

Humpybong State School

Queensland State School Reporting

2015 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 dedicated parents. 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 2015 calendar year. This was the first year when Year 6 students attending Humpybong State School, made their transition to Junior Secondary for 2016.

School progress towards its goals in 2015

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 Responsible Behaviour Plan was reviewed in 2015, resulting in the school participating in the Positive Behaviour for Learning (PBL) and aligning 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 was rewritten in 2014 with students being recognised for 100% and the 96%er club and fully implemented in 2015.

Future outlook

The 2016 Explicit Improvement Agenda is summarised:

Improvements in Literacy and Numeracy will be achieved through an explicit curriculum, focussed teaching and learning agenda grounded in ASoT and the Gradual Release of Responsibility framework, and coaching and mentoring of staff from a growth mindset.

The key agenda items will be focused on the improvement of students' learning in:

1. *Reading*
2. *Numeracy*
3. *Upper Two Bands (U2B)*
4. *Attendance*
5. *Transitions*

Strategy 1: Reading

- Deliver oral language activities that target **phonological and phonemic awareness (SSP)**
- Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – Support-a-talker
- **Continue to embed a balanced reading program**
- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
 1. **Reading Aloud to students;** 2. **Modelled Reading;** 3. **Shared Reading;** 4. **Guided Reading;** 5. **Independent Reading.**
- Align reading framework to **Gradual Release of Responsibility Model**
- Embed **comprehension strategies** eg 'Cars and Stars' and North Coast Region priorities, into the reading procedures
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through **observation and feedback**
- Ensure the 5 aspects of reading are explicitly addressed ie: 1. **Fluency;** 2. **Broad and Deep Vocabulary;** 3. **Active comprehension Strategies;** 4. **Text and Textual features;** 5. **Knowledge of the World**
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of **inference** eg: Cars and Stars; QAR, NCR Comprehension Strategies
- Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in reading

Strategy 2: Numeracy

- Embed **Numeracy Rich Routines** that address key aspects of number as identified through NAPLAN and internal data sources eg NCR diagnostics.
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation, Problem Solving
- Practice and deepen number facts
- Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus activities in numeracy

Strategy 3: U2Bs

- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, Highly Capable Learners Project, ICAS testing, Lane Clark Thinking Based Literacies)
- Provide challenging learning experiences that further develop reading and numeracy expertise
- Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations
- Implement Individual Curriculum Plan (ICP) goals for students to extend their learning and assessment
- Continue and extend implementation of digital literacies, coding and robotics across the school

Strategy 4: Attendance

- Regularly analyze trends in attendance data at the whole school, class and individual student level.
- Communicate and promote student attendance rates in the wider community
- Implement both proactive and reactive strategies to increase student attendance

Strategy 5: Transition

- Continue to further transition processes and strategies with childcare and kindergarten centres through PELS network and MYCP
- Continue to prepare students for Prep through using Brigance data, implementing Step-Up to Prep program and parent programs
- Implement iLearn project in conjunction with CBSHS with Year 6 cohort

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	749	375	374	52	93%
2014	796	389	407	60	90%
2015	741	393	348	56	90%

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.*

The school offers a playgroup program and a transition into Prep for pre-Prep students who have completed their enrolment.

*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:

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

There were fifty-six students of Aboriginal or Torres Strait Islander descent enrolled throughout the school in 2015.

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 2016 is that enrolments will start to increase, with five Prep classes.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	22	18
Year 4 – Year 7 Primary	23	27	17
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	70	95	64
Long Suspensions - 6 to 20 days	4	2	0
Exclusions	0	0	1
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

The Australian Curriculum was embedded this year in:

- English,
- Maths,
- Science,
- History and Social Sciences.

