

# Halifax State School (0213)

## 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 <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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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 Three and Year Four to Seven. Our goals are to provide lifelong learning for our students through the inclusion of all key Learning Areas and a range of extra curricula activities. 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 2012

Priority	Action	Outcome
<b>Reading improvement</b>	Utilise Support Teacher (Literacy and Numeracy) to coach/mentor staff to <b>integrate literacy and numeracy</b> across the curriculum.	Implemented
	Engagement of parents and school community in reading and spelling initiative, particularly Indigenous family involvement.	Completed
<b>Spelling improvement</b>	Focus on <b>explicit teaching</b> of <b>reading and spelling</b> –explicit reference to reading and spelling lessons in planning.	Completed
	Provide additional teacher aide time (4 hours a week) to P-2 class for reading and spelling small group work	Completed
<b>Attendance improvement</b>	Communicate with students, staff and community members the <b>need for improved attendance</b> of students as a means of improving achievement. 2011 – 83.2%	Implemented
	<b>Communicate positive school achievement</b> and involvement to improve attendance.	Completed/ongoing
<b>Staff capacity building</b>	Provide opportunities for school staff to engage in professional development regarding the Australian Curriculum and C2C resources.	Completed

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## 2012 School Annual Report

### **Future outlook**

- Writing improvement (paragraphing, sentence structure and punctuation)
- Reading improvement (fluency, guided reading, QAR comprehension, retell)
- Numeracy Improvement (number facts, automaticity, problem solving, mathematical literacy)
- Attendance Improvement
- Building Staff Capacity (in priority areas, data, differentiation)

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:** 33

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	36	22	14	86%
2011	37	18	19	94%
2012	33	15	18	91%

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

### 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 15 female students and 18 male students and have held a stable population for some time now. 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 8 Indigenous students and 30 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 are English as Second Language.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	19	22	17
Year 4 – Year 10	18	14	16

### School Disciplinary Absences

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

## Curriculum offerings

### Our distinctive curriculum offerings

- 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 the lower grades
- Use of Information Communication Technologies across all curriculum areas including iPads, computers and tablets.
- Individualised intervention for students identified as requiring support or extension.

#### Extra curricula activities

- ANZAC celebration - students involved in school assembly, town march.
- Cluster Bluelight Disco
- Swimming Coaching - student in Years Prep-7 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
- Gymnastics
- Relay for life

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

Information Communication Technologies were integrated throughout the curriculum across all key 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, students utilise iPods, iPod Touches, MP3 players and digital probes 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 of the multi-age classrooms. The students participate in focussed ICT lessons to ensure they have the ongoing capabilities required in an ever ICT dependent world. In 2012 the school also used iPads to assist in learning and teaching. These are used for individual, pair or small group work.

## 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

Parents of Halifax State School embrace the kind and caring school environment, with 94% satisfaction with the education their student is receiving at the school. In fact, most areas of the parent opinion survey reflected satisfaction in areas of questioning. Parents take the opportunity to contribute to their child's learning and are always willing to assist with school activities. The students of the school are also very satisfied with their education and are generally enthusiastic about what they are learning. Halifax State School also enjoys staff satisfaction with education, professional development and morale which ultimately leads to a safe, supportive

## Our school at a glance

and enjoyable workplace. The school has a kind and positive ethos which is portrayed through staff, students and parents.

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

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

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

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	100.0%

## Our school at a glance

their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

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

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	100.0%
with the individual staff morale items	97.5%

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

<sup>#</sup> 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

Parents are regularly involved with their child's learning both in the classroom and with school activities. The school involves parents in reading programs, culminating activities, tuckshop, assemblies, working bees and assisting with the teaching and learning process. This includes inviting parents to be guest speakers and taking part in classroom activities, as well as being part of decision making processes and Parents and Citizens Association activities.

## Reducing the school's environmental footprint

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

Throughout 2012, Halifax State School actively engaged in processes to minimise our environment footprint. This included introducing environmental awareness to curriculum units, and allowing students the opportunity to make decisions about the school environment. The Years 4-7 class participated in a district biodiversity unit to investigate current schoolyard life and how they could best improve the school environment.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	25,991	826
2010-2011	21,083	594
2011-2012	21,284	573

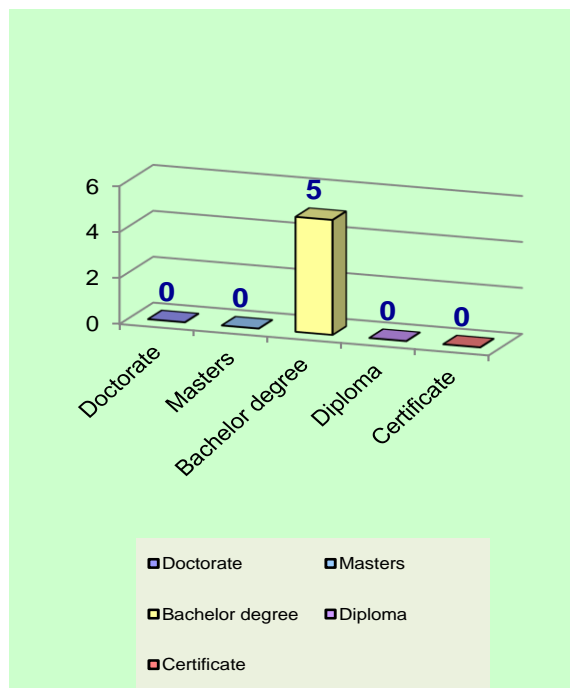
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	5	4	0
Full-time equivalents	3.1	2.4	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	5
Diploma	0
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$5,958. The major professional development initiatives are as follows:

- Science In The Classroom
- Peer mentoring cluster Unpacking the C2C units
- Digital Pedagogical Licence
- Literacy in action Workshop
- ICT's In Education Workshop



# Our staff profile

P-2 Jolly Phonics Workshop

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.	97.8%	97.7%	96.9%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 48.2% 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.

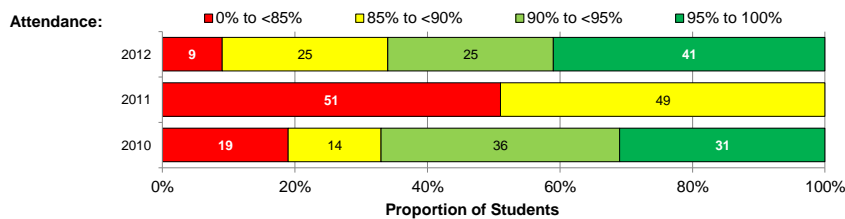
## Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	95%	89%	DW	93%	DW	80%	93%
2011	85%	86%	86%	DW	86%	DW	78%
2012	91%	91%	94%	97%	93%	93%	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.

Student attendance is monitored through the use of 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 prolonged 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.

## 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/>.

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# Performance of our students

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## Achievement – Closing the Gap

Halifax State School enjoys a strong and positive relationship with local Indigenous groups and takes pride in the fact that there was no recognisable academic gap between Indigenous and non-Indigenous students. 2012 saw the first difference in attendance between Indigenous and non-Indigenous students, and the school worked to rectify this. Generally there is insignificant difference in attendance rates between indigenous and non-indigenous students though at times exceptional individual circumstances occur.