



# Hambledon State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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# School Overview

Hambledon is a co-educational state school in the southern corridor of Cairns, providing a quality education for students from Prep to Year 6. Our school's values (Be Respectful, Be a Learner, Be Safe and Be Resilient) serve as a focal point for participation within the school and are aligned to our rules and expected behaviours. Prep students are provided with engaging learning experiences drawn from the Australian Curriculum and Early Years Curriculum Guidelines. High quality and engaging learning experiences for primary students are drawn from the Australian Curriculum by utilising the departmental Curriculum into the Classroom resources. There is a clear focus on explicit literacy and numeracy teaching. Our students are supported in their learning by research based Early Intervention strategies and Learning and Special Needs Support. Parents are encouraged to become actively involved in the school, with our vibrant Parents and Citizens Association fostering cohesion within the school community and providing the advice and additional resources critical to our success. The school offers a variety of distinctive programs to cater for individual student's talents and interests. These include Senior and Junior Choirs, Instrumental Music, MBots Club, school camping and sports. Classroom teaching programs are balanced and innovative but never lose sight of the foundations of English, Mathematics and Science.

Our school's Vision of "supporting, valuing and championing every child" is underpinned by the 4 school values.

## Principal's Foreword

### Introduction

Every year, State Schools across Queensland issue an Annual Report. This report identifies the growth, development and performance of Hambledon State School in 2017. 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 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 2017

The school's improvement focus for 2017 was strategically planned and identified in the school's Annual Implementation Plan 2017 and the Strategic Plan 2016 - 2019. The improvement foci included improve teaching and learning outcomes for all children in English (particularly focussing on reading and writing), embedding a positive learning culture across the school, as well as enhancing community engagement. The following are some of the strategies and initiatives that were consolidated and embedded during 2017:

- Continued embedding of a coaching and mentoring model focusing on enhancing the individual skills and capabilities of all teachers
- Programs and strategies targeted to extending high performing students
- With improvement targeted to reading and writing, focus work occurred to embed consistency in the language and pedagogy across the whole school
- Continued embedding of the Annual Personal Development Plan process with teachers, aligning their personal improvement goals with the Australian Professional Standards for Teachers
- Continued to embed the our Positive Rewards Program (with continued support from the P&C) as an integral element of the PBL Framework resulting in almost 88% of the children at our school achieving either Bronze, Silver or Gold levels of behaviour
- Implementation of the Investing for Success (I4S) Plan – providing explicit intervention for children in the early years and improving teacher practice through a combination of coaching and mentoring
- Continued embedding of Quality Schools Inclusive Leadership Action Plan to ensure that school culture and practices meet the expectations of the Disability Standards
- Continuing to enhance the strong partnership between the school, P&C and community
- Increased the percentage of children who achieve a C or higher in English as a result of a sharp and narrow focus on improving reading and writing (57% in 2014 to 69% in 2017)

The Hambledon State School culture is underpinned by a belief in the capabilities of every student and the expertise of our teachers and support staff. Year Level Teams of teachers and support staff are a valued part of the school operations with a clear focus on their cohort of students, student data and pedagogy. Teachers regularly engaged in the collaborative analysis of student and school data and provide feedback on student learning, the curriculum and other aspects of school operations.

#### Future Outlook

In 2018, our improvement agenda remains focused on the continuous improvement of expert teaching teams and effective teacher practices. Building the capacity of teachers to analyse and use student data to provide responsive intervention and differentiated classroom teaching to support student learning and engagement, will be supported by the leadership team. We will be continuing our school wide focus on embedding strategies that align to the Positive Behaviour for Learning framework that underpins our culture to promote learning.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	832	389	443	231	95%
<b>2016</b>	774	367	407	238	89%
<b>2017</b>	735	350	385	236	93%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

As part of an effective transition to Prep program, Hambledon State School operates a weekly Playgroup to support pre-prep aged children and their families in the transition to formal schooling. This play based program is extremely successful with up to 20 families accessing it weekly, as well as visits from the local child care centres.

