

Hambledon State School (0538)

Queensland State School Reporting

2012 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

The following report provides a detailed overview of Hambledon State School's performance and achievements for 2012 in relation to a range of key performance measures including academic, behaviour, enrolment and stakeholder satisfaction. It also provides an update on the school's curriculum provisions, areas of specialisation and strategies of embedding ICT's within learning.

School progress towards its goals in 2012

Priority	Accomplished	In-progress/Ongoing
Consistent use of the Explicit Teaching Template and relevant practices when not utilising C2C lesson plans. Review of Template end Semester One.	✓	
Professional Development pertaining to differentiation (Term 1), Individual Goal Setting (Term 1), C2C IT teaching tools (Digi-Cafes).	✓	
Continued 3hrs weekly Teacher Aide support for every classroom for school Reading Program.	✓	
Finalise Bookwork Policy for implementation in Term 2.	✓	
NAPLAN Strategy - Continued PD for Yrs 3/5/7 Teacher on Persuasive Writing, reading and numeracy strategies, in addition to timetabled intervention and classroom support from Coaches and LD Teachers.	✓	
Ongoing daily use of C2C units (including Multi-age) and Foundation Learning Program (Prep) across all Year levels		✓
School Benchmarks and targets set to reflect those of FNQ in Reading and numeracy in every Year Level. Expectations shared	✓	

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with Teachers to ensure personal Goal Setting reflects targets.		
Individual progress of students to be tracked every five weeks during assessment periods. Data Conversations with teachers during Walk-through feedback conversations should include discussions pertaining to individual progress.	✓	
Continued professional development of teachers on introduced assessment tools and analysis of related data.	✓	
Continuation of Intervention Action Planning from Years 1-7 (Prep from Term 4), including use of PATR and PATM data.	✓	
Continued use of MarkBook and reporting in OneSchool to record assessment data	✓	

Future outlook

A range of strategies have been defined for implementation in 2013 to improve teaching, learning and parent engagement:

- Refine Explicit Teaching practices in classrooms through Professional Development, coaching and peer observations
- Horizontally and Vertically align consolidation practices
- Differentiation addressed through intervention model and parallel upskilling of Teachers
- Ongoing PD for teachers on explicit teaching and guided reading
- Coaching and feedback by leadership team twice per term focusing on reading, writing and numeracy
- Engage external providers to engage parents with learning, ie, Ready Reader Program
- Teachers must provide positive feedback to parents twice per child per term
- Skill building sessions for parent helpers, ie, guided reading
- Open classroom afternoons
- Create a Pre-Prep playgroup to operate once per week, teaching early literacy and numeracy skills to children and providing parents with sustainable skills to further educate and develop their child's early learning at home

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	749	333	416	91%
2011	745	348	397	93%
2012	762	350	412	92%

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

Characteristics of the student body:

Hambledon State School is an urban school which has experienced an increase in student population due to housing development over the last ten years. Prior to this time, Hambledon's clientele was derived from a semi-rural community. The school has an indigenous population of 22% and attracts families of many nationalities and religions. Families of low to mid socio-economic backgrounds are enrolled at Hambledon and have contributed to an increase in enrolment numbers in recent years.

Average Class Sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	21	24	20
Year 4 – Year 7	25	25	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	29	22	39
Long Suspensions - 6 to 20 days	4	2	5
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Our school has established a very effective Whole School Approach to Intervention, involving a very specific and detailed analysis of student data involving individual classroom teachers and learning support staff in collaboratively designing and delivering targeted support programs for individuals and groups of students in each class. Individual Student Goals in Maths and Reading are established between Teacher and every student.

An extensive music and instrumental program continued to strengthen in 2010. The Junior and Senior Choirs were very successful and recognised for their performance at the Eisteddfod.

An innovative 1:1 Learning Lounge commenced in 2011 and will continue to operate until the end of 2013. The school continues to expand its iPod Touch program and introduce iPads, allowing students to engage in a range of pedagogical experiences.

Extra curricula activities offered at Hambleton State School in 2012 included, but were not restricted to:

- Junior Choir
- Senior Choir
- Chess Club
- Boys AFL team
- Boys Rugby team
- Marlin Coast Netball team
- Tennis team
- Girls Futsal team
- Earth Smart group
- Reporters Club
- Premiers Readers Challenge
- Readers Cup
- Indigenous Leadership Camp
- Literature Camp
- Student Council
- Resource Centre Assistants
- Book Week activities
- Arts performances
- Gala Sports Day

How Information and Communication Technologies are used to assist learning

ICT Student Expectations are embedded into curriculum planning and a range of equipment is utilised by students to enhance their ICT skills. Equipment includes iPod touches, Laptops, Interactive Whiteboards, MP3's, cameras, iPads, MacBooks and data projectors.

Social climate

A significant amount of work has been undertaken to improve the school climate over the previous 3 years. A review of the school code of behaviour has led to a very workable document which is very student centred and caters for all learners in the school. A vigorous campaign of confronting poor behaviour and bullying has resulted in students feeling safer at school and parents happy to send children to this school. The appointment of a school chaplain, a system for recognition of good behaviour, and a focus upon good classroom teaching has stabilised the number of student suspensions and exclusions from Hambleton State School and a change in school climate

