



Haden State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	Post Office Haden 4353
Phone	(07) 4698 8164
Fax	(07) 4698 8156
Email	principal@hadenss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Elaine Brennan Principal

From the Principal

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 South 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.

School progress towards its goals in 2018

Goals 2018	Status
Increase the number of Year 3 and Year 5 students attaining Upper Two Bands in Naplan 2018 and maintain the improvement projection.	Achieved
Embed refined whole school planning and assessment schedule.	Achieved
Build on capacity of staff to demonstrate excellent delivery of contextualised and differentiated curriculum	Achieved
Staff engage with peers in like schools once per term	On going

Future Outlook

Explicit improvement agenda 2019	Targets	Timelines
Increase the percentage of students attaining 'B' standard or above in English from 32% at end of year, 2018, to 52% at end of year, 2019.	53%	End 2019
Embed Haden SS Teaching of Writing Framework within whole school planning and assessment schedule to effect target improvements in English.	Whole School	End 2019
Continue to prioritise school community relationships through improved and flexible methods of communication. School newsletters emailed to families in 2019 and continue to be uploaded School Website.	Whole School	End Term 3 2019
Build on coaching and feedback process to ensure excellent delivery of contextualise and differentiated curriculum.	All Staff	End 2019

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	25	22	32
Girls	10	12	15
Boys	15	10	17
Indigenous	1	2	1
Enrolment continuity (Feb. – Nov.)	73%	100%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 increased.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	12	9	17
Year 4 – Year 6		8	
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 Thursday mornings from 9am -10am. 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 at Cooyar Small Schools Athletics Day.

Excursions connected to Key Learning Areas and curriculum programs.

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

Show case 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 invited to join in classroom activities after attending Playgroup on Thursdays in Term 4.

Camps - Every other year, Whole School Camps offered to all students from P-6. Next camp held in 2020.

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

Community participation: Decorating trees at Haden State School and for Goombungee's Jacaranda Festival.

Annual Art Exhibition held at Goombungee's Rosalie Gallery.

Homework Club operates once a week on Mondays from 3:00-3:30pm.

How Information and Communication Technologies are used to Assist Learning

All year levels use computers on a daily basis. High usage is with a student to computer ratio 1.4:1. Computers and ICT integrated into all key learning areas across the school and viewed as being one more vital tool to enhance and support learning.

Students also have access to iPads, digital cameras, 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 provided with a laptop (C4T) for use in planning, preparation, record keeping and reporting.

All technical issues directed to the IMS Service Centre as they arise.

Social climate

Overview

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 encouraging, inviting and welcoming parents to discuss their child's progress openly and honestly.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	83%
• 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)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	83%
• their child is making good progress at this school* (S2004)	100%	100%	83%
• 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)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	83%
• 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%	83%
• this school takes parents' opinions seriously* (S2011)	100%	100%	83%
• student behaviour is well managed at this school* (S2012)	100%	100%	83%
• this school looks for ways to improve* (S2013)	100%	100%	83%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	90%	100%
• they feel safe at their school* (S2037)	89%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	92%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	89%	100%	83%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	83%
• their school takes students' opinions seriously* (S2043)	100%	90%	92%
• student behaviour is well managed at their school* (S2044)	100%	80%	83%
• their school looks for ways to improve* (S2045)	100%	90%	92%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	90%	83%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	83%	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)	100%	83%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	75%
• students are encouraged to do their best at their school (S2072)	100%	83%	100%
• students are treated fairly at their school (S2073)	100%	83%	100%
• student behaviour is well managed at their school (S2074)	100%	83%	100%
• staff are well supported at their school (S2075)	100%	67%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	83%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	83%	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 (aligned to Haden SS PBL Expectations), 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, swimming days, 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	5	1	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's 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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	4,851		19,364
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface for My School. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. At the bottom, there are three dropdown menus: 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	6	0
Full-time equivalents	3	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	1
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development \$4733

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2018 were

The major professional development initiatives are as follows:

- Planning days for classroom teachers
- Professional Reading Texts – all teachers
- Leading Learning
- Regional Development Days
- St John's Ambulance First Aid Course
- Cluster Meetings
- Cleaners Training Day
- Finance Planning Workshops

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	DW	DW	DW

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	DW	97%	96%
Year 1	87%	95%	94%
Year 2	93%	DW	92%
Year 3	96%	88%	92%
Year 4	89%	98%	96%
Year 5	98%	92%	91%
Year 6	97%	98%	90%

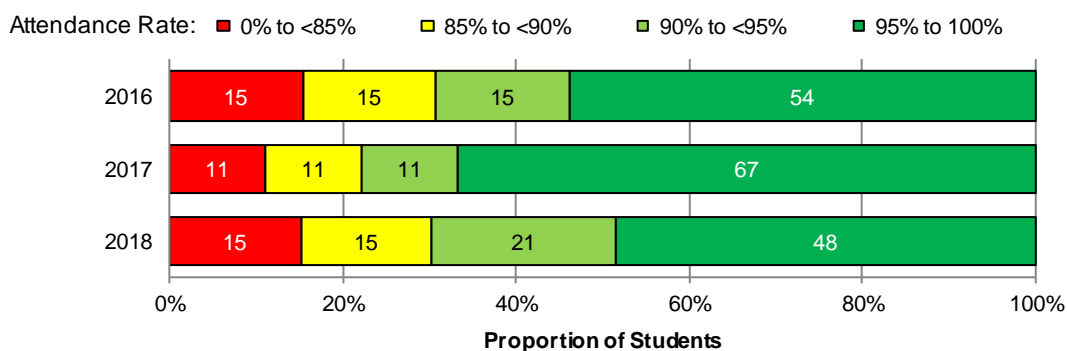
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

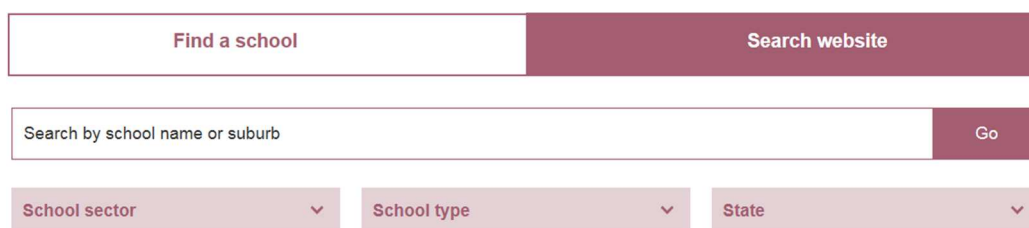
Parents are called on the morning of the first day of unexpected absence to inform them of their child's absence, to give parents the opportunity to explain and also for the school to offer support to assist student attendance. Haden SS uses RollMarker to record attendance. Parents of students who are absent without notification were automatically sent a text message alerting them to the absence. Attendance Data is monitored weekly, announced to students, included in the school newsletter on the notice board and prominently displayed within 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.