

Humpybong State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Choosing the right school for a child is one of the most important decisions that you will make. At Humpybong State School, we have the privilege and awesome responsibility of igniting the love of learning, each and every day, of parents' most treasured possession – their child.

We have high expectations for all children to achieve, for all children to do their best. We are committed to providing a quality education for our children and we are proud to be part of a strong public education system. The students are proud to wear their school uniform which is well recognised in the community and provides children with a sense of belonging.

The school is strengthened by the passion of a dedicated P&C. The local community partnerships with the council and PCYC support the school programs and resourcing.

There are many exciting features to the school that demonstrate the learning journeys undertaken by our students. The journey begins with our reputable Early Years program offered in Prep – Year 2. Each child's developmental needs are carefully nurtured to ensure a solid foundation from which the learning can continue seamlessly into the middle phase of learning of Years 3-6.

The school sits on the Redcliffe Peninsula and its magnificent view of Moreton Bay is the envy of many, with students being able to access the beach on one side and Langdon Park on the other.

We are constantly revisiting, reflecting, renewing and revitalizing current practices to create new futures. As much as things change, many things stay the same. School communities are created and based on a foundation of human relationships. When these relationships are respectful, hopeful and caring there is nothing we cannot achieve for our young people.

The School Annual Report provides an overview of the school's priorities and student achievements throughout the 2014 calendar year. This was the final year when Year 7 students attended Humpybong State School, making their transition to Junior Secondary for 2015.

School progress towards its goals in 2014

Humpybong State School's Explicit Improvement Agenda of improved student performance for reading and numeracy has progressed well.

The school placed emphasis on the partnership between families, staff and community working together to maximise the very best outcomes for all learners.

Much time has been spent on refining the implementation of the new Australian Curriculum through the development of year level unit plans and the Assessment and Reporting Framework.

The Pedagogical Framework, based on The Art and Science of Teaching and incorporating Explicit Teaching of Literacy and Numeracy skills was developed through investigation, research and consultation with staff.

Data collection and collation has been refined through the use of One School, with planning and teaching using data to inform their practice.

The provision of Interactive Whiteboards in all classrooms in 2014 has proved motivating and supported the teaching and learning process.

The Responsible Behaviour Plan was re-written with significant consultation in 2014 resulting in the school reengaging with the School Wide Positive Behaviour System and refining the CARE acronym for Self, Others, Learning and Property values to include: Consideration, Appreciation, Respect and Effort. Expected behaviours, rights and responsibilities have been redefined for students, staff and parents.

Our "Full Uniform with Pride" policy has resulted in a heightened sense of school pride. Our Attendance Policy has been rewritten with students being recognised for 100% and the 96%er club and will be fully implemented in 2015.

Future outlook

The 2015 Explicit Improvement Agenda is:

1. *Implement the Australian Curriculum using C2C as a resource (English, Mathematics, Science, History, Geography)*
2. *Develop and implement warm ups in Reading, Writing and Mathematics*
3. *Improve student performance through analyzing data and developing differentiated learning goals and ICP's*
4. *Implement explicit teaching using the 'Curriculum Framework Cycle' (I do, We do, You do, Ploughback)*

Strategies which will ensure progress towards the school's agenda include:

- School-wide analysis and discussion of systemically collected data on student outcomes to inform attendance processes, behaviour intervention and recognition and academic teaching and learning processes;
- Unrelenting focus on high expectations and learning around English and Maths providing feedback and designing learning goals for student learning;
- Term Year level pedagogical planning based on student achievement which is aligned with ACARA assessment and moderation practices and using One School;
- Providing Professional Development and intensive teaching through the Master Teacher and Teacher Mentors focussed on key priorities in literacy and identified areas developed from data collection of students and staff and through the Pedagogical Framework using the Great Results Guarantee funding;
- Curriculum evolution around the provision and enhancement of ICT resources; with a three year plan in place to upgrade the network and resources available;
- Managing student attendance rates with a focus on supportive communication and high expectations;
- Revising and reflecting on school community values and expectations to build a set of agreed practices and processes to enhance school spirit;
- Realigning resourcing around student needs utilising the Great Results Guarantee funding;
- Extension of curricula activities through offering places for Years 4, 5 & 6 students in Code Kids and Robotics programs;
- Curriculum delivery to be enhanced through employing a teacher to teach The Arts in the junior school and introducing Booster and Impact programs to extend students in the Upper 2 Bands through online classrooms funded through the Great Results Guarantee.

