



Haden State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Haden State School is located in the Toowoomba District. The school was established in 1912 and services a farming community (beef, dairying, grain and olives). Haden is approximately 23 kilometres North West., of Crows Nest. Haden State School is committed to striving for excellence in learning and teaching, including preparing students for lifelong learning that empowers individuals and groups and enriches society, responsiveness to changing needs and responsiveness to social, cultural and geographical diversity. Another commitment is to striving for excellence in our performance, including openness and fairness in decision making, high professional standards and ethics, accountability for actions and outcomes, effectiveness and efficiency, respect and recognition for people, participation and consultation and responsiveness to clients. There is also a commitment to striving for excellence in consultation and participation through developing a shared vision for the future, working in partnership with staff, students, parents and the wider community, valuing people and their contributions to high-quality state schooling and effective, open communication.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

The key priority for School Improvement in 2016 was Writing. Reading and Spelling continue to be supported by our priority of Writing. Naplan results for 2016 demonstrated an overall trending of improvement in Writing, Reading and Spelling. We believe that embedding excellent teaching and learning practices across the school is evolving and progressing steadily.

Future Outlook

Haden State School's focus for 2017 will be to improve the teaching and learning of writing through the continued roll out of explicit instruction of writing strategies across the school. The teaching staff has accessed professional development in the area of writing. Internal professional development will be a high priority to review and renew capability. Regular internal moderation will measure progress of this initiative, as will future Naplan Writing tasks and regional moderation. The focus on writing will also positively influence improvement of Reading and improvement of Spelling.

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	12	6	6		67%
2015*	24	7	17	1	90%
2016	25	10	15	1	73%

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

Haden State School students come from a mixed socio-economic and predominantly rural background with a small fraction from rural-urban families. A proportion of students are second or third generation at the school and there is a growing number of new families entering the district. Enrolments have now decreased slightly, with a steadying trend beginning to be observed.

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	14	13	12
Year 4 – Year 7			
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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Students at Haden are very privileged to be able to work in a highly supportive environment with an unrivalled support staff ratio considering the number of students at the school. The small cohort is supported by at least two staff members in the class for the majority of lessons. Students with special needs are well catered for by a team approach including the learning support teacher, classroom teachers and Advisory Visiting Teachers. Consequently, the school is strategically resourced to provide the additional support where required.

Haden State School Playgroup operates free of charge at Haden State School on Wednesday mornings from 9am -11am. Children and their parents come together to enjoy activities, play and conversation.

Co-curricular Activities

Haden State School offers:

ANZAC Parades at Goombungee for Goombungee/Haden ANZAC Day Ceremony.

Annual Athletics Days held with Goombungee State School at Goombungee State School in Term 3.

Excursions connected to Key Learning Areas and curriculum programs.

Swimming 'camps' of swimming instruction over four consecutive days for maximum outcomes for students.

Showcase Days at the end of term.

Transition Programs - Year 6 students participate in visits to Oakey High School and Highfields College, as part of a Transition Program. Prep-Preps are invited to join in classroom activities after attending Playgroup on Wednesdays in Term 4.

Camps - Every other year, Whole School Camps are offered to all students from P-6. The 2016 Whole School Camp was held at Currumbin Farm School in June.

Art entries in the Goombungee/Haden and Crow's Nest Shows.

Community participation: 'Yarn bombing' trees at Haden State School and in Crow's Nest Day, for Goombungee's Jacaranda Festival. ANZAC Parades at Goombungee for Goombungee/Haden ANZAC Day Ceremony.

How Information and Communication Technologies are used to Assist Learning

All year levels use computers on a daily basis. High level usage is enabled by a student to computer ratio just less than 1:1. Computers and ICT are integrated into all key learning areas across the school and are viewed as being one more vital tool to enhance and support learning.

Students have access to iPads, Android devices, digital cameras, interactive whiteboards, scanning and printing equipment.

Internet and email facilities are available to all students. All students have their own username and password for the internet and email, and their own folders to store published work on the school network.

Teachers have been provided with a laptop (C4T) for use in planning, preparation, record keeping and reporting.

All technical issues are directed to the IMS service centre when problems arise.

Social Climate

Overview

Effective and timely communication between staff, parents and students is the cornerstone of positive relationships within the school. Our school operates on an accountable and transparent policy which encourages, invites and welcomes parents to discuss their child's progress openly and honestly.

Parent, Student and Staff Satisfaction

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)	100%		100%
this is a good school (S2035)	100%		100%
their child likes being at this school* (S2001)	100%		100%
their child feels safe at this school* (S2002)	100%		100%
their child's learning needs are being met at this school* (S2003)	100%		100%
their child is making good progress at this school* (S2004)	100%		100%
teachers at this school expect their child to do his or her best* (S2005)	100%		100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%		100%
teachers at this school motivate their child to learn* (S2007)	100%		100%
teachers at this school treat students fairly* (S2008)	100%		100%
they can talk to their child's teachers about their concerns* (S2009)	100%		100%
this school works with them to support their child's learning* (S2010)	100%		100%
this school takes parents' opinions seriously* (S2011)	100%		100%
student behaviour is well managed at this school* (S2012)	100%		100%
this school looks for ways to improve* (S2013)	100%		100%
this school is well maintained* (S2014)	100%		100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	86%	100%
they like being at their school* (S2036)	88%	100%	100%
they feel safe at their school* (S2037)	100%	100%	89%
their teachers motivate them to learn* (S2038)	100%	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)	88%	71%	100%
teachers treat students fairly at their school* (S2041)	88%	100%	89%
they can talk to their teachers about their concerns* (S2042)	100%	86%	100%
their school takes students' opinions seriously* (S2043)	86%	71%	100%
student behaviour is well managed at their school* (S2044)	75%	86%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	86%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	75%	71%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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%	100%	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%	86%	100%
staff are well supported at their school (S2075)	60%	100%	100%
their school takes staff opinions seriously (S2076)	80%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	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.

