

Halifax State School

Queensland State School Reporting

2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data 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 contained in this report, please feel free to contact the school.

School progress towards its goals in 2014

Priority	Action	Outcome
Reading improvement	Utilise Support Teacher (Literacy and Numeracy) to coach/mentor staff to integrate literacy and numeracy across the curriculum.	Implemented
	Engagement of parents and school community in reading and spelling initiative, particularly Indigenous family involvement.	Completed/ Ongoing
Spelling improvement	Focus on explicit teaching of reading and spelling –explicit reference to reading and spelling lessons in planning.	Completed/ Ongoing
	Provide additional teacher aide time (4 hours a week) to P-2 class for reading and spelling small group work	Completed/ Ongoing
Attendance improvement	Communicate with students, staff and community members the need for improved attendance of students as a means of improving achievement. 2014 - 95%	Implemented
	Communicate positive school achievement and involvement to improve attendance.	Completed/ongoing
Staff capacity building	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

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	33	15	18	91%
2013	36	16	20	84%
2014	24	9	15	75%

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 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		
	2012	2013	2014
Prep – Year 3	17	11	4
Year 4 – Year 7 Primary		13	5
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	0	2	1
Long Suspensions - 6 to 20 days	0	0	0
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 an 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

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 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-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
- NAIDOC week
- Visiting development officers for Golf, Lawn Bowls, AFL, NRL

How Information and Communication Technologies are used to assist 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- 7 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 2014 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 [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	88%	100%
teachers at this school motivate their child to learn* (S2007)	100%	88%	100%
teachers at this school treat students fairly* (S2008)	100%	75%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	88%	100%
student behaviour is well managed at this school* (S2012)	100%	63%	100%
this school looks for ways to improve* (S2013)	100%	88%	100%
this school is well maintained* (S2014)	100%	100%	100%

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

* 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 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.

Reducing the school's environmental footprint

Throughout 2014, 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 7 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
2011-2012	21,284	573
2012-2013	22,408	532
2013-2014	22,157	824

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.

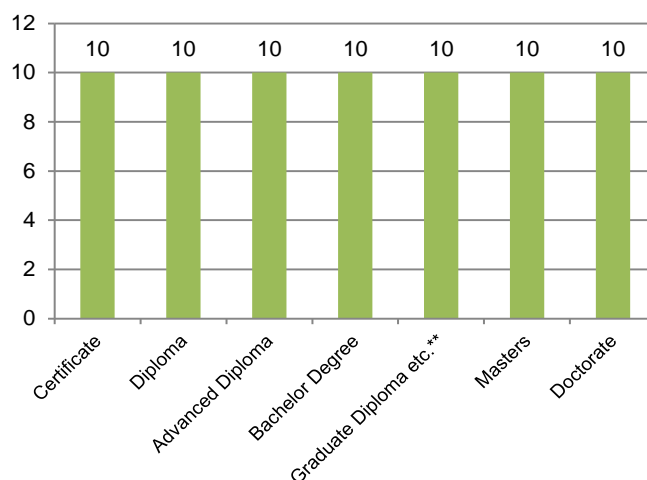
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	4	0
Full-time equivalents	3	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
Total	70



*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 \$6264.

This information can be calculated from OneSchool data.

The major professional development initiatives are as follows:

- Mentoring and peer learning
- Reading/literacy improvement workshops
- Oneschool knowledge
- C2C planning and the Australian curriculum
- Explicit teaching

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.	97%	97%	97%

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 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.

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 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%	94%	95%

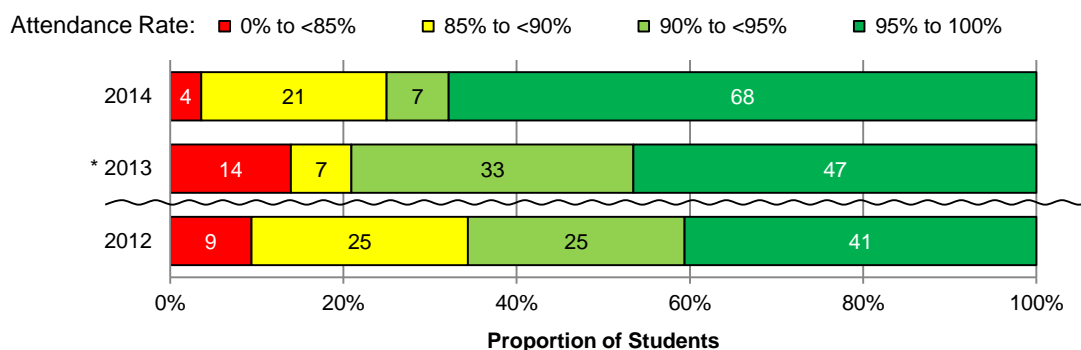
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	91%	91%	94%	97%	93%	93%						
2013	90%	94%	94%	97%	95%	97%	94%					
2014	93%	92%	98%	97%	99%	92%	DW					

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 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.

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.

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 '**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

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. 2013 saw attendance of Indigenous students rise above non-Indigenous students with attendances for both Indigenous and non-Indigenous students above state averages.