



Halifax State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Halifax State School is a small school which caters for the communities of Halifax, Taylors Beach and Lucinda. The school has enjoyed a 128 year old tradition of academic excellence and continues to thrive. Halifax State School offers a tailored learning program which caters for the diverse needs of all students including English as Second Language students and students with Special Needs. It boasts a wide range of Information and Communication Technology resources, which are supported by strong pedagogy. The staff at Halifax State School are extremely committed to the success and achievement of our students. The school motto, 'Actions Speak Louder Than Words', displays our commitment to creating citizens who take an active role in society. The school provides learning opportunities in all Key Learning Areas including Language Other Than English (Italian). Students of all year levels have the chance to participate in experiences which enhance academic, sporting and cultural ability. Halifax State School has a strong community involvement which enhances the academic and social success of our students.

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 2017 Investing for Success (I4S) 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 60% to 90% in 2018.
- Increase the percentage of students meeting NAPLAN national minimum standard in Year 3 reading from 75% to 90% by 2018.
- Increase the percentage of students in the NAPLAN upper two bands in reading from 75% to 90% for Year 3 students by 2018.

This information 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 2017

Priority	Actions included but were not limited to	Outcome
Reading improvement	Engagement of parents and school community in reading and spelling initiative, particularly Indigenous family involvement. Focus on the Early Levelled Reading, Four Lesson Sequence	Ongoing
Spelling improvement	Focus on explicit teaching of spelling – explicit reference to spelling lessons in planning.	Embedded

Attendance	Communicate with students, staff and community members the need for improved attendance of students as a means of improving achievement.	Ongoing
Building Staff Capacity	Provide opportunities for school staff to engage in professional development regarding the Australian Curriculum and C2C resources.	Ongoing
Improving Student and Staff Well Being	Tracking student attendance Pre prep transition program High school transition program	Ongoing

Future Outlook

The school will continue to focus on these priorities in 2018 and will prioritise

- Teaching the Australian Curriculum with a literacy focus.
- Writing improvement across the school
- Use STDC's (short term data cycles) in reading comprehension to monitor and individualize strategies to increase student performance in reading skills.
- Embed goal-setting procedures to include identified skills.
- Embed focused literacy blocks across the school
- Embed case management discussions to identify and address students learning needs

Data will continue to be used to monitor success of students including:

- Attendance
- A to E data
- NAPLAN

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	23	11	12	7	85%
2016	19	11	8	3	73%
2017	22	12	10	4	86%
2018	20	9	11	3	

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

In 2017, there were 2 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Halifax State School has a diverse student body that live in the surrounding area of the school. The school has 9 female students and 11 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 3 Indigenous students and 17 non-Indigenous students. Our students come from a range of family backgrounds including two parent, single parent and extended family arrangements.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES

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The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	15	13	13
Year 4 – Year 6	10	11	9
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- Curriculum offerings include English, Mathematics, Science, History, Geography, The Arts, Health and Physical Education.
- 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 P -6 has their own school laptop.
- Individualised intervention for students identified as requiring support or extension.
- Swimming is offered to all students in Prep – Year 6.

Co-curricular Activities

- ANZAC celebration - students involved in school assembly, town march.
- Cluster Blue light 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
- Under Eights Week Activities
- Athletics, Cross Country and Swimming Carnivals

How Information and Communication Technologies are used to Assist Learning

Information Communication Technologies is 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. These are used for individual, pair or small group work and to differentiate learning opportunities. 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.

Social Climate

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)		DW	100%
this is a good school (S2035)		DW	83%
their child likes being at this school* (S2001)		DW	100%
their child feels safe at this school* (S2002)		DW	100%
their child's learning needs are being met at this school* (S2003)		DW	83%
their child is making good progress at this school* (S2004)		DW	100%
teachers at this school expect their child to do his or her best* (S2005)		DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)		DW	67%
teachers at this school motivate their child to learn* (S2007)		DW	67%
teachers at this school treat students fairly* (S2008)		DW	83%
they can talk to their child's teachers about their concerns* (S2009)		DW	100%
this school works with them to support their child's learning* (S2010)		DW	83%
this school takes parents' opinions seriously* (S2011)		DW	100%
student behaviour is well managed at this school* (S2012)		DW	100%
this school looks for ways to improve* (S2013)		DW	100%
this school is well maintained* (S2014)		DW	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
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)	100%	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%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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%	DW
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)	88%	100%	100%
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%

* 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

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 process with the principal, specialist staff, teachers and other stakeholders, regarding the adjustments needed to assist students with diverse needs to access and participate fully at school.

