

# Hambledon State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

**Hambledon State School's Vision** : We value, support and champion every child

**Our 4 school values** :Be Respectful, Be Safe, Be a Learner and Be Resilient.

Every year, State Schools across Queensland issue an Annual Report. This report identifies the growth, development and performance of Hambledon State School in 2015. It provides insights into our school's improvement agenda, program development, teaching and learning improvements, community partnerships and the goals and standards achieved by every student. Our community is extremely proud of the standards being attained by our students in all key learning areas in all year levels. In partnership with our community, Hambledon State School is committed to developing active, compassionate and lifelong learners. Integral to our philosophy is the development of inquiring, knowledgeable and caring young citizens who respect their own and other cultures

### School progress towards its goals in 2015

The school's improvement focus for 2015 was strategically planned and identified in the school's Annual Implementation Plan 2015. The improvement foci included improve teaching and learning outcomes for all children in English and Math, as well as fostering better community engagement: The following are some of the strategies and initiatives that were consolidated and embedded during 2015:

- The Explicit Teaching Pedagogical Framework continued to be consolidated and embedded as the consistent school wide pedagogical practice – I DO, WE DO, YOU DO
- Learning Support transitioned from the withdrawal method of delivery to become a coaching and mentoring model focusing on developing the individual capabilities of teachers
- Extension programs and strategies were initiated to extend students identified as capable of performing in the upper 2 bands of NAPLAN
- Develop, implement and consolidate a whole approach to the teaching of writing aligned to Seven Steps to Writing
- Review the consistency and delivery of Positive Behaviour for Learning as a whole school approach to behavioural expectations
- Daily consolidation lessons occur in every classroom to complement the teaching reading, writing and numeracy
- Implementation of Regional Systems for Attendance, Improving Teaching and Positive Behaviour for Learning
- Implementation of the Greater Results Guarantee Plan – providing explicit intervention for students in the early years and improving teacher practice through a combination of coaching and mentoring
- Reflection and embedding of Quality Schools Inclusive Leadership Action Plan to ensure that school culture and practices meet the expectations of the Disability Standards
- Fostering and enhancing the strong partnership between the school and the P&C
- Implementation of the Annual Review Process to support the development of teacher's practice in conjunction with the Developing Performance Framework

### Future outlook

In 2016, Hambledon State School will focus on improving the standards and skills of Reading and Writing for all children, and embedding Positive Behaviour for Learning strategies across the school community. This improvement agenda includes:

- Continued embedding of the Australian Curriculum
- Embedding best practice teaching strategies to improve the outcomes for all students in literacy and numeracy, focusing on differentiated teaching to meet the needs of students
- Continued tracking of student's reading and writing to inform teaching and improve outcomes of all children.

- Embedding a consistent school-wide approach to the teaching of reading and writing to support children's developmental progress
- Consolidating and embedding a consistent school-wide approach to implementing Positive Behaviour for Learning strategies
- Implement and review a Positive Rewards Program celebrating the achievement of Bronze, Silver and Gold levels
- Continue to embed the School's Pedagogical Framework across the school to ensure consistency of teaching practices
- Continue to ensure professional development and school resources are targeted to facilitate improvement on the school focuses
- Develop a whole school culture of differentiation to support every child's learning

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	807	383	424	202	90%
2014	835	386	449	221	93%
2015	832	389	443	231	95%

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 2015, there were no students enrolled in a Pre-Prep program.\*

### Characteristics of the student body:

Hambledon State School is an urban school which has experienced an increase in student enrolment due to local housing development and expansion over the past decade. Before the urban expansion, the school was typical of that which operated in semi-rural community. As a result of extensive residential development the school has transformed into a large urban school with students from diverse, rich, multicultural backgrounds. The school has approximately 28% of its population identifying as Aboriginal or Torres Strait Islander.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	20	19
Year 4 – Year 6 Primary	24	23	17
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents

	2013	2014*	2015**
Short Suspensions - 1 to 5 days	38	64	145
Long Suspensions - 6 to 20 days	4	2	13
Exclusions	0	0	3
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.

