Hambledon State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Hambledon is a co-educational state school in the growing southern corridor of Cairns, providing a quality education for students from Prep to Yr.7. The school has a very good reputation and has recently benefited from some major capital works projects providing modern and engaging 21st century learning facilities. Prep students are provided with engaging learning experiences drawn from the Early Years Curriculum Guidelines. High quality and engaging learning experiences for primary students are drawn from the Essential Learnings for each key learning area, including Japanese, and is augmented with Gifted and Talented program and a Whole School Approach to Intervention. 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, Science Club, Skipping and Camping and Sports. Classroom teaching programs are balanced and innovative but never lose sight of the foundations of English and Mathematics. Parents are encouraged to become actively involved in the school, with a vibrant P&C Association fostering cohesion within the school community and providing additional resources.

Every year, State Schools across Queensland issue an Annual Report. This report identifies the growth, development and performance of Hambledon State School in 2018. 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 2018
The school's improvement focus for 2018 was strategically planned and identified in the school's Annual Implementation Plan 2018 and the Strategic Plan 2018 – 2020. 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 73% in 2018)

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

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	774	735	694
Girls	367	350	327
Boys	407	385	367
Indigenous	238	236	222
Enrolment continuity (Feb. – Nov.)	89%	93%	92%

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.

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

Overview

Hambledon State School is a large regional centre school which had a student enrolment of over 732 (Jan 2018) 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	21	21
Year 4 – Year 6	25	25	21
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

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 2018 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, Peninsula and District sport
- 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
- Writers 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 2018 planning commenced for a major redevelopment in the network our school can deliver. Work on this increased and larger platform was installed in 2018. This 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 and embedded in 2018.

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

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)	83%	92%	93%
• this is a good school (S2035)	79%	88%	91%
• their child likes being at this school* (S2001)	93%	96%	91%
• their child feels safe at this school* (S2002)	78%	89%	85%
• their child's learning needs are being met at this school* (S2003)	85%	92%	89%
• their child is making good progress at this school* (S2004)	82%	91%	85%
• teachers at this school expect their child to do his or her best* (S2005)	92%	94%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	77%	92%	96%
• teachers at this school motivate their child to learn* (S2007)	87%	92%	93%
• teachers at this school treat students fairly* (S2008)	79%	90%	82%
• they can talk to their child's teachers about their concerns* (S2009)	95%	98%	98%
• this school works with them to support their child's learning* (S2010)	87%	88%	100%
• this school takes parents' opinions seriously* (S2011)	78%	86%	89%
• student behaviour is well managed at this school* (S2012)	58%	62%	67%
• this school looks for ways to improve* (S2013)	89%	90%	98%
• this school is well maintained* (S2014)	85%	94%	96%

* 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)	94%	96%	99%
• they like being at their school* (S2036)	83%	84%	92%
• they feel safe at their school* (S2037)	92%	86%	86%
• their teachers motivate them to learn* (S2038)	91%	96%	95%
• their teachers expect them to do their best* (S2039)	97%	97%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	92%	97%
• teachers treat students fairly at their school* (S2041)	88%	79%	92%
• they can talk to their teachers about their concerns* (S2042)	86%	82%	91%
• their school takes students' opinions seriously* (S2043)	90%	84%	87%
• student behaviour is well managed at their school* (S2044)	72%	68%	71%
• their school looks for ways to improve* (S2045)	93%	92%	96%
• their school is well maintained* (S2046)	94%	88%	96%
• their school gives them opportunities to do interesting things* (S2047)	92%	90%	99%

Percentage of students who agree# that:	2016	2017	2018

* 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)	86%	91%	89%
• they feel that their school is a safe place in which to work (S2070)	82%	82%	77%
• they receive useful feedback about their work at their school (S2071)	82%	85%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	95%	88%
• students are encouraged to do their best at their school (S2072)	96%	98%	98%
• students are treated fairly at their school (S2073)	84%	82%	83%
• student behaviour is well managed at their school (S2074)	65%	60%	53%
• staff are well supported at their school (S2075)	82%	78%	79%
• their school takes staff opinions seriously (S2076)	79%	78%	76%
• their school looks for ways to improve (S2077)	92%	89%	89%
• their school is well maintained (S2078)	94%	91%	96%
• their school gives them opportunities to do interesting things (S2079)	88%	84%	89%