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	737	372	365	89%
2013	749	375	374	93%
2014	796	389	407	90%

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

Characteristics of the student body:

Students at Humpybong State School come from diverse backgrounds and mixed socio economic backgrounds. Many families are single income.

There are sixty students of Aboriginal or Torres Strait Islander descent enrolled throughout the school.

Our school caters for students from English as an Additional Language background, those who are gifted and talented, and provides access to Special Education Programs for students verified with a recognised disability.

Enrolment trends have remained consistent, but the outlook for 2015 with the Year 7 cohort moving to Junior Secondary is that enrolments will reduce and plateau.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	23	22
Year 4 – Year 7 Primary	26	23	27

School Disciplinary Absences

Note that SDA figures represent those students recommended for an SDA. Recommendations are subject to appeal and may therefore be upheld or set aside.

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	84	70	95
Long Suspensions - 6 to 20 days	10	4	2
Exclusions [#]	1	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

The Australian Curriculum was embedded this year in English, Maths, Science, History and Geography. School programs based on Queensland Studies Authority syllabuses were offered to students in the key learning areas: The Arts (Music, Art, Dance), LOTE (Languages other than English – Japanese) for years 4-7, HPE (Health and Physical Education), (ICT) Technology and Information and Communication Technologies.

These programs are taught by classroom teachers and supported by Specialists in Music, Physical Education, Instrumental Music, Special Education, Learning Support, English as an Additional Dialect and LOTE.

Extra curricula activities

Interschool Sports and Swimming, Athletics and Cross-Country Competitions
 Instrumental Music Instruction in Strings, Brass, Woodwind and Percussion
 Two Choirs – Senior and Junior
 Ensembles – Senior, Junior and Strings
 Outdoor Education Program – Camps from Years 5 – 7
 Strong, visible Chaplaincy program to assist families and students
 ACT cup competitions (Artistic, Cultural and Technology)
 ICAS Competitions
 Robotics (students were selected to participate in the National Robotics Competition in Sydney)
 Code Kids and other lunchtime activities
 Ready Readers for Early Years – Year 3 students working with Prep children
 Student Council participation (Years 4-7) and representation throughout the school community
 Opportunities for service to the community through charitable activities

How Information and Communication Technologies are used to assist learning

There has been a significant increase in the use of ICTs in teaching. Interactive whiteboards or interactive projectors are now present in all classrooms. The Year Seven classes have a set of laptops which enable teachers to make flexible groupings and these operate wirelessly. Wireless capability has been extended to more classrooms. All permanent staff have a laptop and use these to prepare activities for students and record student behaviour and progress in One School. Sets of iPads have been purchased and these are now for both class and lunchtime use.

Students are able to join the Robotics Club, which participates in regional, state and national competitions. In December 2014, twelve students were selected as one of three Queensland schools to participate in the national competition in Sydney.

Year 5 students are able to join CodeKids, where they learn code and develop applications for android and ipad devices.

Our school website has been updated and has become more vibrant, providing information about school events and procedures. Parents receive information via an electronic newsletter, alerts and QSschools app.

Social Climate

Caring for Self, Caring for Others, Caring for Learning, Caring for Property, is the foundation on which the climate of the school is built. Supported by a comprehensive classroom program that emphasises values, students are explicitly taught to take responsibility for their behaviour. Recognition for students' efforts in demonstrating the CAREs, is provided in the form of a Gotcha. Students collect Gotchas throughout the year with the intention of earning ten from each area resulting in them being awarded a CARE wrist-band. Students are taught to use the 'High 5' as a way of approaching bullying situations. Students are given skills when they find themselves in a bystander situation. Parents are an integral part to the success of this program. CARE values – Consideration, Appreciation, Respect and Effort have been developed and will become familiar common language throughout the school.