Our school at a glance

Parent, student and staff satisfaction with the school

Positive feedback from students, parents and staff reflects the high staff morale and positive parent body at our school. Parents, Students and Staff have again rated our school with responses equal to or above the state average.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	90.6%
this is a good school	90.6%
their child likes being at this school*	100.0%
their child feels safe at this school*	93.5%
their child's learning needs are being met at this school*	83.9%
their child is making good progress at this school*	77.4%
teachers at this school expect their child to do his or her best*	96.8%
teachers at this school provide their child with useful feedback about his or her school work*	93.3%
teachers at this school motivate their child to learn*	93.8%
teachers at this school treat students fairly*	90.6%
they can talk to their child's teachers about their concerns*	93.8%
this school works with them to support their child's learning*	96.7%
this school takes parents' opinions seriously*	90.3%
student behaviour is well managed at this school*	87.1%
this school looks for ways to improve*	92.9%
this school is well maintained*	93.5%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	89.0%
they like being at their school*	89.1%
they feel safe at their school*	79.0%
their teachers motivate them to learn*	92.0%
their teachers expect them to do their best*	96.1%
their teachers provide them with useful feedback about their school work*	88.2%

Our school at a glance

teachers treat students fairly at their school*	82.2%
they can talk to their teachers about their concerns*	75.0%
their school takes students' opinions seriously*	75.8%
student behaviour is well managed at their school*	64.6%
their school looks for ways to improve*	89.8%
their school is well maintained*	87.5%
their school gives them opportunities to do interesting things*	84.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	78.2%
with the individual staff morale items	95.7%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

We are fortunate to have a very supportive Parents and Citizens association which is very active in the school - providing resources and operating a healthy array of food from the tuckshop.

School volunteers are very active in lower school classrooms assisting with reading and numeracy tasks. Parents are encouraged to engage in their child's learning and formal 'open classrooms' are organised each term. Working groups are formed regularly to examine issues but these deliberately have a limited life and duration and are very task specific.

The school has an open-classroom policy and also offers numerous opportunities for parent/teacher interaction.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Staff make a concerted effort to reduce power consumption by 'shutting down' classrooms when not in use. Mulching of gardens and minimal use of sprinklers, as well as detection of numerous water leaks, has aided in a significant drop in water usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	380,090	5,869
2010-2011	10,742	5,540
2011-2012	332,093	4,351

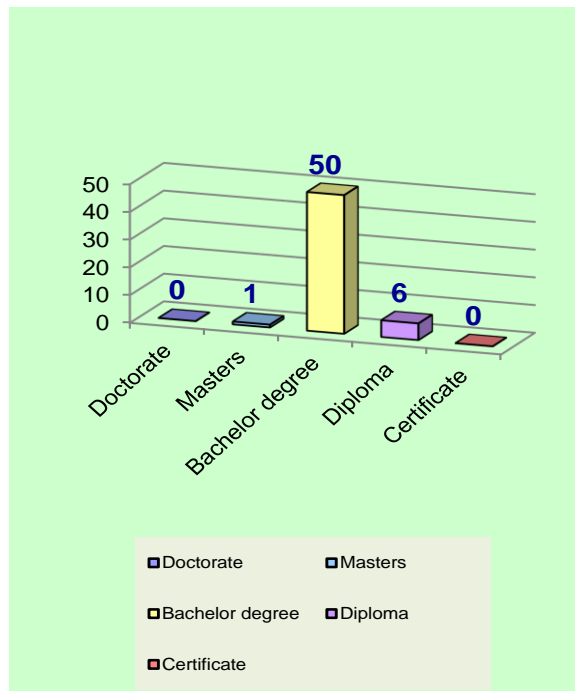
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	57	27	<5
Full-time equivalents	48.3	17.5	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	50
Diploma	6
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$22,000. A large amount of professional development at Hambledon State School was provided at the school with no financial cost.

The major professional development include, but are not limited to:

- Principals' cluster meetings and Regional conferences
- Explicit Teaching Strategies for Reading Comprehension
- ICT's for Students with Disabilities
- Digital Pedagogical Licences
- Australian Curriculum – History
- FNQ Regional Early Years Conference
- ICT's for Consolidation
- HOC Network Days
- STLN Network Days
- Consolidation

Our staff profile

Explicit Teaching

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.7%	95.9%	96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90.7% of staff was retained by the school for the entire 2012 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

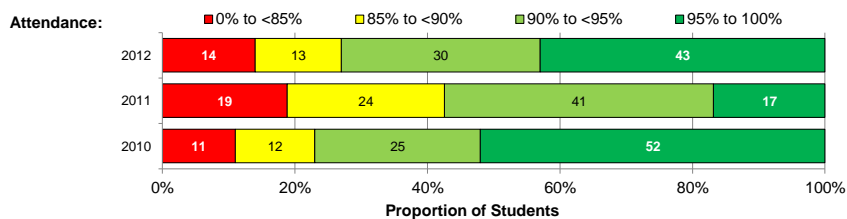
Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	89%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	92%	94%	93%	95%	93%	94%	92%	N/A	N/A	N/A	N/A	N/A
2011	89%	89%	89%	89%	90%	89%	90%	N/A	N/A	N/A	N/A	N/A
2012	92%	93%	90%	91%	92%	92%	93%	N/A	N/A	N/A	N/A	N/A

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 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.

At Hambledon State School, a range of strategies and processes have been put in place to maximise student attendance. Teachers inform their relevant Administration support person (Principal/Deputy Principal) when a child has been absent for three consecutive days without explanation. Administration staff then follow the appropriate DET policy in managing this situation.

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.

Performance of our students

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Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The 2012 NAPLAN Supplementary Information for Hambleton State School clearly indicates our school's Gap between Indigenous and non-Indigenous Mean Scale Scores is considerably smaller than the average of both the Far North Queensland Region and the State. While the attendance rate of Indigenous students falls 6% lower than non-Indigenous students, Indigenous attendance rose from 84.9% in 2011 to 87.4% in 2012. Thorough and consistent management of non-attendance and open communication with families has assisted with the increase in Indigenous attendance.