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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 Department's <a href="#">Right to Information site</a> .
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Contact Person	Principal
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## Principal's foreword

### Introduction

Humpybong State School provides quality education for all students with a focus on high expectations and a belief that all students can achieve. We continue to reflect on current practice and nurture student development in a supportive school environment. In 2011, the school focused on improving literacy and numeracy outcomes for students, building teacher capacity and differentiation.

The intent of this report is to provide parents and the community with a set of information that is common for all state and non- state schools in Queensland. It provides an overview of the highlights and successes for Humpybong State School during 2011.

### School progress towards its goals in 2011

Throughout 2011, Humpybong State School staff members maintained a strong focus on student learning and achievement by believing that improvement in student learning is everyone's core business at our school.

The school's Explicit Improvement Agenda included strategies that supported prioritised areas for learning during the year as well as building staff capacity. Progress in the following areas has been identified:

- Building professional capacity of staff members in quality teaching and learning
- Engaging all staff members in how to explicitly teach spelling through Words Their Way
- Improving the literacy and numeracy standards of student performance relative to



national benchmarks

- Developing strategies and using data to plan short term and long term goals to improve all students' performance on NAPLAN.
- Improving spelling performance across all years
- Revitalising our Arts, Science, Mathematics and English programs ensuring they align with Australian curriculum and EQ's Roadmap.
- Integrating technology for learning and teaching and multimedia learning environments
- Collecting and using data in a planned manner to inform teaching and learning across the school.
- All staff completing a Developing Performance Plan aligned to school priorities and the "Professional Standards for Teachers".
- Strengthening educational outcomes for students with disabilities
- Increasing student attendance rates to ensure all children are engaged in learning



## Future outlook

Humpybong State School is committed to the core learning priorities of:

Reading

Writing, including spelling, grammar and punctuation

Numeracy

Science

Our school has set academic stretch targets for our students in each of the core learning areas and these will be consistently monitored throughout the school year. Progress towards the targets will be shared with the school community through regular newsletter updates. Parents can also access individual student progress through classroom teachers at any time.

In addition to the core learning priorities, strategies to improve student attendance, including timely arrival at school, will be a feature of our improvement agenda. It is imperative that together we build a culture of learning where an unrelenting focus on improved student achievement is embraced.

Through the consistent implementation of curriculum, explicit teaching and assessment and through personal and collective commitment, we will deliver improved learning and achievement for all students at Humpybong.

Improvement Agenda

Improved student learning outcomes in **Reading, Writing, Numeracy and Science**

Sharp and narrow focus on the teaching of reading.

Improved student attendance (including late arrival and early departure)

Measures of Success

NAPLAN

increase the number of students in the top two bands.

Decrease the number of students below the national minimum standard.

School Based Data

Year level and individual goal setting

Weekly student tracking of attendance data

Increase attendance to 95%

Decrease late arrivals and early departures by 50%

## School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
732	336	396	91%

Characteristics of the student body:

Humpybong State School provides co-educational state education to primary age students from Prep to Year 7. Our school caters for a diverse range of students, including those with special needs through integrated classroom learning programs, gifted and talented programs as well as access to Special Education Programs.

Humpybong State School has a long and distinguished reputation and in 2010 had a total enrolment in 732 students. There were 30 classes for students from yrs 1-7 with four Prep Classes. Classes consisted of single and multi-age classes. Humpybong State School enrolments come from a mixed socio economic background including 28 indigenous students and 19 students for whom English is their second language.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.2
Year 4 – Year 10	25.5
Year 11 – Year 12	
All Classes	24.2

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	63
Long Suspensions - 6 to 20 days	9
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

### Our distinctive curriculum offerings

The Australian Curriculum was introduced this year in English, Maths and Science to acquaint teachers with the new curriculum. School programs, based on Queensland Studies Authority syllabuses, were offered to students in the other key learning areas - Studies of Society and the Environment, The Arts (Art, Music, Instrumental Music, Dance), LOTE (Languages other than English - Japanese), Health and Physical Education, Technology and Information and Communication Technologies (ICTs).