## Curriculum delivery

### Our approach to curriculum delivery

Hambledon State School focuses on the effective teaching of literacy and numeracy skills across all key learning areas. Our school has a sharp focus on improving reading, writing and numeracy skills of all children. The school curriculum delivers the Australian Curriculum for the mandated Key Learning Areas and the Essential Learnings for the remaining learning areas. At Hambledon State School, C2C has been adopted and adapted in the key learning areas (KLA's) of English, Math, History and Science. Hambledon State School has high expectations for every child. Learning is led learning through the use of consistent language, strong routines and structure. The Explicit Teaching Model of 'I DO, WE DO, YOU DO' enables all children to be actively engaged in the teaching and learning process.

In addition the following programs were offered:

- Targeted teaching in all year levels that track the progress of students and teach from 'where they are at'
- Differentiated Learning Support & Social Learning programs for identified students
- Strong focus on the development of the social and emotional needs of students
- ICAS English, Writing, Spelling, Mathematics, Science and Computer competitions
- LOTE (Japanese) for students in Years 5 & 6
- A Student Responsible Behaviour Plan that promotes high expectations and acknowledges positive behaviours
- Instrumental Music program and Choirs
- Growing emphasis on the use of digital technologies in teaching
- Computers being accessible in each classroom
- Participation in District Interschool sporting competitions
- Participation in District Interschool academic events like Readers Cup, Writer's Camps, Band Camps and Student Leadership camp
- School Chaplaincy program.

### Extra curricula activities

Hambledon State School offers a range of extra curricula activities. In 2015 these activities included:

- Junior Choir
- Senior Choir
- After school AusKick program
- After school Jujitsu/ Self Discipline program
- Edmonton RSL Sub-branch - ANZAC Day Ceremony
- Boys AFL team
- Boys Rugby team
- Marlin Coast Netball team
- Tennis team
- Athletics and Cross Country team
- Premiers Readers Challenge
- Readers Cup
- Indigenous Leadership Camp
- Literature Camp
- Student Council
- Resource Centre Assistants
- Book Week activities
- Premiers Reading Challenge
- Arts performances
- Gala Sports Day
- Discos

### How Information and Communication Technologies are used to improve learning

Hambledon State School has computers located in the library and also in classrooms. There is also a class set of laptop computers located in the library for children to access at break times, and for class groups to borrow and use. Our schools ICT

program develops students' ICT and information literacy skills through learning and assessment activities. Computers are used in classrooms by students to complete learning assessment tasks in all key learning areas. Students use online content and services to support their learning. Our classrooms use interactive white boards to aid teachers in the delivery of the Australian Curriculum. Our philosophy with regards to the use of ICTs is that the technology must be accessible, aids teaching and learning, and engages to learners. The school commenced planning to implement a computer lab (consisting of sufficient computers to allow access by 2 classrooms at a time) for children to regularly access to support their learning.

### Social Climate

Hambledon State School values and believes that all children, teachers and parents have the right to be part of a safe and supportive environment. Our school expectations are:

- Be Safe
- Be Respectful
- Be a Learner
- Be Resilient

These expectations are explicitly taught in every year level and all children are supported in taking responsibility for their behaviour.

Our school fosters and embeds the key principles for developing and maintaining a safe and supportive school environment:

- a whole school approach to behavior implementing Positive Behaviour for Learning
- school leadership leading its implementation through a PB4L Team
- fostering positive parent and community engagement
- using data to inform decision making
- maintaining clear and consistent expectations for behaviour
- delivering effective explicit teaching of expectations, differentiation and necessary adjustments.