Students and families at risk or experiencing hardship have a comprehensive Chaplaincy program to access. Students are able to participate in programs such as Seasons for Growth, Get Real, Team Up, etc, helping to develop positive social behaviours. This, along with the community feel of the school and the proactive actions of the P & C, provides a supportive environment for students and their families.

Surveys reveal that students are generally happy with the school, as are their parents. School events such as bush dances, musical performances, sports days, Carols by Candlelight, Discos, Bookweek and Early Years Celebration are well attended by parents.

The P & C is active in involving parents in school activities. Class teachers welcome parents' help with reading, activities, on excursions and in sharing in the success of students at assemblies.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	76%	89%
this is a good school (S2035)	95%	82%	93%
their child likes being at this school* (S2001)	100%	94%	93%
their child feels safe at this school* (S2002)	95%	89%	93%
their child's learning needs are being met at this school* (S2003)	95%	89%	91%
their child is making good progress at this school* (S2004)	95%	76%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	88%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	83%	88%
teachers at this school motivate their child to learn* (S2007)	100%	83%	91%
teachers at this school treat students fairly* (S2008)	95%	80%	84%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	95%
this school works with them to support their child's learning* (S2010)	97%	89%	88%
this school takes parents' opinions seriously* (S2011)	92%	71%	88%
student behaviour is well managed at this school* (S2012)	89%	67%	76%
this school looks for ways to improve* (S2013)	100%	75%	90%
this school is well maintained* (S2014)	95%	88%	86%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	95%	93%	94%
they like being at their school* (S2036)	94%	94%	94%
they feel safe at their school* (S2037)	89%	95%	93%
their teachers motivate them to learn* (S2038)	98%	94%	98%
their teachers expect them to do their best* (S2039)	100%	98%	98%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their teachers provide them with useful feedback about their school work* (S2040)	94%	96%	95%
teachers treat students fairly at their school* (S2041)	93%	91%	89%
they can talk to their teachers about their concerns* (S2042)	88%	92%	84%
their school takes students' opinions seriously* (S2043)	85%	88%	89%
student behaviour is well managed at their school* (S2044)	83%	87%	75%
their school looks for ways to improve* (S2045)	96%	89%	98%
their school is well maintained* (S2046)	93%	94%	91%
their school gives them opportunities to do interesting things* (S2047)	91%	96%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	97%
they feel that their school is a safe place in which to work (S2070)		94%	93%
they receive useful feedback about their work at their school (S2071)		86%	75%
students are encouraged to do their best at their school (S2072)		100%	98%
students are treated fairly at their school (S2073)		92%	92%
student behaviour is well managed at their school (S2074)		76%	72%
staff are well supported at their school (S2075)		86%	67%
their school takes staff opinions seriously (S2076)		84%	69%
their school looks for ways to improve (S2077)		96%	93%
their school is well maintained (S2078)		88%	82%
their school gives them opportunities to do interesting things (S2079)		85%	82%

* 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

At Humpybong State School we believe that education is a partnership between the student, parent and the school. This triangle of parent, student and teacher is firmly embedded in all school operations. Parent participation and involvement is strongly encouraged as part of the total commitment to the achievement of learning outcomes for all students.

The following strategies are utilised to foster this partnership:

- School and community committees
- Shared responsibility for school events and activities through the P & C
- Collaborative efforts to improve facilities including playgrounds, equipment and air conditioning the hall
- In classrooms with individuals and small groups, and on excursions
- Volunteer work in tuckshop and uniform shop and school community events
- Parents enjoy watching their children participate in a variety of school activities, including bands, choirs and sports events
- Regular Parent Forums are offered each term to assist parents with various aspects of their child's development.