## Characteristics of the Student Body

### Overview

Hambledon State School is a large regional centre school which had a student enrolment of over 732 (Jan 2017) children. It was not that long ago that the school was classified as medium sized semi-rural community school in a sugar cane farming area. As a result of extensive residential development around the school it has been transformed to a large urban school with students from diverse, rich, multicultural backgrounds.

The school has over 30% of its population identifying themselves as Aboriginal or Torres Strait Islander. Further, the school provides support to approximately 10% of its children through its Special Education program.

We have a proud number of "generational" families who attend the school. These are families where three or more generations have chosen Hambledon State School as their school of choice.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	22	21
Year 4 – Year 6	26	25	25
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Hambledon State School teaches the Australian Curriculum to provide students the opportunity to achieve consistent standards in what all young Australians should learn as they progress through schooling. Teachers work within the cohort and phase of learning, design and implement teaching programs, which align to the Australian Curriculum / Queensland curriculums, school based curriculum documents and the C2C resources to meet the needs of the learners within their class. A school data

assessment schedule defines the collection of student learning data and guides teachers to be explicit about the intent of learning programs.

We also provide a quality instrumental music program where students learn brass, woodwind, percussion or stringed instruments. Hambledon State School has a 'Languages Other than English' Program (LOTE) in Japanese for students in Years 4, 5 and 6.

### **Co-curricular Activities**

Hambledon State School offers a range of extra curricula activities. In 2017 these activities included:

- Junior & Senior Choir
- After school AusKick & NRL programs
- After school Tennis program
- Inter-school sporting teams including Rugby League, AFL, Marlin Coast Netball, Athletics and Cross Country team
- Beginning swimmers program for children in Years 1 - 2
- Premiers Readers Challenge
- Partner school in the Reef Guardians Program
- Mount Sheridan Plaza Spelling Bee
- Instrumental Band and Ensemble
- Calanna Speaking competition
- Indigenous Leadership Camp
- Year 6 School Camp
- Literature & Musical Camps
- Student Leadership opportunities (school leaders and Student Council)
- Literacy Intervention Program
- Pastoral Care Programs operated in conjunction by the school Chaplain and PCYC
- STEM initiatives including MBots, and 3D printing

### **How Information and Communication Technologies are used to Assist Learning**

Hambledon State School continued to operate a large computer lab containing 56 laptops computers (sufficient to allow 2 classes of children to use computers at any one time). Computers and tablet devices are also located in the library and in classrooms. Our schools ICT program develops students' ICT and information literacy skills through learning and assessment activities. Children use online content and services to support their learning. The school employs a computer technician (4 days a week) to ensure school technology resources are maintained in effective working order.

All classrooms use interactive white boards to support teachers in the delivery of the Australian

Curriculum. Our philosophy with regards to the use of ICTs is that the technology must be accessible, enhances teaching and learning, and engaging to learners.

In 2017 planning commenced for a major redevelopment in the network our school can deliver. Work on this increased and larger platform (planned for mid-2018) will ensure a much more consistent and stable infrastructure, providing students with better digital learning opportunities. This major wireless upgrade will ensure that there is complete wireless coverage across the school.

## **Social Climate**

### **Overview**

Hambledon State School has a long history of offering quality learning opportunities. The school has developed productive partnerships with the local community groups that support student learning. Our school's values and expectations are:

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

These values and 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 of maintaining a culture that promotes learning including:

- a whole school approach to behaviour using the Positive Behaviour for Learning (PB4L) framework
- a school PB4L team which contains team members from a range of staff leading the embedding of PBL
- supportive parent and community engagement through the joint commitment between the school and P&C to embed the PBL Framework
- using data to inform decision making processes with regarding curriculum foci and student engagement
- ensuring all reasonable adjustments to learning are provided to all children to ensure individual needs (social emotional and academic) are supported

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 Engagement and Welfare Team (SEW Team) which focuses on ensuring appropriate pastoral care and support is provided to individual children and their families when needed. This team consists of our Guidance Officer, our Chaplain, Student Welfare teachers, Speech and Language Therapist, HoSES (Head of Special Education Services) and Deputy 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.