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),
- Technology and Information and Communication Technologies (ICT)

These programs are taught by classroom teachers and supported by Specialists in Music, Physical Education, The Arts in Years 1, 2 & 3, 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 (Yrs 3-6)
- Two Choirs – Senior and Junior
- Ensembles – Senior, Junior and Strings
- Recorder Band
- Boys Drumming Circle
- Outdoor Education Program – Camps for Year 5 and Year 6
- Strong, visible Chaplaincy program to assist families and students
- ACT cup competitions with CBSHS (Artistic, Cultural and Technology)
- ICAS Competitions (Science, English, Mathematics, ICT)
- 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
- Math Magicians – Year 4 students working with Year 1 children
- Writing Wizards – Year 5 students working with Year 2 children
- PCYC supporting Team Up and Drum Beat programs
- Boys Beat Club – Prep, Yr 1, Yr 2 social skills program
- Jump Rope for Heart
- 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 improve learning

There has been a significant increase in the use of ICTs in teaching. Interactive whiteboards, interactive projectors or LED screens are now present in all classrooms. The Year Five and Six 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.

Year 4 and 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. The school Facebook page is becoming more integrated into the communication processes within the school, with increasing numbers of 'likes' and sharing across the community. Parents receive information via an electronic newsletter, alerts and QSchools app. Parents are also invited to sign up for the QParents app which provides detailed information about their child and allows quick and easy access to update student and family information.

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 'Sol's 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, Girls with Big Dreams, etc, helping to develop positive social behaviours. This, along with the community feel of the school and the proactive actions, provides a supportive environment for students and their and families.

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

Class teachers welcome parents' help with reading, activities, on excursions and in sharing in the success of students at assemblies. Several working bees are organized throughout the year with the current program being, 'Grandpa's Garden'.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	76%	89%	91%
this is a good school (S2035)	82%	93%	88%
their child likes being at this school (S2001)	94%	93%	95%
their child feels safe at this school (S2002)	89%	93%	93%
their child's learning needs are being met at this school (S2003)	89%	91%	86%
their child is making good progress at this school (S2004)	76%	89%	91%
teachers at this school expect their child to do his or her best (S2005)	88%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	88%	91%
teachers at this school motivate their child to learn (S2007)	83%	91%	91%
teachers at this school treat students fairly (S2008)	80%	84%	86%
they can talk to their child's teachers about their concerns (S2009)	94%	95%	93%
this school works with them to support their child's learning (S2010)	89%	88%	89%
this school takes parents' opinions seriously (S2011)	71%	88%	78%
student behaviour is well managed at this school (S2012)	67%	76%	78%
this school looks for ways to improve (S2013)	75%	90%	89%
this school is well maintained (S2014)	88%	86%	82%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	93%	94%	92%
they like being at their school (S2036)	94%	94%	94%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they feel safe at their school (S2037)	95%	93%	90%
their teachers motivate them to learn (S2038)	94%	98%	95%
their teachers expect them to do their best (S2039)	98%	98%	95%
their teachers provide them with useful feedback about their school work (S2040)	96%	95%	91%
teachers treat students fairly at their school (S2041)	91%	89%	84%
they can talk to their teachers about their concerns (S2042)	92%	84%	82%
their school takes students' opinions seriously (S2043)	88%	89%	80%
student behaviour is well managed at their school (S2044)	87%	75%	75%
their school looks for ways to improve (S2045)	89%	98%	91%
their school is well maintained (S2046)	94%	91%	86%
their school gives them opportunities to do interesting things (S2047)	96%	95%	90%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	97%	88%
they feel that their school is a safe place in which to work (S2070)	94%	93%	88%
they receive useful feedback about their work at their school (S2071)	86%	75%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	89%	97%
students are encouraged to do their best at their school (S2072)	100%	98%	96%
students are treated fairly at their school (S2073)	92%	92%	90%
student behaviour is well managed at their school (S2074)	76%	72%	75%
staff are well supported at their school (S2075)	86%	67%	67%
their school takes staff opinions seriously (S2076)	84%	69%	65%
their school looks for ways to improve (S2077)	96%	93%	90%
their school is well maintained (S2078)	88%	82%	75%
their school gives them opportunities to do interesting things (S2079)	85%	82%	81%

'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

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 canteen 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.
- Three-way parent/teacher/student reporting is organised to provide feedback at the end of Terms 1 and 3.