Reducing the school's environmental footprint

We have several solar panels across the campus, which contribute to our energy conservation. A number of water tanks on site also feed our amenities blocks. Energy conservation is practised in the daily routine of the school day in classrooms.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	180,097	1,217
2012-2013	170,730	0
2013-2014	169,855	1,373

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

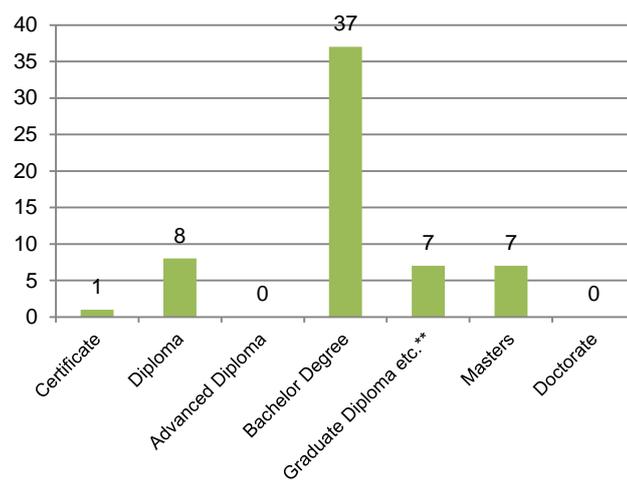
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	54	42	<5
Full-time equivalents	47	24	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	8
Advanced Diploma	0
Bachelor Degree	37
Graduate Diploma etc.**	7
Masters	7
Doctorate	0
Total	60



*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 \$11690. The major professional development initiatives are as follows:

The Art and Science of Teaching

Mathematics

ACARA

Vocabulary

First Aid Training

Music – Maryborough Conference

Our staff participates in regular voluntary Professional Development activities organised by members of staff or invited guests

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%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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).	91%	90%	90%

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

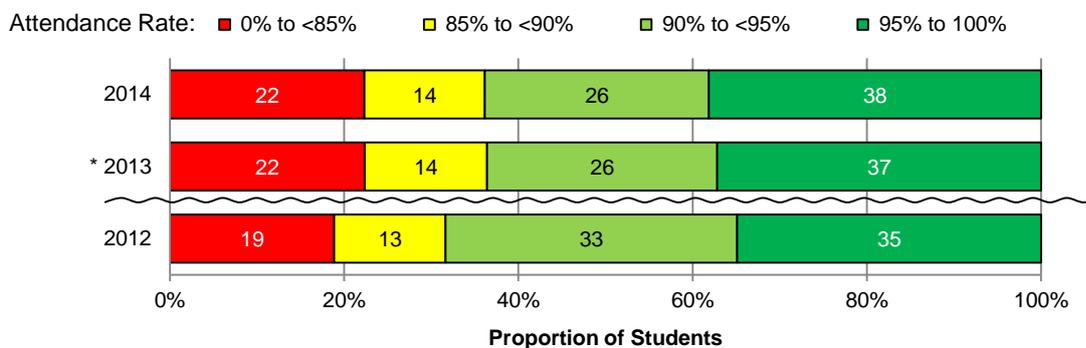
Student attendance rate for each year level (shown as a percentage)

	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	90%	91%	92%	90%	91%	91%	91%					
2013	91%	91%	90%	91%	88%	90%	89%					
2014	91%	91%	90%	90%	89%	88%	89%					

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 recorded twice per day using One School. Unexplained absences are followed up by the class teacher, sending a note home to the parent. The class teacher then reports persistent absenteeism to the administrators. The school admin team will contact parents directly. If absenteeism continues, warning letters are issued and followed up. 100% attendance certificates are awarded to students at the end of each term to encourage attendance.

A new Attendance Policy was written at the end of 2014, which will take effect in 2015.

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

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school (Humpybong State 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

The 2014 performance measures in literacy and numeracy indicates some positive movement in Closing the Gap between Indigenous and non-indigenous students as measured in Mean Scale Scores for NAPLAN in 2014. The greatest gains were made in Year 5 Writing and Year 7 Writing. Indigenous students have outperformed non-indigenous students in overall attendance in Year 3 and Year 6. All indigenous students will be monitored for attendance and achievement growth in 2015.