The focus on teaching and learning requires minimal disruptions to the classroom environment, and children are expected to behave in a way that is conducive to productive learning. Our school is committed to supporting all children and their families in engaging in our learning community. As part of our support system at Hambledon State School we have a dedicated Student Support Team which focuses on ensuring appropriate pastoral care and support is provided to individual children's needs. This team consists of our Guidance Officer, our Chaplain, STLaN (support teacher in literacy and numeracy), Speech and Language Therapist, HoSES (Head of Special Education Services) and Principal. This team is committed to initiating and maintaining strong relationships with outside agencies within the local community to improve children's outcomes. Staff, children and families support each other to work towards a common goal of improving the goals and outcomes of every child.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	95%	88%
this is a good school (S2035)	96%	98%	88%
their child likes being at this school (S2001)	93%	95%	92%
their child feels safe at this school (S2002)	96%	93%	88%
their child's learning needs are being met at this school (S2003)	93%	85%	88%
their child is making good progress at this school (S2004)	96%	90%	88%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	92%	92%
teachers at this school motivate their child to learn (S2007)	100%	95%	92%
teachers at this school treat students fairly (S2008)	96%	95%	92%
they can talk to their child's teachers about their concerns (S2009)	92%	98%	96%
this school works with them to support their child's learning (S2010)	92%	92%	88%
this school takes parents' opinions seriously (S2011)	96%	90%	88%
student behaviour is well managed at this school (S2012)	88%	90%	77%
this school looks for ways to improve (S2013)	96%	92%	88%
this school is well maintained (S2014)	100%	100%	88%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	89%	94%	89%
they like being at their school (S2036)	90%	93%	87%
they feel safe at their school (S2037)	85%	86%	82%
their teachers motivate them to learn (S2038)	99%	95%	92%
their teachers expect them to do their best (S2039)	99%	100%	95%
their teachers provide them with useful feedback about their school work (S2040)	97%	97%	88%
teachers treat students fairly at their school (S2041)	83%	85%	76%
they can talk to their teachers about their concerns (S2042)	87%	82%	71%
their school takes students' opinions seriously (S2043)	79%	87%	68%
student behaviour is well managed at their school (S2044)	73%	66%	58%
their school looks for ways to improve (S2045)	96%	95%	83%
their school is well maintained (S2046)	88%	84%	79%
their school gives them opportunities to do interesting things (S2047)	92%	90%	84%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	98%	92%
they feel that their school is a safe place in which to work (S2070)	98%	100%	92%
they receive useful feedback about their work at their school (S2071)	94%	95%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	96%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	98%	93%	87%
student behaviour is well managed at their school (S2074)	92%	85%	72%
staff are well supported at their school (S2075)	90%	93%	69%
their school takes staff opinions seriously (S2076)	94%	95%	68%
their school looks for ways to improve (S2077)	98%	100%	90%
their school is well maintained (S2078)	96%	93%	90%
their school gives them opportunities to do interesting things (S2079)	88%	88%	72%

# '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 valuable partners in the education and development of young people. Effective school/home partnerships ensure children receive the highest quality educational outcomes. Parents and carers are continually encouraged to participate in our P&C Association which meets on the third Tuesday of the month at 6.30pm. Many school activities are run with the support of the Student Council, P&C Association and volunteers. More volunteers/helpers are always needed and welcomed. Parents and community members can participate or help in any of the following activities:

- School assemblies
- Class or cultural performances
- School Sports Days
- Assisting in the library
- Working in the school tuck shop

- In-class helpers
- P&C meetings and fundraising events
- Annual ANZAC Day March and Commemorative Service
- Annual NAIDOC celebrations
- Class excursions and Celebration days
- Academic Reporting to parents and carers occurs at the following times:
  - Term 1 – Face to Face Interviews with parents and carers
  - Term 2 – Written reports forwarded home and interviews can be requested by parents and carers
  - Term 3 – Face to Interviews with parents and carers to discuss individual progress student learning goals
  - Term 4 – Written reports forwarded home

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Whilst our electricity consumption has increased over the years, it must be noted that the reliance of electricity in schools is increasing due to the fact that many teaching tools and utensils are dependent upon power (computers, Interactive Whiteboards, air conditioning). Our school is continually seeking ways to reuse and reduce waste across all aspects of energy and resources usage. To facilitate this, a School Environmental Management Plan was developed in 2012 to focus on reducing the school's environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	325,499	4,355
2013-2014	329,017	4,219
2014-2015	362,846	5,437

\*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.

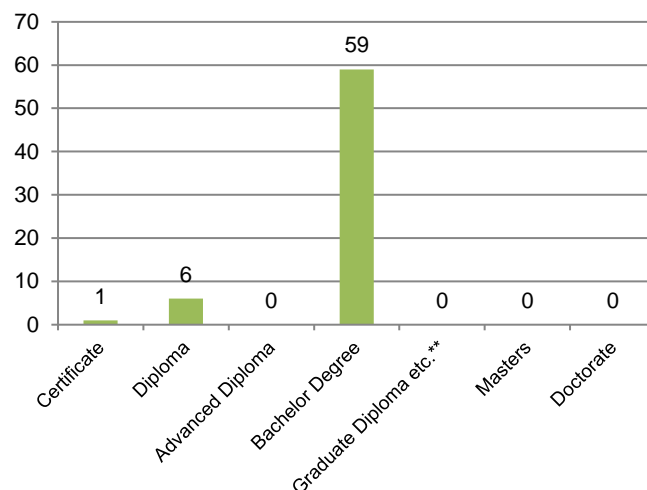
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	66	33	<5
Full-time equivalents	57	21	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	6
Advanced Diploma	0
Bachelor Degree	59
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>66</b>