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. The school participates in and encourages families to participate in "Earth Hour".

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	170,730	0
2013-2014	169,855	1,373
2014-2015	159,863	952

*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

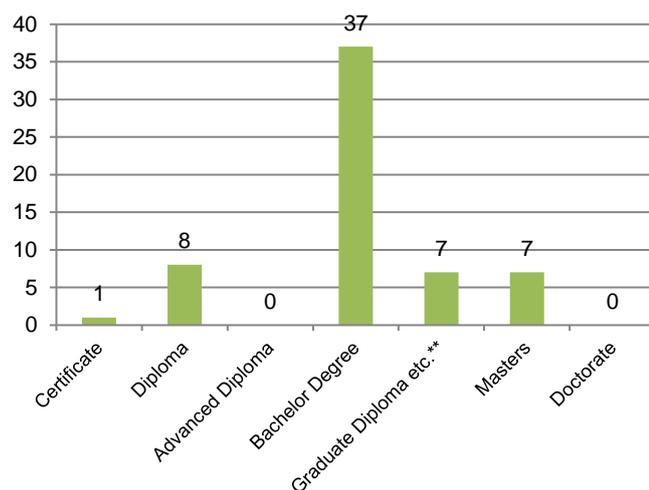
Staff composition, including Indigenous staff

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.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	60	40	<5
Full-time equivalents	51	26	<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 2015 were \$199,735. This included funds from Great Results Guarantee.

The major professional development initiatives are as follows:

- Mentoring and Coaching – Reading, Maths, Explicit Teaching, Classroom Profiling
- The Art and Science of Teaching
- Mathematics (Problem Solving)
- Australian Curriculum (English, Maths, Science, History, Geography)
- First Aid Training
- Music – Maryborough Conference
- Leadership capacity building
- Information Communication Technology (ipads)

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 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 86% 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).	90%	90%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	87%	90%

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)

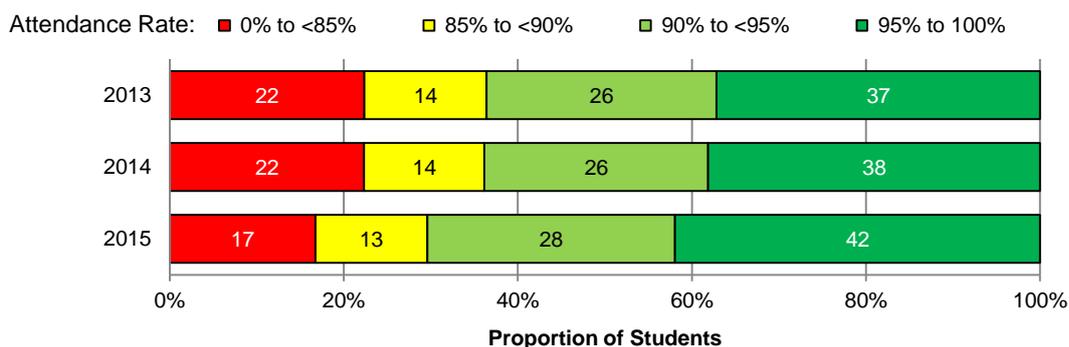
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	91%	91%	90%	91%	88%	90%	89%					
2014	91%	91%	91%	90%	90%	89%	88%	89%					
2015	94%	92%	91%	92%	92%	92%	89%						

*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.

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 Student

Welfare Officer follows up on consistent and persistent student absences weekly, referring concerns to the school Admin team who also contacts parents directly. If absenteeism continues, warning letters are issued and followed up. 100% attendance certificates and 96% certificates are awarded to students at the end of each term to encourage attendance. Students who attend school on their birthday are also provided with an iceblock and Care for Self Gotcha.

A new Attendance Policy was implemented 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

Sector:

Government

Non-government

SEARCH

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.