

# Halifax State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

This report is designed to provide information about the achievements and directions of Halifax State School. Halifax State School has two classes; Year Prep to Year two and Year three to six. Our goals are to provide lifelong learning for our students through the inclusion of the Australian Curriculum and a range of extra curricula activities. In 2015 Great Results Guaranteed (GRG) funds were used to

- Increase the percentage of students achieving a Level of Achievement of "C" or above in English for Year 1 to Year 2 from 50% to 80%.
- Increase the percentage of students meeting NAPLAN national minimum standard in Year 3 reading from 50% to 80%.
- Increase the percentage of students in the NAPLAN upper two bands in reading from 50% to 80% for Year 3 students in 2015.

Most of the information in this report is not new, but has been communicated to the school community throughout the year. If you would like any further information regarding any information contacted in this report, please feel free to contact the school.

### School progress towards its goals in 2015

Priority	Action	Outcome
Reading improvement	Engagement of parents and school community in reading and spelling initiative, particularly Indigenous family involvement.	Ongoing
Spelling improvement	Focus on explicit teaching of spelling – explicit reference to spelling lessons in planning.	Expected to be completed by 2016
Attendance	Communicate with students, staff and community members the need for improved attendance of students as a means of improving achievement. 2015 - 97%	Ongoing
Building Staff Capacity	Provide opportunities for school staff to engage in professional development regarding the Australian Curriculum and C2C resources.	Ongoing

### Future outlook

- Reading improvement (fluency, guided reading, QAR comprehension, retell)

- Numeracy improvement (number facts, automaticity, problem solving, mathematical literacy)
- Attendance improvement
- Writing improvement (paragraphing, sentence structure and punctuation)
- Building Staff Capacity (in priority areas, data, differentiation)

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	36	16	20	8	84%
2014	24	9	15	8	75%
2015	23	11	12	7	85%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Halifax State School has a diverse student body that live in the surrounding area of the school. The school has 9 female students and 15 male students. Students come from a range of working families including those that derive their trade from surrounding cane industry and local business. The student body consists of 7 Indigenous students and 18 non-Indigenous students. Our students come from a range of family backgrounds including two parent, single parent and extended family arrangements. No students within the school have English as Second Language

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	11	4	10
Year 4 – Year 7 Primary	13	5	7
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	2	1	0

Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

- Environmental and Sustainability Education - student designed gardens and school projects
- Media studies and video production as a means of student expression and school promotion
- Smart Moves program for 30 minutes of physical activity daily
- One-on-one reading and spelling in P - 2.
- Use of Information Communication Technologies across all curriculum areas including iPads, and computers.
- Each student in years 3 -6 have their own school ipad and laptop.
- Individualised intervention for students identified as requiring support or extension.
- Early start program.

### Extra curricula activities

- ANZAC celebration - students involved in school assembly, town march.
- Cluster Bluelight Disco
- Swimming Coaching - student in Years Prep-6 received specialised swimming coaching at the town pool as part of our swimming program
- District Sports including soccer, netball and touch football carnivals.
- Ingham Performing Arts Festival
- Athletics
- School Camp
- North Queensland Sports Tour
- Cross Country
- Relay for life
- NAIDOC week
- Visiting development officers for Golf, Lawn Bowls, AFL, NRL

### How Information and Communication Technologies are used to improve learning

Information Communication Technologies were integrated throughout the curriculum across all learning areas to enhance teaching and learning. The school hosts a computer lab, which allows individual use of a computer, as well as an interactive whiteboard in both classrooms. In addition to this hardware, each student has his or her own iPad, in years 4- 6 students have individual laptops to access curriculum activities. The use of digital media such as digital still, video and web cameras made learning experiences engaging and interesting for students. Teachers and students are also able to utilise laptops and tablet in classrooms to investigate, create, design and produce. The use of Information Communication Technologies allows students individualised learning across all year levels in multi-age classroom settings. The students participate in focussed ICT lessons to ensure they have the ongoing capabilities required in an ever ICT dependent world. In 2015 the school also used iPads to assist in learning and teaching. These are used for individual, pair or small group work and to differentiate learning opportunities.

## Social Climate

As a small school, parents, students and staff enjoy a safe and supportive learning environment. The vast majority of parents are satisfied that Halifax State School is a safe school where their children are treated fairly. While bullying has not been an issue in the school, there are set guidelines in place through the School Positive Behaviour Plan should the need arise. There is a strong belief amongst parents that their children are receiving a good education and this is reflected in school opinion surveys.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	
this is a good school (S2035)	100%	100%	
their child likes being at this school (S2001)	100%	100%	
their child feels safe at this school (S2002)	100%	100%	
their child's learning needs are being met at this school (S2003)	100%	100%	
their child is making good progress at this school (S2004)	100%	100%	
teachers at this school expect their child to do his or her best (S2005)	100%	100%	
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	100%	
teachers at this school motivate their child to learn (S2007)	88%	100%	
teachers at this school treat students fairly (S2008)	75%	100%	
they can talk to their child's teachers about their concerns (S2009)	94%	100%	
this school works with them to support their child's learning (S2010)	100%	100%	
this school takes parents' opinions seriously (S2011)	88%	100%	
student behaviour is well managed at this school (S2012)	63%	100%	
this school looks for ways to improve (S2013)	88%	100%	
this school is well maintained (S2014)	100%	100%	

