Hambledon State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

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

Every year, State Schools across Queensland issue an Annual Report. This report identifies the growth, development and performance of Hambledon State School in 2014. It provides insights into our school's improvement agenda, program development, teaching and learning improvements, community partnerships and the goals and standards achieved by every student. Our community is extremely proud of the standards being attained by our students in all key learning areas in all year levels. In partnership with our community, Hambledon State School is committed to developing active, compassionate and lifelong learners. Integral to our philosophy is the development of inquiring, knowledgeable and caring young citizens who respect their own and other cultures. Hambledon State School has a fine tradition of academic endeavor and caring for children as important individuals.

School progress towards its goals in 2014

A range of strategies identified in the school's strategic planning documents for 2014. These strategies were focused to improve teaching, learning and community engagement: The following are some of the strategies and initiatives that were initiated, embedded or consolidated during 2014:
• The Explicit Teaching Pedagogical Framework continued to be effectively delivered as the consistent school wide pedagogical practice – I DO, WE DO, YOU DO
• Learning Support/ Intervention Plans were developed for children performing in the lower 2 bands of NAPLAN or below Regional benchmarks in Reading or Writing
• Extension programs and strategies were initiated to extend students identified as capable of performing in the upper 2 bands of NAPLAN
• Daily consolidation lessons occur in every classroom to complement the teaching reading, writing and numeracy
• Individual student achievement data discussed every five (5) weeks with Administration Line Managers, each term by Year Level teams, and twice yearly through Intervention Action Plan meetings
• Implementation of Regional Systems for Attendance, Improving Teaching and Positive Behaviour for Learning
• Implementation of the Greater Results Guarantee Plan – providing explicit intervention for students in the early years and improving teacher practice through a combination of coaching and mentoring
• Reflection and development of Quality Schools Inclusive Leadership Action Plan to ensure that school culture and practices meet the expectations of the Disability Standards – this work will continue into 2015 and beyond
• Fostering and enhancing the strong partnership between the school and the P&C
• Implementation of the Annual Review Process to support the development of teacher's practice in conjunction with the Developing Performance Framework – this will be a continued focus into 2015

Future outlook

In 2015, Hambledon State School will continue to focus on an explicit improvement agenda in teaching, learning and community engagement. This improvement agenda includes:
• Continued embedding of the Australian Curriculum in English, Mathematics, Science and History
• Implementing research based strategies to improve the outcomes for all students in literacy and numeracy, focusing on differentiated teaching to meet the individual needs of students
• Continued tracking of student's reading and writing to inform teaching and improve the outcomes of all children.
• Develop and embed a consistent school-wide approach to the teaching of writing to support children's developmental progress

- Continue to embed the School's Pedagogical Framework across the school to ensure consistency of teaching practices
- Continue to ensure professional development and school resources are targeted to facilitate improvement on the school focuses
- Develop a whole school culture of differentiation to support every child's learning

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	762	350	412	92%
2013	807	383	424	90%
2014	835	386	449	93%

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 enrolment due to local housing development and expansion over the past 10 years. Before the urban expansion, the school typical of that which operates in semi-rural community. As a result of extensive residential development the school has transformed into a large urban school with students from diverse, rich, multicultural backgrounds.
The school has approximately 25% of its population identifying as Aboriginal or Torres Strait Islander.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	20	22	20
Year 4 – Year 7 Primary	25	24	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	39	38	64
Long Suspensions - 6 to 20 days	5	4	2
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

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

In addition the following programs were offered:
- Targeted teaching in all year levels that track the progress of students and teach from 'where they are at'
- Differentiated Learning Support & Social Learning programs for identified students
- Strong emphasis on the development of the social and emotional needs of students
- ICAS English, Writing, Spelling, Mathematics, Science and Computer competitions
- LOTE (Japanese) for students in Years 6 & 7
- Effective Responsible Behaviour Plan that promotes high expectations and positive behaviours
- Instrumental Music program and Choirs
- Strong emphasis on the use of digital technologies in teaching
- Computers being accessible in each classroom
- Participation in District Interschool sporting competitions
- School Chaplaincy program

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Extra curricula activities

Hambledon State School offers a range of extra curricula activities. In 2014 these activities included:

- Junior Choir
- Senior Choir
- Chess Club
- ANZAC Day Ceremony
- Boys AFL team
- Boys Rugby team
- Marlin Coast Netball team
- Tennis team
- Athletics and Cross Country 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

Hambledon State School has computers located in the library and also in classrooms. There is also a class set of laptop computers located in the library for children to access at break times, and for class groups to borrow and use. Our schools ICT program develops students' ICT and information literacy skills through learning and assessment activities. Computers are used in classrooms by students to complete learning assessment tasks in all key learning areas. Students use online content and services to support their learning. Other multimedia resources such as digital cameras, movie making equipment and data projectors are used in conjunction with computers for student learning. Our classrooms use interactive white boards to aid teachers in the delivery of the Australian Curriculum. Our philosophy with regards to the use of ICTs is that the technology must be accessible, aids teaching and learning, and engages to learners.