These programs are taught by classroom teachers and supported by Specialists in Music, Physical Education, Instrumental Music, Special Education, Learning Support, English as a Second Language and LOTE.

To support effective curriculum delivery, assessment tasks are front-ended. Exemplars and Guide to Making Judgements are explained to the children so they are clear of what is expected to achieve the task. An important pedagogy in achieving desired outcomes is feedback which allows students to focus on the next step in their learning journey.

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### Extra curricula activities

Vocal Group  
Instrumental Music Program – Concert Band and String Ensemble  
Year 6 Camp  
Various Academic competitions  
Arts and Craft during lunch break  
Options Program – Years 5 to 7  
Interschool Sport  
Skipping Club

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

Humpybong students have many opportunities to use ICT's. Each classroom has at least 3 computers and there are 2 computer labs in the school. There is also a Technology Centre which has 28 computers and 10 wireless laptops. There are 33 Interactive Whiteboards in use throughout the school. Wireless access is obtainable throughout the site. When planning units of work, ICT's are integrated into the units.

Children use computers to:

- research information
- store and retrieve documents
- communicate with others via e-mail, chats and blogs
- improve knowledge and understanding using learning objects on the Interactive Whiteboard
- support literacy and numeracy through explicit teaching supported by the use of Interactive Whiteboards
- increase skills through educational software

- present information in digital format e.g. PowerPoint, web-pages

33 Interactive Whiteboards are used throughout the school allowing teachers to display the resources of the digital age directly to the whole class. Children use a large screen to interact with a variety of tools and programs. Digital cameras are used widely to record student work and activities and these photos are used to produce digital portfolios

## Social climate

Humpybong State School is a positive learning environment nurtured by a team of teachers, school leaders, parents and volunteers working together. Significant emphasis is placed on providing a learning environment where all students feel safe and supported. Our school takes great pride in maintaining a strong sense of family through our commitment to a shared ownership of all student outcomes.

Our Chaplaincy service provides a pastoral program for students with activities such as a friendship club, Supa Club and lunch time activities.

The Breakfast Club is a long running program which provides nutrition and tutoring to our students and is supported through an ongoing partnership with Saint Patrick's School at Shorncliffe.

Parents and community members are encouraged to volunteer in the classroom, tuckshop and during special events (e.g. sports day, cross country, under 8's day)

A Welcome BBQ for all new families is held at the beginning of the year as a means of introducing new families to our school community.

Prep Open Mornings to welcome new families and showcase our facilities for Prep children. .

The P & C has a loyal and hard working team that work tirelessly for the benefit of the school. They work to encourage new membership and build a positive environment for all members of the school community through raising community awareness of the school and promoting relationships amongst parents, staff and the wider community.

The implementation of a school wide classroom and playground process has provided a framework for the management of student behaviour through clearly defined student expectations. Recognition of students who display commitment to these expectations provides an opportunity to celebrate and promote the positive learning environment at Humpybong State School.

### Parent, student and teacher satisfaction with the school

The Humpybong State School community is satisfied with the education their students receive at our school. There is enormous trust building as a result of the commitment of the staff and Parents and Citizens Association members. Staff morale and satisfaction with access to professional development activities indicates an improvement trend across the past three years.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	74%
Percentage of students satisfied that they are getting a good education at school	86%
Percentage of parents/caregivers satisfied with their child's school	74%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	77%
Percentage of staff members satisfied with morale in the school	77%

DW – Data withheld

### 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:-

- P and C Membership
- Parent Teacher Meetings
- Active involvement of parents in the classrooms
- School's Volunteer Program
- Camps and Excursions
- Concerts, Sports Days and Ceremonies
- Informative Newsletter and Website
- Welcome BBQs
- Open Days
- Parent Information Sessions
- Parent Workshops

### Reducing the school's environmental footprint

We have several solar panels across the campus that contribute to our energy conservation. A number of rainwater tanks on site also feed our amenities blocks.

Energy conservation is practised in the daily routine of the school day in classrooms.

#### Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	172,767	954
2010	180,088	617
% change 10 - 11	-4%	55%

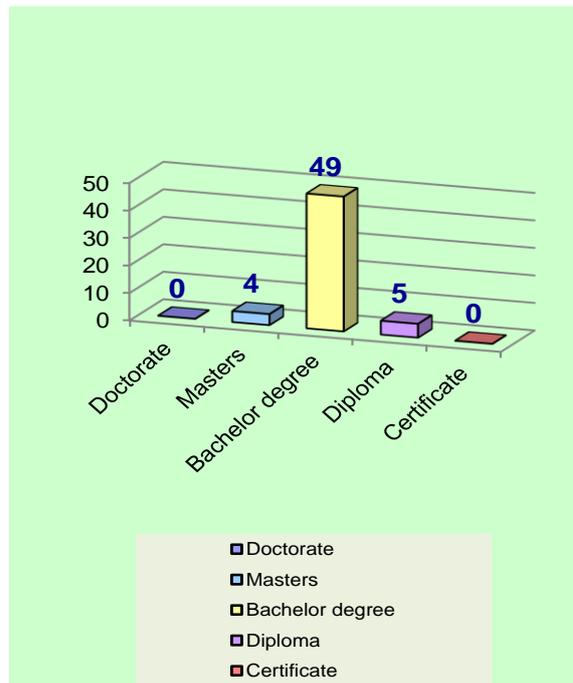
## Our staff profile

### Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	54	36	<5
Full-time equivalents	46	21	<5

### Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	49
Diploma	5
Certificate	0



### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$22 901.27.

The major professional development initiatives are as follows:

*Information and Communication Technologies in the Classroom*

*The Teaching of Spelling*

*School based focus on Mathematics*

*Behaviour Management strategies*

*The Teaching of Science*

The proportion of the teaching staff involved in professional development activities during 2011 was 96%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2011 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

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

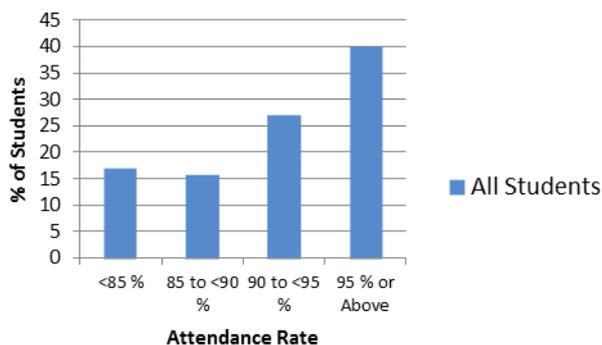
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92%	91%	91%	93%	91%	91%	91%					

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.

To assist us in monitoring the attendance of our students, the roll is marked twice daily – at the beginning of instruction at 8:45am, and again at 1:45pm. This information is entered directly into our database by classroom teachers. Late arrivals and early departures are recorded at the office as students must check in if there are arrive late or depart early. This information is then updated by administrative staff on the student’s profile. This process creates a summary of attendance which is examined weekly by the school leadership team. Unexplained absences or

three days or greater are followed up by contacting parents. Patterns of absenteeism are also followed up with parents/guardians by the leadership team. Long term absences and the impact this has on learning is discussed with the parents/guardians of the student. This can result in further intervention for the family with support services being made available to the family to assist them in getting their child or children to school on time every day.

Proactive strategies that are being implemented to increase attendance include our 'Every Day Counts' message that is promoted regularly in classrooms, assemblies, and through the newsletter. Classes have kept their own data relating to attendance and have used this for graphing and statistical purposes in their own classrooms. Teachers and administration regularly review the data to inform them of trends and patterns that are occurring across our school population to attain our targets.

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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

Indigenous students comprise approximately 5% of the Humpybong student population.

The 2011 performance Measure in Literacy and Numeracy indicates some positive movement in closing the gap between Indigenous and non-Indigenous students as measured in the Mean Scale Scores for NAPLAN in 2011.

Attendance data for The Gap between indigenous and non-Indigenous students met, or exceeded, system targets in 2011.

Our attendance strategy, **Every Day Counts**, includes class and individual school attendance targets, visual aids and positive reinforcement of regular or increased attendance.