

Humpybong State School

Queensland State School Reporting

2013 School Annual Report



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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 learn and achieve. The school continues to reflect on current practice and nature student development in a supportive school environment. Improve NAPLAN results in all areas

High levels of student, parent, staff and broader community confidence in Humpybong State School's performance and achievement.

Getting ready for Year 7 to move into Secondary school

Coherent and sequenced plan for curriculum

Consistent assessment and reporting

Planning for improvement

High quality teaching practices

Consistent pedagogical practice

Evidence based decision making

Collaborative practices

Collegial engagement

Professional development

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School progress towards its goals in 2013

Throughout 2013, Humpybong has maintained a strong focus on student learning and achievement by believing that improvement in student outcomes is everyone's core business

Gap between Indigenous and Non-Indigenous Students

	Year 3 7 students		Year 5 5 students		Year 7 7 students	
	2012	2013	2012	2013	2012	2013
Reading	-17	55	34	29	57	21
Numeracy	-26	58	87	-12	79	2

Percentage of Students above the National Minimum Standard

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	Nation	School	Nation	School	Nation	School	Nation	School	Nation
Year 3	100	95.3	97.7	95	95.5	93.8	98.9	95.3	96.6	95.7
Year 5	96.1	96.1	90.5	91.7	97.3	93.1	97.3	94.8	93.3	93.4
Year 7	95.4	94.2	88.8	89.3	87.4	93.7	83.9	90.8	100	95

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	57.8	45.8	40.2	46.7	40.9	42.6	60.2	51.1	27	31.9
Year 5	25	32.8	13.5	20	22.7	30.3	33.3	33.1	16	25.1
Year 7	17.2	26	16.3	17.6	16.1	31.7	25.3	26.5	14.3	26.6

Mean Score

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	Nation	School	Nation	School	Nation	School	Nation	School	Nation
Year 3	433.6	419.1	406.4	415.6	412	410.8	445.6	428.2	392.9	396.9
Year 5	492.4	502.3	461.4	477.9	481	494.2	487.9	500.6	468.8	485.8
Year 7	516.8	540.6	511.8	517	519.3	549.3	523.2	535.1	528.6	542.1

Overall attendance rate – 2012 – 90.8%, 2013 – 90.1

Percentage of students satisfied that they are getting a good education – 2012 – 94.6, 2013 – 93.1

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Future outlook

Humpybong State School Improvement Agenda Priorities – 2014

Improve student literacy and numeracy outcomes

Improve % of students in the upper two bands

Build teacher capacity

Measures of Success

NAPLAN

*Increase the number of students in the top two bands

*Decrease the number of students below the national minimum standard.

*Be at or above national mean scores

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%

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity
				(Feb – Nov)
2011	732	336	396	91%
2012	737	372	365	89%
2013	749	375	374	93%

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 2013 had a total enrolment of 749 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 52 indigenous students.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	23	23
Year 4 – Year 7 Primary	25	26	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	63	84	70
Long Suspensions - 6 to 20 days	9	10	4
Exclusions	0	1	0
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

Camping program

Various National, State and Regional Academic competitions

Arts and Craft during lunch break

Interschool Sport

Robotics

Voices on the Coast

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, *Store and retrieve documents, *Communicate using e-mail, chats, blogs, *Improve knowledge and understanding using learning objects on the interactive whiteboards, *Support literacy and numeracy through explicit teaching supported by the use of interactive whiteboards, *Use of education software to complement classroom activities, *Present information in digital formats

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.

Our school at a glance

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

Performance measure (Nationally agreed items shown*)

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

Our school at a glance

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	93%
they like being at their school* (S2036)	94%	94%
they feel safe at their school* (S2037)	89%	95%
their teachers motivate them to learn* (S2038)	98%	94%
their teachers expect them to do their best* (S2039)	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	96%
teachers treat students fairly at their school* (S2041)	93%	91%
they can talk to their teachers about their concerns* (S2042)	88%	92%
their school takes students' opinions seriously* (S2043)	85%	88%
student behaviour is well managed at their school* (S2044)	83%	87%
their school looks for ways to improve* (S2045)	96%	89%
their school is well maintained* (S2046)	93%	94%
their school gives them opportunities to do interesting things* (S2047)	91%	96%

Performance measure

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

* 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 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: -

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
2010-2011	172,767	954
2011-2012	180,097	1,217
2012-2013	170,730	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

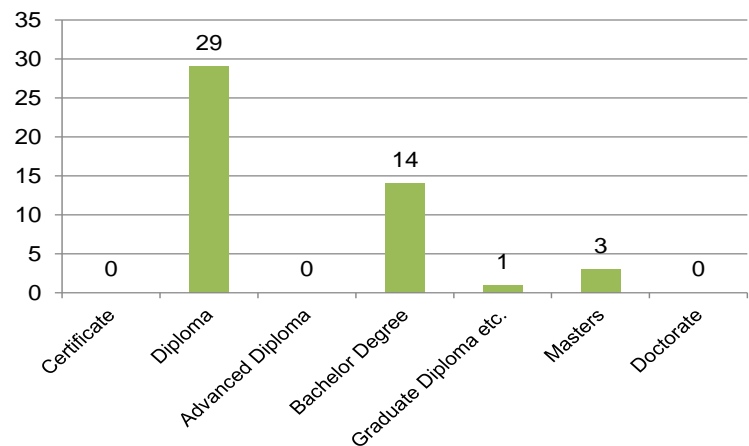
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	53	36	<5
Full-time equivalents	45	21	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	29
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.	1
Masters	3
Doctorate	0
Total	47



* 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 2013 were \$ 16452.56 .

The major professional development initiatives are as follows:

The Art and Science of Teaching

Mathematics

ACARA

Vocabulary

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
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, 93% of staff was retained by the school for the entire 2013 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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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

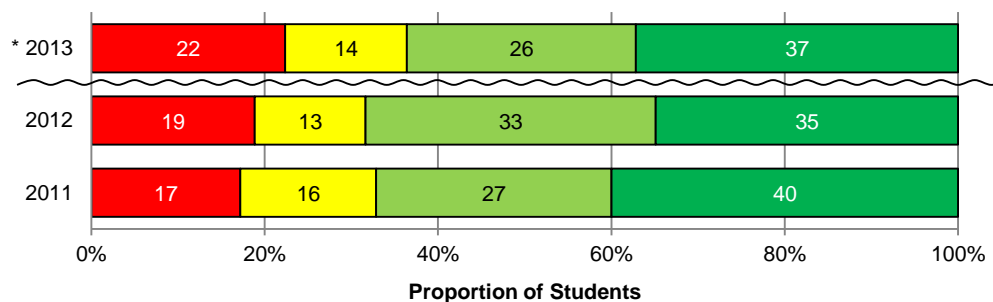
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	91%	91%	93%	91%	91%	91%					
2012	90%	91%	92%	90%	91%	91%	91%					
2013	91%	91%	90%	91%	88%	90%	89%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

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

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 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 2013 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 2013. Attendance data in Years 5 and Year 7 are below attendance rates for the school and the state and will be monitored closely in 2014.

