Humpybong State School

School annual report

Queensland state school reporting

2020

Queensland Government

Contact details

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School overview

Humpybong State School was established in 1876 and is an Independent Public School providing quality education by raising expectations, reflecting on current practice and nurturing student development in a supportive school environment.

The total student Prep to Year 6 enrolment is approximately 820 in a co-educational setting. The Humpybong State School social climate has at its heart the philosophy of inclusion. Significant emphasis is placed on providing a learning environment where all students feel safe and supported through our Positive Behaviour for Learning curriculum based on the 4 Cares: Care for Self, Care for Others, Care for Learning and Care for Property.

In 2020 we developed the new Student Code of Conduct which includes strategies from the Berry Street Education Model. This model provides teachers with researched based strategies based on 5 elements: relationships, understanding body, stamina, character and engagement.

Our school takes great pride in maintaining a strong sense of family through our commitment to a shared ownership of all student outcomes and developing parent skills through our Parent Partnership forums. This triangle of parent, student and school is firmly embedded in all school operations and is strongly encouraged as part of our 3-Way Reporting processes, where students discuss their learning goals and show-off their learning alongside the classroom teacher.

As part of the 1,400 schools across the globe committed to the New Pedagogies for Deep Learning project (NPDL), Humpybong has continued to ensure the Australian Curriculum General Capabilities are embedded in our curriculum plan. While teaching the Australian Curriculum, students particulary focus on developing skills in Character, Citizenship, Collaboration, Critical Thinking, Creativity and Communication (6C's) to take their work deeper. Student voice, partnerships, connecting to the real world and leveraging digital all contribute to enriching student learning and engagement. In 2020 our school was invited to participate in the state-wide global competencies network, developing a framework, and showcasing our student and staff practices with filming and mentoring opportunities to be continued in 2021.

While in lockdown due to COVID-19, our school provided learning at home documents both in printed and online formats as well as providing for the students of essential workers on site. Teachers planned and prepared all the resources necessary for all children and families to engage aligning the tasks across the school to enable parents of children from multiple year levels to manage better.

Our school continues to offer a wide variety of extra curricular activities such as the traditional sporting and musical activities, as well as robotics and coding. We have developed a strong lunchtime program of clubs and activities, providing choice and support for any student who may need it. As a launch school for integrating digital technologies into the curriculum, our staff and students are supported by a Learning Leader for Digital Technologies. Improving teacher pedagogy through coaching, mentoring and high quality professional development is a key focus across the school.

School context

Coeducational or single sex	Coeducational
Independent Public School	Yes
Year levels offered in 2020	Prep Year – Year 6
Webpages	Additional information about Queensland state schools is located on the: • *My School* website • Queensland Government data website • Queensland Government schools directory website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	**2019**	**2020**	**2018**	**2019**	**2020**
Prep Year	125	122	120	126	124	121
Year 1	110	126	126	117	122	120
Year 2	123	108	126	124	108	125
Year 3	110	120	108	112	121	105
Year 4	105	109	118	110	107	116
Year 5	125	107	117	125	108	117
Year 6	106	124	111	107	123	107
Total	804	816	826	821	813	811

Notes
1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

Table 2: Average class size information for each phase of schooling

Year Levels	2018	2019	2020
Prep – Year 3	25	24	22
Year 4 – Year 6	26	26	27

Notes
1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Caring for Self, Caring for Others, Caring for Learning, Caring for Property, is the foundation on which the climate of Humpybong State 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 four CAREs, is provided in the form of a Gotcha or Vivo. Students collect Gotchas throughout the year with the intention of earning ten from each Care resulting in them being awarded a CARE wrist-band. Students are taught to use 'Sol's 5' as a way of dealing with 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 are a 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* and *Friends* 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 families. *Triple P* (Positive Parenting Program) and *No More Scaredy Cats* (a program supporting resilience building) are offered to parents throughout the year.
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, Community Christmas Carols, the Respect Dance, Colour Run, Discos, Book Week, Early Years Celebration and end of term Learning Celebrations 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. All parents and volunteers participate in an annual induction program to ensure the safety of our children and school community.

In 2020 the school transitioned to the new Student Code of Conduct as our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website. www.humpybongss.eq.edu.au

Further information is also available at https://www.qld.gov.au/education/schools/health.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the *School Opinion Survey* webpage.

