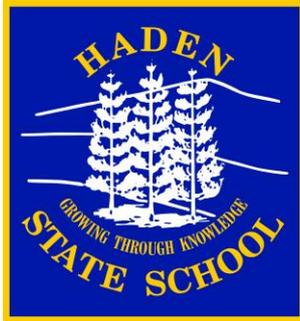


# Queensland State School Reporting – 2012

## Haden State School (1329)



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Contact Person	Mr Andrew Kiss

### Principal's foreword

#### Introduction

The Haden State School 2012 School Annual Report outlines pertinent information for your perusal regarding our school culture, climate and performance; a 'snapshot' of the 2012 school year.

#### School progress towards its goals in 2011

The school has been intensely focused on the achievement of all major aims across the five domains of our Annual Implementation Plan for 2012. While the major of objectives have been successfully addressed (integrating Curriculum to Classroom (C2C), holding a highly successful Centenary, ongoing professional development, and improvements in student achievement) there remained a need to further engage with the school's SEMP (School Environment Management Plan) and EATSIPS (Embedding Aboriginal and Torres Strait Islander Perspectives in School) agendas, as well as the formalisation of peer classroom visits for staff.

#### Future outlook

Key priorities for 2013 include:

- The utilisation of consistent language across the school, especially when engaging with reading comprehension and problem solving strategies.
- Improving teacher practice by further embedding the feedback culture.
- Integrate the Regional priorities of explicit instruction and warm-ups.
- The successful integration of History within the school curriculum.
- Increased focus on productive staff interaction, through a formalised process.

# Our School at a Glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	11	3	8	100%
2011	9	3	6	100%
2012	10	4	6	100%

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

## Characteristics of the student body:

Haden State School students are from a mixed socio-economic and predominantly rural background with a small fraction from rural-urban families. A large proportion of students are second or third generation at the school and there is a minority of new families. Enrolments have declined over the previous years, however student numbers remain steady at between 9 and 12, with an upward trend beginning to be observed.

## Average Class Sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 7	10	9	10

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

Students at Haden are very privileged to be able to work in a highly supportive environment with unrivalled support staff considering the number of students at the school. The small cohort is supported by at least two adults in the class during the majority of lessons, especially during the critical learning sessions between 9:00am and 11:00am, where typically three staff provide support. Students with special needs are well catered for and the school is strategically resourced to provide the additional support where required.

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### Extra curricula activities

We offer:

Sporting competitions between cluster Small Schools (when available)

Excursions connected to Key Learning Areas and curriculum programs

Swimming lessons

School Concert – Music teacher holds a special concert for families and community members.

Transition Program - The Year 6 and 7 students participated in a number of visits to Oakey High School as part of a Transition Program developed by the Middle Schooling group.

Pre-Prep Visits – Preps are invited to the school on several occasions in Term 4.

Camp – Year 6 and 7 students are invited by Quinalow State School to join their upper school camp to Tallebudgera (when available).

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

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### 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 greater 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, 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. 2012 saw the introduction of "Ed Studios" through the online Learning Place with relative success.

Teachers have been provided with a laptop (C4T) for use in planning, preparation, record keeping and reporting. The use of interactive whiteboards is also on the increase.

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

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### Social climate

Effective communication between staff, parents, and children is the cornerstone of positive relationships within the school. Our school operates on an Open Door Policy which encourages, invites and welcomes parents to discuss their child's progress openly and honestly.

Staff satisfaction levels – i.e. staff morale, support and training, work roles, work value and recognition – remain high and are above the levels recorded for State Schools.

All staff members are welcoming and supportive of our parent body, visitors and community members and demonstrate that they value the contributions which these people make towards keeping our school a great place to be.

# Our School at a Glance

## Parent, student and teacher satisfaction with the school

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	80.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	80.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	80.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	60.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	75.0%

# Our School at a Glance

their school takes students' opinions seriously*	50.0%
student behaviour is well managed at their school*	75.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

## Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	100.0%
with the individual staff morale items	80.0%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

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:

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 fund raising activities.