Respectful relationships programs

At Halifax State School we implement the 'You Can Do It' program which instils knowledge and understanding of personal safety and awareness. Halifax State School has a no tolerance policy with domestic violence and supports all members of the community through partnerships with the Blue Light association and awareness campaign (such as the annual walk for domestic violence). We are developing our staff capability to effectively implement the Daniel Morcombe Foundation health curriculum and resources to support students in recognizing, reacting and reporting situations that make them feel unsafe. The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	1	2
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Throughout 2017, Halifax State School actively engaged in processes to minimize our environmental footprint. This included introducing environmental awareness to curriculum units and allowing students the opportunity to make decisions about the school environment. The school has a solar panel installation. Water leaks etc. are dealt with in a timely manner.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	24,064	718
2015-2016	24,632	713
2016-2017	27,610	539

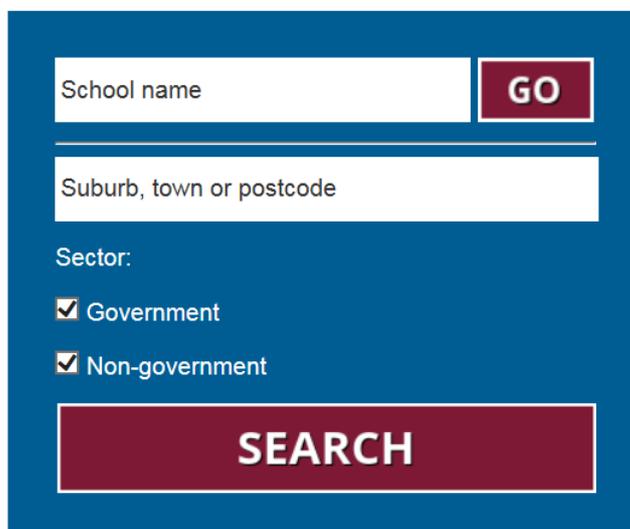
The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

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 <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



Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time Equivalents	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2017 were \$7264.94

The major professional development initiatives are as follows:

- 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 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	97%	93%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	86%	87%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

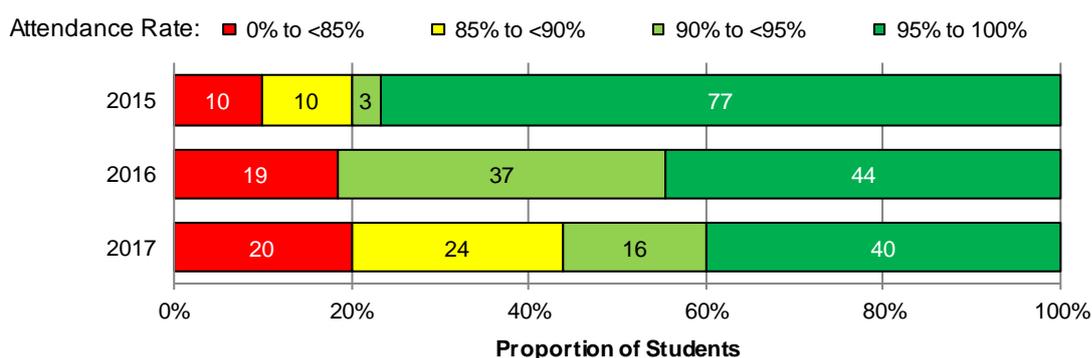
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	97%	96%	96%	98%	100%	97%	97%						
2016	95%	94%	91%	99%	92%	87%	94%						
2017	89%	93%	91%	90%	95%	93%	85%						

*Attendance rates effectively count 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 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.

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.

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states **'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.