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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 2012, we aimed to achieve the following:

- Year 3, 5 and 7 NAPLAN Test
 - Halve the gap between indigenous and non-indigenous student reading and numeracy mean scores
 - 100% of all students will achieve above the National Minimum Standard
 - Upper 2 bands in Year 3, 5, 7 will be above like schools.
- Year 2 Net
 - No students identified as requiring support in reading, writing and number.
- Students
 - Improve attendance rate for all students to achieve 93%
 - Increase percentage of students satisfied that they are getting a good education at school to 94%.
 - Closing the Gap between Indigenous and Non-indigenous achievement percentages in reading and numeracy

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 2012.

School progress towards its goals in 2012

Throughout 2012, 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:

Gap between Indigenous and Non-Indigenous Students

	Year 3		Year 5		Year 7	
	2011	2012	2011	2012	2011	2012
Reading	51	-17	6	34	44	57
Numeracy	50	-26	-18	87	30	79

*Year 3 – Five Indigenous Students, Year 5 – Three Indigenous Students, Year 7 – Two Indigenous Students

Percentage of Students above National Minimum Standard

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	92.1%	96.1%	93.6%	88.5%	96.0%
Year 5	85.7%	80.0%	94.6%	80.4%	88.9%
Year 7	89.8%	78.2%	82.8%	90.8%	89.8%

Percentage of Students in the Upper Two Bands

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	Nation	School	Nation	School	Nation	School	Nation	School	Nation
Year 3	38.2%	47.0%	35.1%	46.6%	33.3%	43.8%	38.5%	49.7%	20.0%	33.4%
Year 5	32.1%	31.3%	5.5%	19.3%	25.0%	31.4%	32.1%	30.6%	18.5%	26.7%
Year 7	20.5%	27.6%	5.7%	18.3%	18.4%	28.6%	19.5%	29.0%	10.2%	25.3%

Overall Attendance Rate – 2012 – 90.8% A range of strategies will continue to be employed to lift the attendance rate in 2013.

Percentage of students satisfied that they are getting a good education at school 2011 – 86.5%, 2012 – 94.6%.

Future outlook

Improvement Agenda

Improve student learning outcomes in Reading, Writing, Numeracy and Science

Improve student attendance

Sharp and narrow focus – embedding consistency of practice in the teaching of reading

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 using the Art and Science of Teaching(ASoT) Pedagogical Framework

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 in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	731	350	381	89%
2011	732	336	396	91%
2012	737	372	365	89%

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

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 2012 had a total enrolment in 737 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 40 indigenous students.

Average Class sizes

Phase	Average Class Size
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	2010	2011	2012
Prep – Year 3	23	23	23
Year 4 – Year 10	26	25	26
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	55	63	84
Long Suspensions - 6 to 20 days	8	9	10
Exclusions	1	0	1
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

The Australian Curriculum was embedded this year in English, Maths and Science and History was introduced to 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.

Extra curricula activities

Vocal Group

Instrumental Music Program – Concert Band and String Ensemble

Year 6 Camp

Various National, State and Regional Academic competitions

Arts and Craft during lunch break

Interschool Sport

Skipping Club

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 are 33 Interactive Whiteboards in use throughout the school. Wireless access is obtainable in most locations throughout the site. When planning units of work, ICT's are integrated into the units.

Children use computers to:

- research information

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- 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. 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). Prep Open Mornings to welcome new families and showcase our facilities for Prep children. . The P & C has a loyal and hardworking 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 a spirit of cooperation 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. 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.

Parent, student and staff satisfaction with the school

The parents of Humpybong State School have indicated that they have high expectations of the school and that the school is meeting and exceeding those expectations. All responses were over the 90% mark with the exception of one and that satisfaction rating was 89%. The school exceeded like school and state averages in these performance measures. There were six indicators that measured 100% satisfaction.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	94.9%
their child likes being at this school*	100.0%
their child feels safe at this school*	94.9%
their child's learning needs are being met at this school*	94.9%
their child is making good progress at this school*	94.9%
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*	97.3%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	94.9%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	97.3%
this school takes parents' opinions seriously*	91.7%
student behaviour is well managed at this school*	89.5%
this school looks for ways to improve*	100.0%
this school is well maintained*	94.9%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	94.6%
they like being at their school*	94.4%
they feel safe at their school*	89.0%
their teachers motivate them to learn*	97.8%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	94.4%

teachers treat students fairly at their school*	93.3%
they can talk to their teachers about their concerns*	87.6%
their school takes students' opinions seriously*	85.4%
student behaviour is well managed at their school*	82.6%
their school looks for ways to improve*	95.7%
their school is well maintained*	93.4%
their school gives them opportunities to do interesting things*	90.9%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	96.3%
with the individual staff morale items	98.2%

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

[#] 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.

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

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.

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	180,088	617
2010-2011	172,767	954
2011-2012	180,097	1,217

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	50	33	<5
Full-time equivalents	44.2	20.4	<5

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$26700

The major professional development initiatives are as follows:

Spelling

Art and Science of Teaching

Differentiation

Front Ending Assessment

Planning using C2C

ACARA Mathematics, English and History curriculums

Use of Data to inform practice

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.	96.4%	95.8%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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

GO

Search by suburb, town or postcode

Sector Government

Non-government

SEARCH

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.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

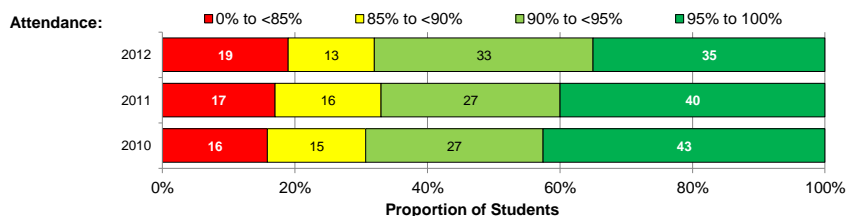
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	92%	92%	93%	92%	92%	90%	91%					
2011	92%	91%	91%	93%	91%	91%	91%					
2012	90%	91%	92%	90%	91%	91%	91%					

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.

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 Performance of our students 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.

Performance of our students

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 2012 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 2012 particularly in Year 3. Attendance data for The Gap between indigenous and non-Indigenous students was similar to system targets in 2012. Our attendance strategy, Every Day Counts, includes class and individual school attendance targets, visual aids and positive reinforcement of regular or increased attendance.