\*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 2015 were \$ 95 486

The major professional development initiatives are as follows:

- Consolidating and improving a deep understanding of The Australian Curriculum
- Professional Standards for Teachers to assist in the development Personal Development Plans
- Consolidating and embedding Explicit Teaching as the school's Pedagogical Framework
- Regional Principals' Conference and Qld Studies Authority Conference
- Early Years of Learning – Early Start in Literacy & Numeracy, Interactive Learning, Special Education
- First Aid Training
- HOC Network Days
- FNQ STLaN Professional Learning Network Days
- Classroom Management processes and practices focussing on the Essential Skills for Classroom Management.
- Moderation across year levels.
- Coaching, Mentoring and Collegial Planning
- Releasing teachers to collaboratively plan with Head of Curriculum and Lead Teachers
- Facilitating professional development opportunities through Watching Others Work

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	94%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.



## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	90%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

#### Student attendance rate for each year level (shown as a percentage)

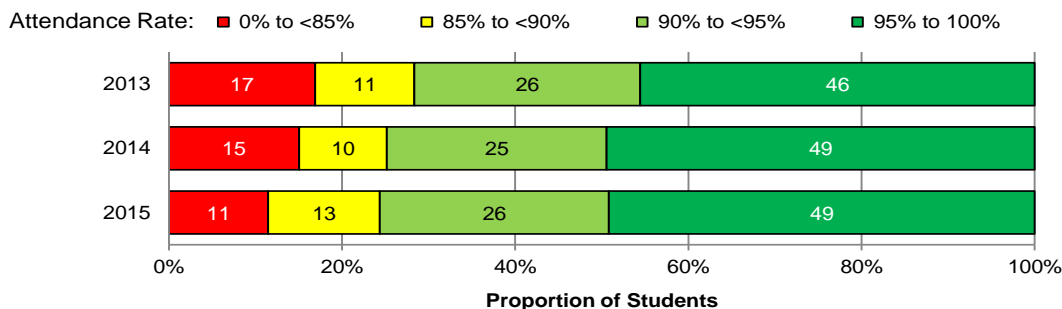
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	91%	92%	93%	91%	92%	90%	90%					
2014	93%	92%	92%	93%	93%	93%	93%	91%					
2015	93%	93%	93%	90%	93%	93%	91%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Teachers mark rolls electronically in the morning and afternoon.

Teachers and administrative staff informally follow up student absences with students and parents by requesting notes and making phone calls. Administrators follow up with parents and students by investigating issues affecting attendance, identifying support options if needed, and following procedures identified in the Department flowchart "Managing Unexplained Absences". For persistent truancy or absenteeism, administrators follow procedures identified in the Department flowchart "Process for Persistent Truancy or Absenteeism for Children of Compulsory School Age".

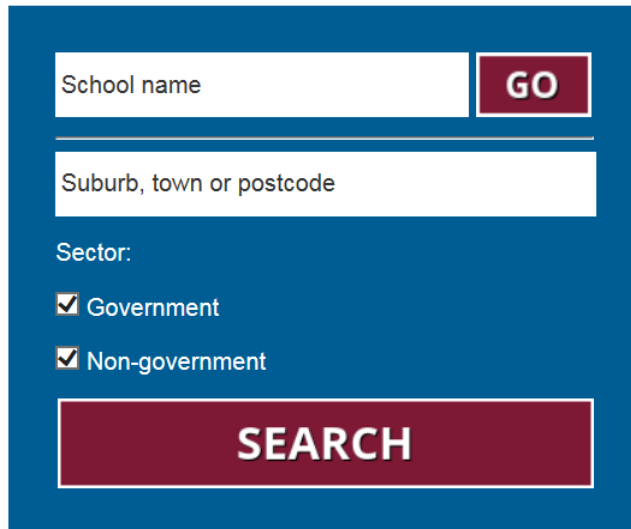
Administrators manage 'at risk' attendance and target those students with irregular attendance including early leavers and late arrivals. Students who achieved the school's target of 95% attendance each semester were acknowledged and awarded certificates. Hambledon State School consistently articulates the key message that 'Every day counts' to our school community.



**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.

**Find a school**

The image shows a search form with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it says '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.