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	88%	100%	100%
they can talk to their teachers about their concerns (S2042)	100%	100%	100%
their school takes students' opinions seriously (S2043)	100%	100%	100%
student behaviour is well managed at their school (S2044)	100%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	88%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

Parents are regularly involved with their child's learning both in the classroom and extracurricular school activities. The school has an open door policy that involves parents in reading, writing, culminating activities, tuckshop, NAIDOC activities, smart moves, sports days, art festivals, assemblies, working bees and assisting with the teaching and learning processes. This includes inviting parents to be guest speakers and taking part in classroom activities, as well as being part of decision-making processes along with Parents and Citizens Association activities.

Students with disabilities wishing to enrol at the school are invited to participate in a consultation processes with the principal, specialist staff, teachers and other stakeholders, regarding the adjustments needed made to assist students with diverse needs to access and participate fully at school.

## Reducing the school's environmental footprint

Throughout 2015, Halifax state school actively engaged in processes to minimize our environmental footprint. This included in introducing environmental awareness to curriculum units and allowing students the opportunity to make decisions about the school environment. The years 4 to 6 class participated in a distinct biodiversity unit to investigate current schoolyard life and how they could best improve the school environment.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	22,408	532
2013-2014	22,157	824
2014-2015	24,064	718

\*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.

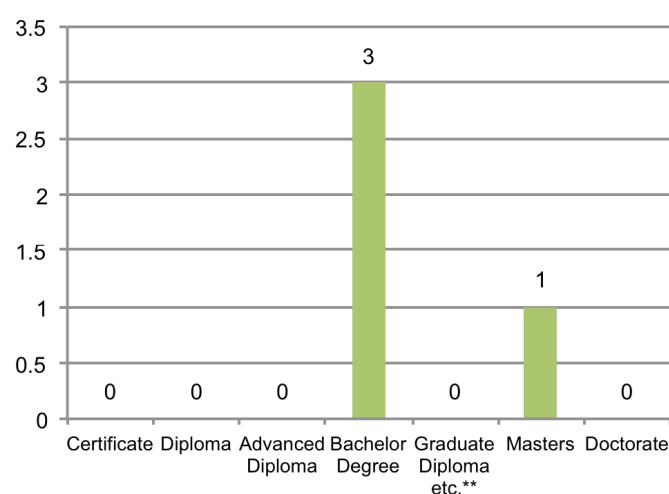
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	5	0
Full-time equivalents	3	2	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
<b>Total</b>	<b>4</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 2015 were \$ 11177

The major professional development initiatives are as follows:

- Mentoring
- Peer learning circles
- Student Achievement Meetings (SAM)
- Data collection and analysis
- Curriculum knowledge and planning

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	100%

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

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	97%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	96%	94%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	90%	94%	94%	97%	95%	97%	94%					
2014	93%	93%	92%	98%	97%	99%	97%	DW					



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

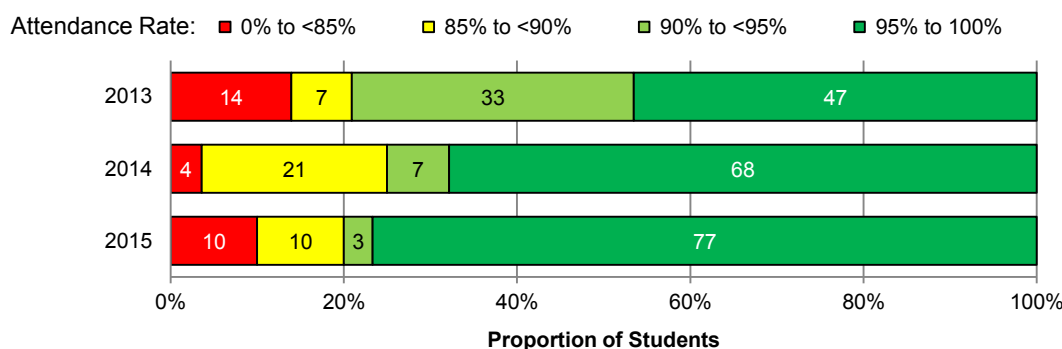
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	97%	96%	96%	98%	100%	97%	97%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

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

Student attendance is monitored through roll marking each morning by classroom teachers. This data is monitored by the school Principal and Administration Officer and shared with staff, students and parents. When absence occurs the school contacts parents/caregivers of those students to seek explanation. Students are encouraged to attend by creating engaging and unique learning opportunities. In instances where absenteeism becomes a problem, the school liaises with parents and Regional Office to reach a solution. The school has actively promoted the need for increased attendance as a means of improving results and performance over time to parents, and programs are used to reward those students who maintain high attendance. Students in the senior class also set attendance goals, which are communicated, to the school community. Those students who achieve their attendance goal, particularly those who achieve 100%, are rewarded via a rewards day at the end of the term.

### 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.

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Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.