* 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

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 education 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

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	197	213	133
Long suspensions – 11 to 20 days	2	2	3
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

Whilst our electricity consumption has increased over the previous 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. A huge effort was put into place in 2017 which resulted in decreased useage. Having some of the older style air conditioners replaced with more economically rated ones and contributed to this reduction.

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	408,952	422,373	374,358
Water (kL)	5,532	4,714	7,060

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.
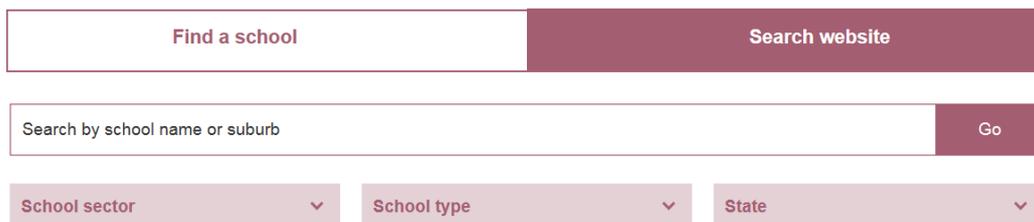
School funding

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.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	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	63	43	7
Full-time equivalents	53	28	6

*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	0
Masters	0
Graduate Diploma etc.*	2
Bachelor degree	56
Diploma	5
Certificate	0

*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 2018 were $55,335.46

The major professional development initiatives are as follows:

- Wellbeing – staff and students
- 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 2018 was 100% including Teacher Aides.

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.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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	91%	91%	91%
Attendance rate for Indigenous** students at this school	89%	88%	88%

* 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	Year level	2016	2017	2018
Prep	93%	92%	91%	Year 7			
Year 1	91%	93%	91%	Year 8			
Year 2	91%	91%	93%	Year 9			
Year 3	90%	91%	90%	Year 10			
Year 4	89%	91%	91%	Year 11			
Year 5	91%	87%	91%	Year 12			
Year 6	92%	92%	89%				

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	20	9	25	46
2017	18	13	25	44
2018	19	12	23	46

Proportion of Students
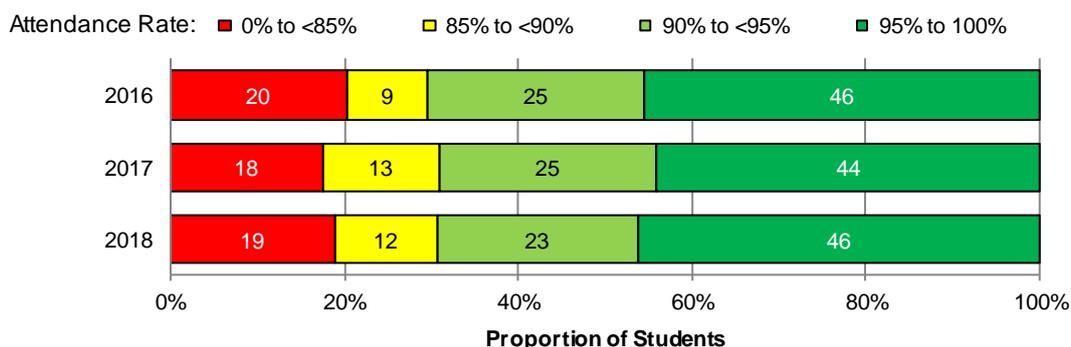
Description of how this school manages non-attendance

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.

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 SMSPR- 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 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.

Find a school	Search website

Search by school name or suburb	Go

School sector ˅	School type ˅	State ˅

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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.