Haden State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

Haden State School 2014 School Annual Report outlines pertinent information for your perusal regarding school culture, climate and performance; a 'snapshot' of the 2014 school year.

School progress towards its goals in 2014

Haden State School has been focused on implementing ACARA curriculum, including Geography and History, and increasing staff capacity to utilize contemporary pedagogy with a view to increasing student performance.

Future outlook

2015 will see ongoing implementation of The Australian Curriculum. The key priorities for 2015 include development of instructional leadership with a focus on workforce performance; develop productive partnerships with students, staff, parents and the community; and improve school performance.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	10	4	6	100%
2013	18	8	10	100%
2014	12	6	6	67%

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 growing number of new families entering the district. Enrolments have now increased over the last two years, with a steadying trend beginning to be observed.

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	10	16	14
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
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

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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 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.

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

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, 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. The use of interactive whiteboards is also on the increase.
All technical issues are directed to the IMS service centre when problems arise.

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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	80%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	80%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	60%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree[#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	88%
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%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	88%
teachers treat students fairly at their school* (S2041)	100%	100%	88%
they can talk to their teachers about their concerns* (S2042)	75%	100%	100%
their school takes students' opinions seriously* (S2043)	50%	100%	86%
student behaviour is well managed at their school* (S2044)	75%	67%	75%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	86%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	75%

Performance measure			
Percentage of school staff who agree[#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	80%

Performance measure			
Percentage of school staff who agree[#] that:	2012	2013	2014
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		83%	100%
student behaviour is well managed at their school (S2074)		100%	80%
staff are well supported at their school (S2075)		100%	60%
their school takes staff opinions seriously (S2076)		100%	80%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		86%	100%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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

The ongoing expenditure on energy efficient facilities projects had seen Haden State School convert all of its lighting to efficient energy saving devices and install a number of skylights in key strategic areas of the school, reducing the need to utilise lights on sunny days. The reduction in kWh in 2013-14 can also be attributed to some behavioural change which has seen a number of our electrical equipment being turned off during non-use periods.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	10,298	590
2012-2013	9,656	0
2013-2014	11,894	1

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time equivalents	1	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	**2**
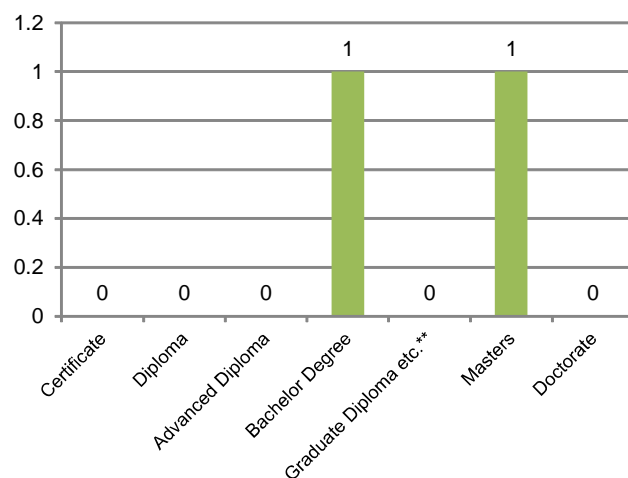
*Teaching staff includes School Leaders

**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 2014 were $3913.

The major professional development initiatives are as follows:

- QASSP Conference
- ITB Roadshow
- 7 Steps to Writing Success
- Numeracy and Fractions
- Anita Archer Workshop
- 2014 TBC Workshop

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	99%	96%

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 2014 school year.

Queensland
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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

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government
       SEARCH

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 webpage.

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

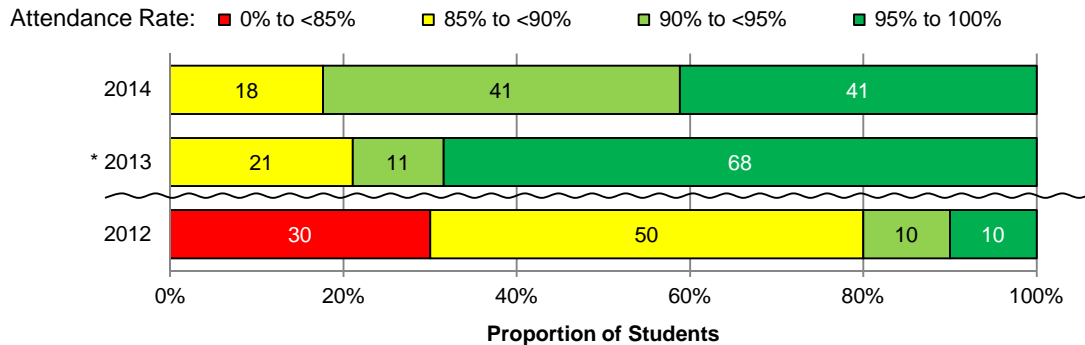| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	85%	94%	94%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)											
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	DW	82%		DW	DW	86%	DW					
2013	96%	DW	93%		98%	89%	94%					
2014	94%	DW	DW	94%	96%	91%	DW					

DW = Data withheld to ensure confidentiality.

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Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year			
2014	18	41	41
* 2013	21	11	68
2012	30	50	10 / 10

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Parents are called on the second day of unexpected absence to explain and also to offer support to assist student attendance.

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.**

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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.