-curricular Activities
• Kids Hope mentoring program
• Year 6 Boys and Year 6 Girls 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 Assist 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 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 enabling wireless capability. Each year level has a set of 5 ipads that they use to compliment the curriculum.

Social Climate

Overview
Harristown State School focuses on quality relationships being built and which align to our 4 school values of Respect, Responsibility, Learning and Safety. Students 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

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Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	75%	90%
this is a good school (S2035)	94%	75%	95%
their child likes being at this school* (S2001)	100%	75%	90%
their child feels safe at this school* (S2002)	100%	75%	90%
their child's learning needs are being met at this school* (S2003)	94%	75%	86%
their child is making good progress at this school* (S2004)	94%	75%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	75%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	75%	90%
teachers at this school motivate their child to learn* (S2007)	100%	75%	90%
teachers at this school treat students fairly* (S2008)	94%	75%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	75%	90%
this school works with them to support their child's learning* (S2010)	89%	75%	90%
this school takes parents' opinions seriously* (S2011)	94%	75%	86%
student behaviour is well managed at this school* (S2012)	83%	75%	90%
this school looks for ways to improve* (S2013)	94%	75%	90%
this school is well maintained* (S2014)	100%	75%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	95%	98%
they like being at their school* (S2036)	94%	88%	95%
they feel safe at their school* (S2037)	92%	84%	94%
their teachers motivate them to learn* (S2038)	95%	95%	95%
their teachers expect them to do their best* (S2039)	97%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	93%	88%
teachers treat students fairly at their school* (S2041)	79%	86%	83%
they can talk to their teachers about their concerns* (S2042)	90%	83%	75%
their school takes students' opinions seriously* (S2043)	78%	83%	79%
student behaviour is well managed at their school* (S2044)	84%	75%	74%
their school looks for ways to improve* (S2045)	94%	95%	95%
their school is well maintained* (S2046)	89%	90%	94%
their school gives them opportunities to do interesting things* (S2047)	98%	93%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	86%	100%	100%
they feel that their school is a safe place in which to work (S2070)	86%	100%	98%
they receive useful feedback about their work at their school (S2071)	81%	97%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	89%	100%	97%
student behaviour is well managed at their school (S2074)	69%	100%	95%
staff are well supported at their school (S2075)	81%	100%	93%
their school takes staff opinions seriously (S2076)	88%	100%	92%
their school looks for ways to improve (S2077)	97%	100%	98%
their school is well maintained (S2078)	97%	93%	83%
their school gives them opportunities to do interesting things (S2079)	91%	97%	90%

* 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

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 is highly valued and vital in ensuring that additional resources are available within our school.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The departments Respectful Relationships program is used across all year levels in place of the Health units.

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	64	48	71
Long Suspensions – 6 to 20 days	2	0	0
Exclusions	2	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

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The school has purchased energy efficient reverse cycle units for a number of classrooms that reduce that amount the wall mounted electric heaters are used. Teachers monitor the use of heating and cooling in the school and only use devises when needed.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	129,181	0
2014-2015	139,919	
2015-2016	7,491	

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.**

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	34	33	<5
Full-time Equivalents	28	20	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	9
Bachelor degree	25
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 $ 41547.87

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
Mental Health and Wellbeing

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.	96%	93%	95%

Proportion of Staff Retained from the Previous School Year

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From the end of the previous school year, 98% 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).	88%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	84%	85%

*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%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**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**
2014	89%	88%	90%	89%	84%	89%	90%	87%					
2015	88%	89%	89%	89%	92%	88%	88%	DW					
2016	90%	92%	89%	88%	89%	90%	91%						

*Attendance rates effectively count 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:
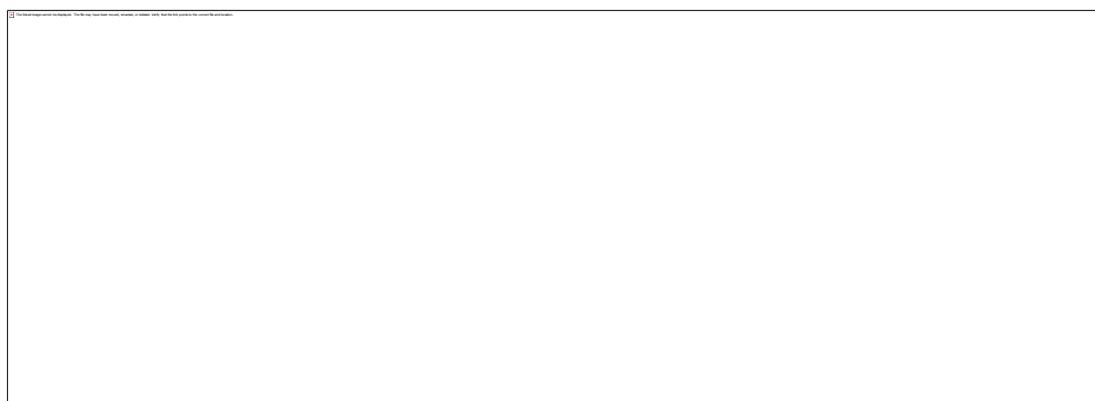
Description of how non-attendance is managed by the school

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 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.

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.**

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.

Conclusion

The staff and school community are very committed to providing a safe and supportive learning environment for the students of Harristown State School. We continue to reflect and build on our processes and trust you have enjoyed reading about our progress and successes in 2016.