Social Climate

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

are explicitly taught in every year level and all children are supported in taking responsibility for their behaviour. The focus on teaching and learning requires minimal disruptions to the classroom environment, and children are expected to behave in a way that is conducive to productive learning. Our school is committed to supporting all children and their families in engaging in our learning community. As part of our support system at Hambledon State School we have a dedicated Student Support Team which focuses on ensuring appropriate pastoral care and support is provided to individual children's needs. This team consists of our Guidance Officer, our Chaplain, STLaN (support teacher in literacy and numeracy), Speech and Language Therapist, HoSES

(Head of Special Education Services) and Principal. This team is committed to initiating and maintaining strong relationships with outside agencies within the local community to improve children's outcomes. Staff, children and families support each other to work towards a common goal of improving the goals and outcomes of every child.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	91%	100%	95%
this is a good school (S2035)	91%	96%	98%
their child likes being at this school* (S2001)	100%	93%	95%
their child feels safe at this school* (S2002)	94%	96%	93%
their child's learning needs are being met at this school* (S2003)	84%	93%	85%
their child is making good progress at this school* (S2004)	77%	96%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%	92%
teachers at this school motivate their child to learn* (S2007)	94%	100%	95%
teachers at this school treat students fairly* (S2008)	91%	96%	95%
they can talk to their child's teachers about their concerns* (S2009)	94%	92%	98%
this school works with them to support their child's learning* (S2010)	97%	92%	92%
this school takes parents' opinions seriously* (S2011)	90%	96%	90%
student behaviour is well managed at this school* (S2012)	87%	88%	90%
this school looks for ways to improve* (S2013)	93%	96%	92%
this school is well maintained* (S2014)	94%	100%	100%

Performance measure			
Percentage of students who agree[#] that:	2012	2013	2014
they are getting a good education at school (S2048)	89%	89%	94%
they like being at their school* (S2036)	89%	90%	93%
they feel safe at their school* (S2037)	79%	85%	86%
their teachers motivate them to learn* (S2038)	92%	99%	95%
their teachers expect them to do their best* (S2039)	96%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	97%	97%
teachers treat students fairly at their school* (S2041)	82%	83%	85%
they can talk to their teachers about their concerns* (S2042)	75%	87%	82%
their school takes students' opinions seriously* (S2043)	76%	79%	87%
student behaviour is well managed at their school* (S2044)	65%	73%	66%
their school looks for ways to improve* (S2045)	90%	96%	95%
their school is well maintained* (S2046)	88%	88%	84%
their school gives them opportunities to do interesting things* (S2047)	84%	92%	90%

Performance measure			
Percentage of school staff who agree[#] that:	2012	2013	2014

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	98%
they feel that their school is a safe place in which to work (S2070)		98%	100%
they receive useful feedback about their work at their school (S2071)		94%	95%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		98%	93%
student behaviour is well managed at their school (S2074)		92%	85%
staff are well supported at their school (S2075)		90%	93%
their school takes staff opinions seriously (S2076)		94%	95%
their school looks for ways to improve (S2077)		98%	100%
their school is well maintained (S2078)		96%	93%
their school gives them opportunities to do interesting things (S2079)		88%	88%

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

'Agree' represents the 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.

Involving parents in their child's education

Parents are valuable partners in the education and development of young people. Effective school/home partnerships ensure children receive the highest quality educational outcomes. Hambledon State School enjoys a strong, positive reputation within the community as a caring school with a positive approach to managing student behaviour. 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 or help in any of the following activities:
• School assemblies
• Afternoons of Excellence – showcasing student work
• Class or cultural performances
• School Sports Days
• Assisting in the library
• Working in the school tuck shop
• In-class helpers
• P&C meetings and fundraising events
• Annual ANZAC Day March and Commemorative Service
• Annual NAIDOC celebrations
• Class excursions and Celebration days
Academic Reporting to parents and carers occurs at the following times:
• Term 1 – Face to Face Interviews with parents and carers
• Term 2 – Written reports forwarded home and interviews can be requested by parents and carers
• Term 3 – Showcase of children's work to parents and carers with the opportunity to discuss individual progress
• Term 4 – Written reports forwarded home

