

# Hambledon State School

## Queensland State School Reporting

### 2013 School Annual Report



Postal address	PO Box 849 Edmonton 4869
Phone	(07) 4040 8666
Fax	(07) 4040 8600
Email	the.principal@hambledoss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Mrs. Annie Murie (Principal)

## Principal's foreword

### Introduction

#### Hambledon State School's Motto: Honesty in Work and Play

Hambledon State School has a fine tradition of academic endeavour and caring for children as important individuals.

We strive to be 'Inclusive' in all our practices by providing engaging programs to all students.

Our school aims to promote active community involvement by all students and encourages students to become responsible community members.

The following report provides a detailed overview of Hambledon State School's performance and achievements for 2013 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.

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### School progress towards its goals in 2013

Priority	Accomplished	In – progress/Ongoing
Ongoing daily use of C2C units (including Multi-age) and Foundation Learning Programs (Prep) across all year levels	✓	
Professional development for teachers on explicit teaching and guided reading	✓	
Differentiation addresses through intervention model and parallel upskilling of teachers	✓	
Engage external providers to engage parents with learning	✓	
Coaching and feedback by leadership team twice per term focusing on reading writing and numeracy	✓	
Skill building sessions for parent helpers, ie guided reading	✓	
Align consolidation practices	✓	
Teachers providing positive feedback to parents twice per child per term	✓	
Explicit Teaching practices in classrooms through PD, coaching and peer observation		✓
Create a Pre-Prep playgroup to operate once a 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	✓	
Open classroom afternoons	✓	

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## Future outlook

A range of strategies have been defined for implementation in 2014 to improve teaching, learning and parent engagement:

- The teacher Capability continuum will be used in conjunction with the Developing Performance Framework to assist teacher reflection
- Use the Hambledon SS Pedagogical Framework – I DO, WE DO, YOU DO
- Implement the Learning Support Intervention Plan for students performing in the lower 2 bands or below Regional benchmarks
- Utilise NAPLAN strategy to extend students to work in the upper 2 bands
- Daily consolidation episodes in every classroom when teaching reading, writing and numeracy
- Data is audited twice yearly through Intervention Action Plan meetings, discussed every five (5) weeks with Administration Line Managers and each term by Year Level teams
- Implementation of Regional Systems for Attendance, Improving Teaching and Behaviour Management
- Implement the Greater Results Guarantee Plan – provide explicit intervention for students in the early years
- QSIL Action Plan - All practices are INCLUSIVE to support student outcomes
- Work closely with the school P&C

## School Profile

- Coeducational or single sex: Coeducational
- Year levels offered in 2013: Prep Year - Year 7
- Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	745	348	397	93%
2012	762	350	412	92%
2013	807	383	424	90%

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

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- Characteristics of the student body:

Hambledon State School is an urban school which has experienced an increase in student enrolment due to housing development in the past 10 years. In the past, our clientele was derived from a semi-rural community. New families to the area have taken up residency bringing students from diverse and multi-cultural backgrounds.

The school has an indigenous population of 26% an increase from 22 % in 2012.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	20	22
Year 4 – Year 7 Primary	25	25	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	22	39	38
Long Suspensions - 6 to 20 days	2	5	4
Exclusions	1	0	0

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Cancellations of Enrolment	0	0	0
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## Curriculum offerings

- Our distinctive curriculum offerings

The Curriculum into the Classroom (C2C) project was the strategy employed by Education Queensland to support schools with the implementation of the Australian Curriculum and to assist them to meet its goals for state schooling of one vision, one curriculum, one platform different ways.

At Hambledon State School C2C has been adopted and adapted in the key learning areas (KLA's) of English, Maths, History and Science.

All teachers at Hambledon State School have high expectations and lead learning through the use of consistent language, strong routines and structure. The Explicit Teaching Model of 'I DO, WE DO, YOU DO' enables all students to be actively engaged in the teaching and learning process.

Music and instrumental music programs continued to strengthen in 2013. The Junior and Senior Choirs were very successful and recognised for their performance at the Eisteddfod. The Southern Cluster Concert Band also gained recognition for their commitment and achievements throughout the year.

An innovative 1:1 Learning Lounge commenced in 2011 and was completed in 2013. The school continued to expand its iPod Touch Program and introduced iPads, which allowed students to engage in a range of pedagogical experiences.