Parent and community engagement

At Haden State School we value parental involvement in their child's education. The following strategies are employed in order to keep that involvement alive:

Informal conversation every afternoon at the front of the school after dismissing students at the end of day.

Phone calls to inform parents of positive and/or negative events in their child's education.

Items in the newsletter recognising students of the week, student achievement in academic, artistic and sporting challenges.

Invitations issued for parents to join classes on excursions, to help as volunteers in the classroom or to attend special events, ie., drama presentations and sports days.

Letters and certificates sent home to parents in recognition of student achievement or involvement in school based activities.

Letters sent home requesting parental support for students making inappropriate choices.

Parent involvement through P&C meetings and fund raising activities.

Formal requests for interviews along with informal conversations before and after school.

Respectful relationships programs

Haden State School has developed and implemented a program that focus on appropriate, respectful and healthy relationships. At Haden State School we focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to 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	0	11	5
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 ongoing expenditure on energy efficient facilities projects has seen Haden State School maintain efficient energy saving devices. We encourage responsible behaviours including turning off electrical equipment during non-use periods.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	11,894	1
2014-2015	11,365	
2015-2016	4,851	

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

GO

Sector:

Government

Non-government

SEARCH

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	3	6	0
Full-time Equivalent	2	2	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	2
Diploma	1
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 \$4 776

The major professional development initiatives are as follows:

- Positive Behaviour for Learning Training
- LEM Phonics
- St John's Ambulance First Aid Course
- Seven Steps to Writing Success Training
- Anita Archer Workshop
- Cluster Meetings
- Business Meetings

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%	97%	97%

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 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).	94%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).		DW	DW

*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%.

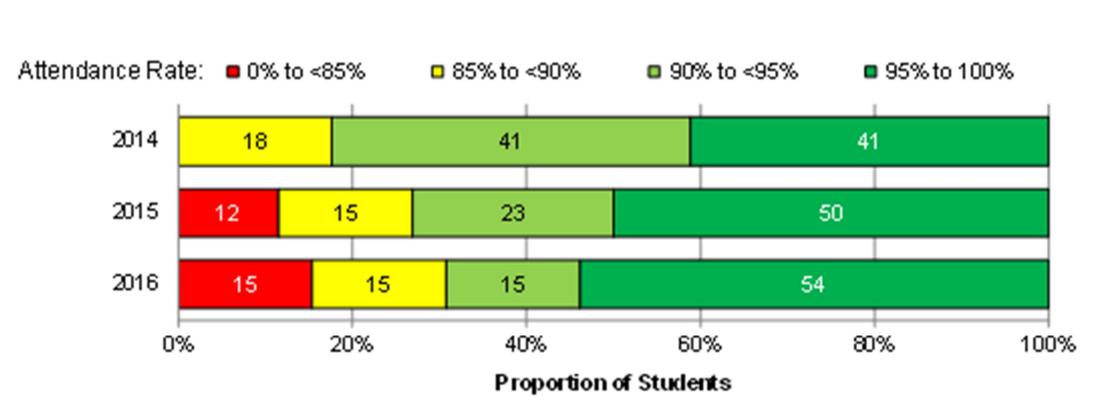
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	94%	DW	DW	94%	96%	91%	DW					
2015	84%	94%	97%	92%	99%	96%	DW						
2016	DW	87%	93%	96%	89%	98%	97%						

*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.

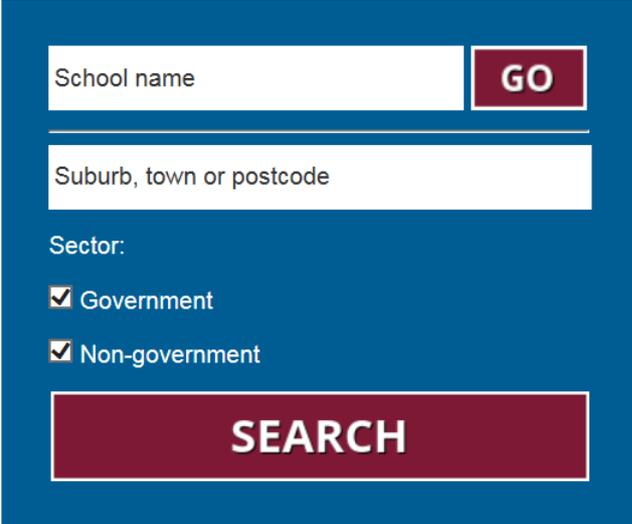
Parents are called on the morning of the first day of unexpected absence to inform them of their child's absence, to give parents the opportunity to explain and also for the school to offer support to assist student attendance. Attendance Data is monitored weekly, announced to students, included in the school newsletter and prominently displayed around the school. Students are regularly rewarded for excellent attendance on parade and any student achieving 100% attendance over the entire year is given recognition and an award.

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

Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

following 'Find a school' text box.

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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.