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Whilst our electricity consumption has not significantly decreased 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.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	332,093	4,351

2012-2013	325,499	4,355
2013-2014	329,017	4,219

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	66	35	5
Full-time equivalents	57	22	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	58
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
Total	**66**
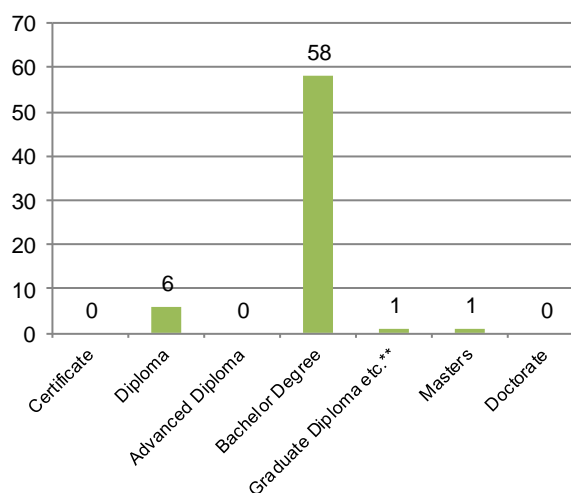
*Teaching staff includes School Leaders

**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 2014 were $ 47 640.00. In addition a further sum of approximately $125 000 was spent from Great Results Guarantee to implement effective coaching, mentoring and co-teaching with teachers to further develop individual professional practices.

The major professional development initiatives are as follows:

•   Improving teacher pedagogy and understanding of The Australian Curriculum
•   Professional Standards for Teachers
•   Explicit teaching as the school's Pedagogical Framework
•   Regional Principals' Conference and Qld Studies Authority Conference
•   Early Years of Learning – Early Start in Literacy & Numeracy, Interactive Learning
•   First Aid Training
•   HOC Network Days
•   FNQ STLaN Professional Learning Network Days
•   Quality School Inclusive Leaders
•   Behaviour Management processes and practices focussing on the Essential Skills for Classroom Management.
•   Moderation across year levels.
•   Coaching, Mentoring and Collegial Planning

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2014 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.**

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%

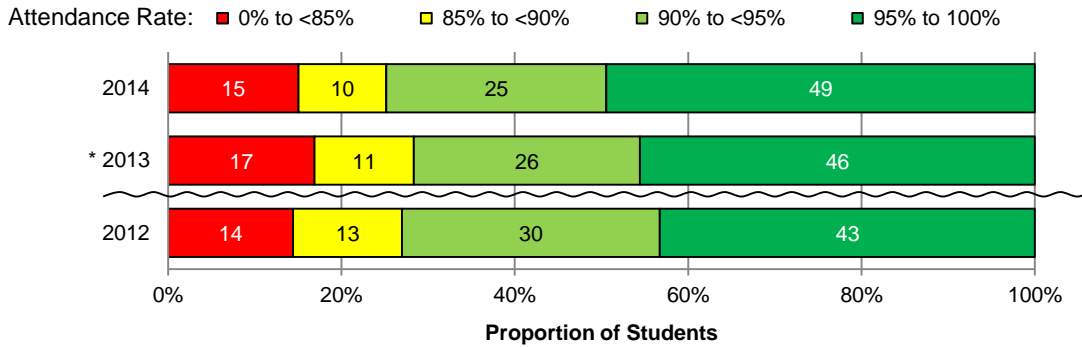The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	92%	93%	90%	91%	92%	92%	93%					
2013	91%	92%	93%	91%	92%	90%	90%					
2014	92%	92%	93%	93%	93%	93%	91%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

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%
2014	15	10	25	49
* 2013	17	11	26	46
2012	14	13	30	43

0% 20% 40% 60% 80% 100%

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Teachers mark rolls electronically in the morning and afternoon.

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

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

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government
SEARCH

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

Hambledon State School is committed to improving the educational outcomes of our Indigenous students provided in the Closing the Gap strategy.

Gap Measure	Queensland State School's gap size between mean scale scores (Indigenous/non Indigenous) - 2014	Hambledon State School gap size between mean scale scores (Indigenous/non Indigenous) - 2014
Year 3 Reading	68	56
Year 3 Writing	52	54
Year 3 Numeracy	59	45
Year 5 Reading	67	45
Year 5 Writing	56	34
Year 5 Numeracy	61	28
Year 7 Reading	53	27
Year 7 Writing	57	61
Year 7 Numeracy	53	53

The gap between the attendance of Indigenous and non-indigenous students has reduced from 5.7% in 2012 to 3.4% in 2014.