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- Extra curricula activities
  - Extra curricula activities offered at Hambledon State School in 2013 included, but were not restricted to:

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

- 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

At Hambledon State School, we believe that all students, teachers and parents have the right to learn and be safe and happy in a supportive and socially just environment.

Our school expectations of:

- Be Safe
- Be Respectful
- Be a Learner

is explicitly taught at every year level and all students are accountable for their behaviours.

Behaviour which interrupts the teaching and learning process will not be tolerated at our school.

Our school is committed to supporting all students and their families. As part of our support system at Hambledon State School we have a dedicated Student Support Team who focuses on a high level of pastoral care and monitors individual student 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 the Principal. This team is committed to building strong relationships with outside agencies within the local community to improve student outcomes.

Hambledon State School practices are 'Inclusive'.

Staff, students and families support each other to work towards a common goal to be a high performing school.

# 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. In 2013, there showed an overwhelming improvement in our school community's level of satisfaction.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	91%	100%
this is a good school (S2035)	91%	96%
their child likes being at this school* (S2001)	100%	93%
their child feels safe at this school* (S2002)	94%	96%
their child's learning needs are being met at this school* (S2003)	84%	93%
their child is making good progress at this school* (S2004)	77%	96%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%
teachers at this school motivate their child to learn* (S2007)	94%	100%
teachers at this school treat students fairly* (S2008)	91%	96%
they can talk to their child's teachers about their concerns* (S2009)	94%	92%
this school works with them to support their child's learning* (S2010)	97%	92%
this school takes parents' opinions seriously* (S2011)	90%	96%
student behaviour is well managed at this school* (S2012)	87%	88%
this school looks for ways to improve* (S2013)	93%	96%
this school is well maintained* (S2014)	94%	100%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	89%	89%
they like being at their school* (S2036)	89%	90%
they feel safe at their school* (S2037)	79%	85%
their teachers motivate them to learn* (S2038)	92%	99%
their teachers expect them to do their best* (S2039)	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	88%	97%
teachers treat students fairly at their school* (S2041)	82%	83%
they can talk to their teachers about their concerns* (S2042)	75%	87%
their school takes students' opinions seriously* (S2043)	76%	79%

## Our school at a glance

student behaviour is well managed at their school* (S2044)	65%	73%
their school looks for ways to improve* (S2045)	90%	96%
their school is well maintained* (S2046)	88%	88%
their school gives them opportunities to do interesting things* (S2047)	84%	92%

### Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		98%
they feel that their school is a safe place in which to work (S2070)		98%
they receive useful feedback about their work at their school (S2071)		94%
students are encouraged to do their best at their school (S2072)		100%
students are treated fairly at their school (S2073)		98%
student behaviour is well managed at their school (S2074)		92%
staff are well supported at their school (S2075)		90%
their school takes staff opinions seriously (S2076)		94%
their school looks for ways to improve (S2077)		98%
their school is well maintained (S2078)		96%
their school gives them opportunities to do interesting things (S2079)		88%

\* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.



# Our school at a glance

## Involving parents in their child's education

Hambledon State School is committed to working together with parents and the wider school community to make a difference to each child's education. Parent volunteers continued to be active in the lower school by assisting in classrooms for specific programs. Throughout the school year, families had opportunities to engage in their child's education by attending numerous activities including (but not all mentioned):

- Open classrooms
- Parent/teacher interviews
- Sports Day/Athletics carnivals
- Weekly parades – celebrations of achievement were acknowledged
- School Leadership Presentations
- Under 8's Day

Our P&C is also a committed team in providing the strong link between home and school. The hard working parents through their tireless fundraising efforts support the school with resources and provide healthy food options from the tuckshop.

## Reducing the school's environmental footprint

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

Hambledon State School's Earth Smart team's sole purpose was to embed '**Enough for All Forever**'. This promoted sustainability within our school and encouraged families to play an integral part of the Education for Environmental Sustainability.

Every Opportunity was taken to apply a 'sustainability filter' to our curriculum in educating students about Environmental Sustainability.

Our Student Council led many school initiatives including, Litter Busters, Junior Landcare, Waterwise , Recycling, Bright Sparks.