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

## Reducing the school's environmental footprint

A clear focus on ensuring the school's environmental footprint remains minimal has resulted in the stabilisation of electricity usage, a great result considering the school's increased use of IT infrastructure throughout the year. Although limited progress had been made in implementing the school's SEMP in 2012, the recent installation of more energy efficient lighting and new skylights further enhances the school's commitment to reducing its carbon footprint.

## Our School at a Glance

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	9,100	0
2010-2011	9,098	0
2011-2012	10,298	590

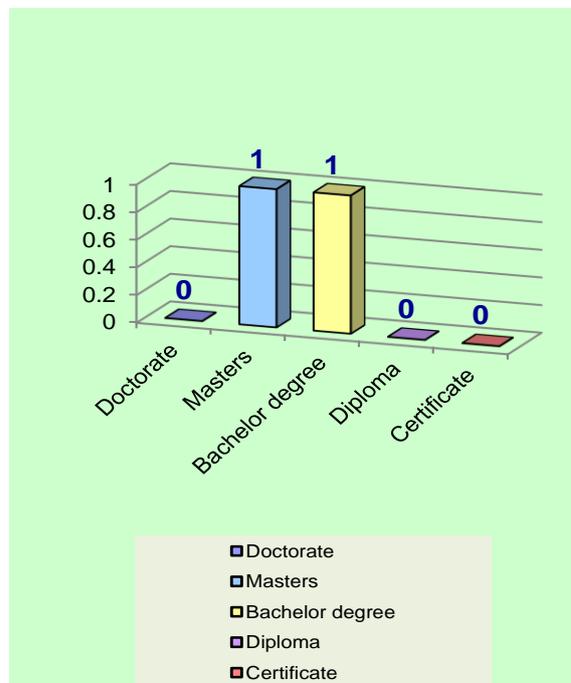
# Staff Profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time equivalents	1.4	1.7	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	1
Diploma	0
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was \$3526.

The major professional development initiatives are as follows:

First Aid, QASSP State Conference, History C2C Implementation, LibCode, QELI Growth Coaching, Difficult Conversations and in-house PD for behaviour management.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

## Staff Profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.3%	95.9%	95.8%

### 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 2012 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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

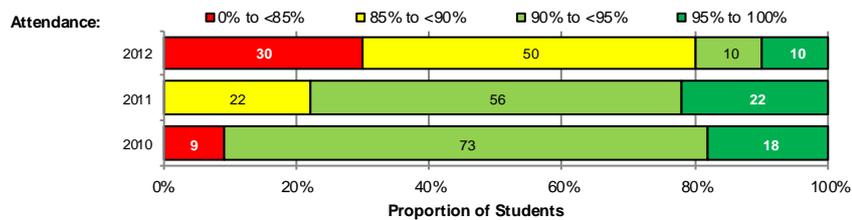
PLEASE NOTE: Due to the small overall student enrolment at this school, various factors impacting on attendance for a small number of students may have a statistically significant impact on the overall attendance data. Examples may include, but are not limited to family holidays taken during school days, grievance related absences and extended illness.

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	85%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

NOTE: Year level data is withheld due to small cohort sizes at this school.

## Student Attendance Distribution

The proportions of students by attendance range.



## Description of how non-attendance is managed by the school

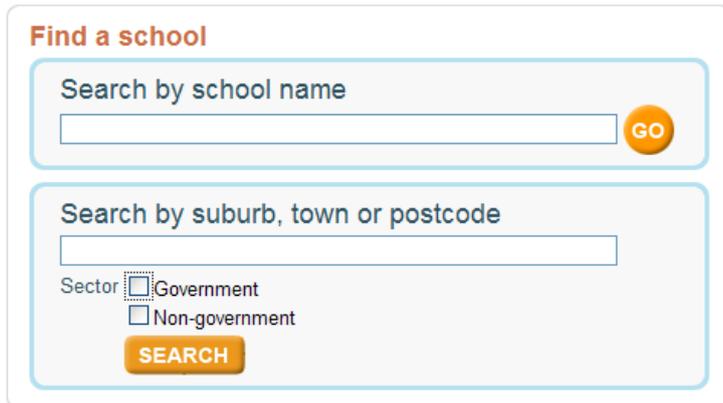
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

## Performance of our students

**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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" (which is selected) and "Non-government", and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

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

### **Achievement – Closing the Gap**

Not applicable in 2012.