Our Responsible Behaviour Plan is reviewed every 2 years by the PBL Team and embeds the Departmental processes and procedures with regards to Bullying, Cyber-Bullying and Safety at School. It was reviewed during 2017.

The school has a Chaplaincy program that provides care for students and their families. The Chaplain works three days per week and supports the wellbeing of students, their families and staff. He also supports student attendance and the community engagement with local community groups.



## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	88%	83%	92%
this is a good school (S2035)	88%	79%	88%
their child likes being at this school* (S2001)	92%	93%	96%
their child feels safe at this school* (S2002)	88%	78%	89%
their child's learning needs are being met at this school* (S2003)	88%	85%	92%
their child is making good progress at this school* (S2004)	88%	82%	91%
teachers at this school expect their child to do his or her best* (S2005)	96%	92%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	77%	92%
teachers at this school motivate their child to learn* (S2007)	92%	87%	92%
teachers at this school treat students fairly* (S2008)	92%	79%	90%
they can talk to their child's teachers about their concerns* (S2009)	96%	95%	98%
this school works with them to support their child's learning* (S2010)	88%	87%	88%
this school takes parents' opinions seriously* (S2011)	88%	78%	86%
student behaviour is well managed at this school* (S2012)	77%	58%	62%
this school looks for ways to improve* (S2013)	88%	89%	90%
this school is well maintained* (S2014)	88%	85%	94%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	89%	94%	96%
they like being at their school* (S2036)	87%	83%	84%
they feel safe at their school* (S2037)	82%	92%	86%
their teachers motivate them to learn* (S2038)	92%	91%	96%
their teachers expect them to do their best* (S2039)	95%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	88%	94%	92%
teachers treat students fairly at their school* (S2041)	76%	88%	79%
they can talk to their teachers about their concerns* (S2042)	71%	86%	82%
their school takes students' opinions seriously* (S2043)	68%	90%	84%
student behaviour is well managed at their school* (S2044)	58%	72%	68%
their school looks for ways to improve* (S2045)	83%	93%	92%
their school is well maintained* (S2046)	79%	94%	88%
their school gives them opportunities to do interesting things* (S2047)	84%	92%	90%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	92%	86%	91%
they feel that their school is a safe place in which to work (S2070)	92%	82%	82%
they receive useful feedback about their work at their school (S2071)	77%	82%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	79%	95%
students are encouraged to do their best at their school (S2072)	95%	96%	98%
students are treated fairly at their school (S2073)	87%	84%	82%
student behaviour is well managed at their school (S2074)	72%	65%	60%
staff are well supported at their school (S2075)	69%	82%	78%
their school takes staff opinions seriously (S2076)	68%	79%	78%
their school looks for ways to improve (S2077)	90%	92%	89%
their school is well maintained (S2078)	90%	94%	91%
their school gives them opportunities to do interesting things (S2079)	72%	88%	84%

\* 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

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 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, volunteer or assist in school events and activities including:

- Weekly School assemblies where Student of the Week awards are presented
- Class or cultural performances
- School and Community "Meet and Greet" afternoon
- School Sports/Athletics Days
- Volunteering in the library or school tuckshop
- Volunteering as in-class helpers to support children's reading
- P&C meetings and fundraising events
- Annual ANZAC Day March and Commemorative Service & NAIDOC celebrations
- Academic Reporting to parents and carers occurs at the following times:
  - Term 1 – Face to Face Interviews
  - Term 2 – Written reports forwarded home and interviews on request
  - Term 3 – Face to Face Interviews
  - Term 4 – Written reports forwarded home

Parents are invited to attend class information sessions, parent education workshops and receive regular newsletters from their class teacher, as well as the school newsletter. Our school Facebook page provides accessibility to the weekly newsletter as well as information about school events.

## Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Children are encouraged to debrief and speak with teachers and teacher aides when personal issues arise. Lower year levels have "Debrief Time" operated by the cohort teachers to allow children to discuss any issues that may arise and have concerned them. The school is committed to embedding the Kids Matter Social Emotional Well-being Framework.

Support for children in a range of ways is provided by the Guidance Officer, Administration Team and the school Chaplain. The school also implements the recommended strategies procedures from the Bullying No Way! (<https://bullyingnoway.gov.au/>) website in dealing with and responding to bullying issues.