Throughout the year, the school community engaged in the following activities:

- Clean Up Australia day
- Earth Hour
- Schools Tree Day
- Keep Australia Beautiful Week
- National Recycling Week
- World Environment Day

## Our school at a glance

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	10,742	5,540
2011-2012	332,093	4,351
2012-2013	325,499	4,355

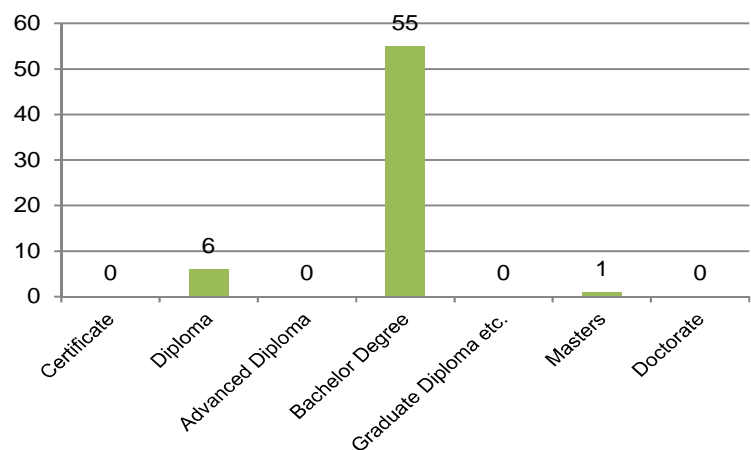
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	62	33	<5
Full-time equivalents	52	20	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	55
Graduate Diploma etc.	0
Masters	1
Doctorate	0
<b>Total</b>	<b>62</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 2013 were \$ 49 011.82

The major professional development initiatives are as follows:

- Principals' cluster meetings and Regional conferences
- Explicit Teaching - Writing
- FNQ Indigenous Numeracy Project
- Australian Curriculum – Geography
- FNQ Regional Early Years Conference
- Early Phase of Learning – Early Start in Literacy & Numeracy, Interactive Learning

## Our staff profile

HOC Network Days  
FNQ STLaN Professional Learning Network Days  
Quality School Inclusive Leaders  
The Break Through Coach

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2013 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.

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	92%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

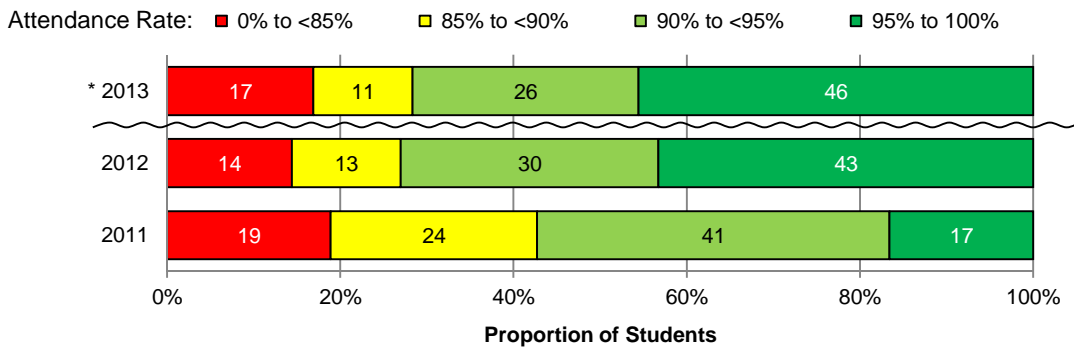
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	89%	89%	89%	89%	90%	89%	90%					
2012	92%	93%	90%	91%	92%	92%	93%					
2013	91%	92%	93%	91%	92%	90%	90%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

# Performance of our students

## 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 follows 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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name" with a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this, there is a "Sector" section with two radio buttons: "Government" (which is selected) and "Non-government". A yellow "SEARCH" button is located at the bottom of the second section.

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

In 2013 student enrolment figures taken in August was 807. Indigenous student enrolments was 202, close to a quarter of our overall school population.

NAPLAN data showed that there is a considerable gap between Indigenous and Non-Indigenous students in all three (3) areas of Reading, Writing and Numeracy.

Attendance data showed that our Indigenous students attended school at 86.8% ( a decline of 0.6% from 2012) compared to 91.9% of our Non-indigenous students.

## Performance of our students

A whole school approach to building a stronger relationship with the Indigenous community will strengthen the overall student outcomes for all our Indigenous students.