## 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	2015	2016	2017
Short Suspensions – 1 to 10 days	145	197	213
Long Suspensions – 11 to 20 days	13	2	2

Exclusions	3	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

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.

Students and staff act to reduce the use of electricity, water and other resources to minimize the impact on the environment by turning off light and appliances when not in use. The school uses some solar panels to harvest energy and reduce the carbon footprint of the school.

Consumption data sourced in the report below comes from the validate utilities expenditure return submitted at the end of each financial year. The data provides an indication of the consumption trend.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	362,846	5,437
2015-2016	408,952	5,532
2016-2017	422,373	4,714

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

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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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	63	39	7
Full-time Equivalents	55	24	6

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	2
Bachelor degree	56
Diploma	5
Certificate	0

\*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 2017 were \$ 52 783.

The major professional development initiatives are as follows:

- Understanding Poverty and its effect on learners
- Unpacking the Australian Curriculum
- Indigenous Learning Conference
- Response to Intervention
- Unpacking the NCCD and understanding the Disability Standards in Education
- Positive Behaviour for Learning and Functional Behaviour Analysis
- Professional Standards for Teachers to support teachers in the development Personal Development Plans
- Professional Book Club focussing on strategies to implement differentiation
- Explicit Teaching of reading and writing (teachers and teacher aides)
- Regional Principals' Conference and Qld Studies Authority Conference
- Early Years of Learning – Early Start Numeracy, Interactive Learning, Special Education
- Workplace Health and Safety training
- Head of Curriculum and Support Teacher Literacy & Numeracy Network Days
- Classroom Management processes and practices focussing on the Essential Skills for Classroom Management.
- Moderation across year levels.
- Coaching, Mentoring and Collegial Planning release time
- Mentoring and supporting Beginning and Establishing Teachers
- Release time for teachers to collaboratively plan with Head of Curriculum and Lead Teachers

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	95%

### 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 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	89%	88%

\*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 2017 for all Queensland Primary schools was 93%.

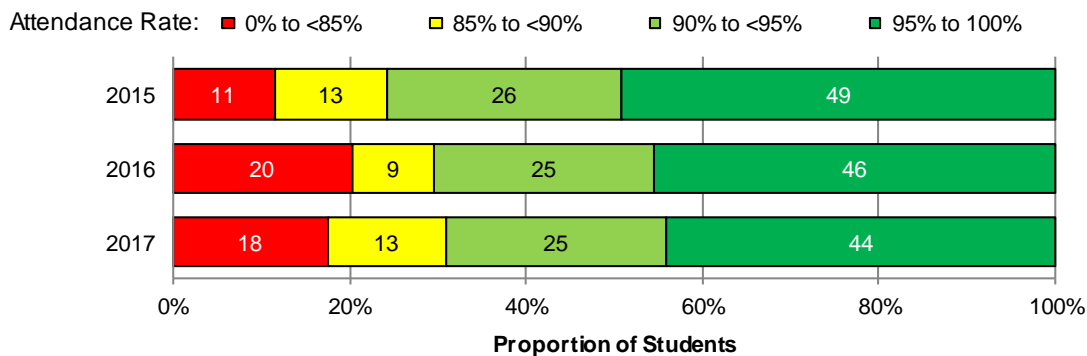
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	93%	93%	90%	93%	93%	91%						
2016	93%	91%	91%	90%	89%	91%	92%						
2017	92%	93%	91%	91%	91%	87%	92%						

\*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 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.

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. School rolls are marked twice per day, each morning and afternoon. Students who are absent without notification will have a text message sent to parents informing them of the absence. Families who cannot attend school for a number of days are required to complete an application for Exemption from State Schooling to be approved by the Principal. Hambledon State School maintains close links with families and engages with families to support regular student attendance at school. Teachers monitor student attendance using the One School data dashboard. Teachers or the school administrative staff contact parent/ carer if students demonstrate unexplained absences or significant absences from school. The school constantly promotes the benefits for student learning that comes with regular school attendance through newsletters, SMS reminders and our Facebook page.

## 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 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.