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree[1] that:	2018	2019	2020
My child is getting a good education at this school.	98.5%	94.7%	
This is a good school.	93.8%	93.4%	
My child likes being at this school.[2]	95.4%	96.1%	
My child feels safe at this school.[2]	95.4%	93.4%	
My child's learning needs are being met at this school.[2]	93.9%	94.7%	
My child is making good progress at this school.[2]	95.5%	96.0%	
Teachers at this school expect my child to do his or her best.[2]	100.0%	97.3%	
Teachers at this school provide my child with useful feedback about his or her school work.[2]	95.5%	94.3%	
Teachers at this school motivate my child to learn.[2]	95.4%	94.6%	
Teachers at this school treat students fairly.[2]	90.5%	93.3%	
I can talk to my child's teachers about my concerns.[2]	95.4%	96.0%	
This school works with me to support my child's learning.[2]	90.3%	91.8%	
This school takes parents' opinions seriously.[2]	88.7%	85.9%	
Student behaviour is well managed at this school.[2]	81.5%	90.5%	
This school looks for ways to improve.[2]	92.2%	93.1%	
This school is well maintained.[2]	93.9%	94.7%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
DW = Data withheld to ensure confidentiality

Table 4: Student Survey

Percentage of students who agree[1] that:	2018	2019	2020
I am getting a good education at my school.	98.3%	98.3%	
I like being at my school.[2]	93.0%	95.0%	
I feel safe at my school.[2]	94.0%	98.3%	
My teachers motivate me to learn.[2]	96.6%	95.1%	
My teachers expect me to do my best.[2]	99.1%	97.5%	
My teachers provide me with useful feedback about my school work.[2]	96.6%	96.7%	
Teachers at my school treat students fairly.[2]	90.5%	89.3%	
I can talk to my teachers about my concerns.[2]	87.1%	86.8%	
My school takes students' opinions seriously.[2]	82.1%	89.2%	
Student behaviour is well managed at my school.[2]	84.3%	85.1%	
My school looks for ways to improve.[2]	99.1%	95.0%	
My school is well maintained.[2]	91.1%	94.1%	
My school gives me opportunities to do interesting things.[2]	95.6%	93.4%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree[1] that:	2018	2019	2020
I enjoy working at this school.	98.5%	93.3%	
I feel this school is a safe place in which to work.	88.4%	86.5%	
I receive useful feedback about my work at this school.	85.3%	80.5%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	91.1%	91.8%	
Students are treated fairly at this school.	84.8%	85.9%	
Student behaviour is well managed at this school.	73.5%	65.5%	
Staff are well supported at this school.	81.8%	75.0%	
This school takes staff opinions seriously.	85.0%	72.6%	
This school looks for ways to improve.	98.5%	94.3%	
This school is well maintained.	95.5%	86.5%	
This school gives me opportunities to do interesting things.	90.8%	86.2%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. 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 with parent representatives invited to be members
- Shared responsibility for school events and activities through the P & C
- Collaborative efforts to improve facilities including playgrounds, equipment and air conditioning classrooms
- Joint waterfront playground developed with Moreton Bay Regional Council
- In classrooms with individuals and small groups, and on excursions
- Volunteers work in the canteen and assist with school community events
- Parents enjoy watching their children participate in a variety of school activities, including bands, choirs and sports events
- Parents are invited to end of term learning celebrations for each year level
- Parent Partnerships are offered to interested parents each term providing information about the curriculum, digital technologies, phonics and maths programs, homework and supporting children with anxiety.
- Three-way parent/teacher/student reporting is organised to provide feedback at the end of Terms 1 and 3.

All adjustments for students with diverse needs are actioned in consultation with parents and caregivers. Special Education teachers and Learning Leaders work in partnership with teachers, students and parents to negotiate requirements for access to physical resources, curriculum and extra curricula activities, ie physical requirements to participate in HPE lessons, curriculum adjustments through Individual Curriculum Plans (ICP), social and emotional support (ISP – Individual Support Plan) and support to attend excursions and camps. All indigenous students have an ISP with attendance, academic and social/emotional goals.

Our approach to engaging with parents and the community is aligned to the department's Parent and Community Engagement Framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at https://education.qld.gov.au/parents-and-carers/community-engagement

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community, Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour

- less disruptive classroom behaviour, aggression, bullying and delinquent acts

- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	90	89	113
Long Suspension	0	0	0
Exclusion	0	0	0
Total	90	89	113

Notes
1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *My School* website.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

3. Click on *View School Profile* to access the school's profile.

View School Profile

4. Click on *Finances* and select the appropriate year to view school financial information.

| School profile | NAPLAN ⌄ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

• https://www.qct.edu.au/registration/qualifications

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	**2019**	**2020**	**2018**	**2019**	**2020**	**2018**	**2019**	**2020**
Headcount	62	63	64	49	44	44	<5	<5	<5
FTE	54	56	57	29	27	28	<5	<5	<5

Notes
1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

• 2 days at the end of the summer holidays (fixed)
• 2 days during the Easter holidays (flexible)
• 1 day in the third last week of Term 3 (fixed) on the student free day.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2020 were $78,340.57. This included funds from Investing for Success.

The major professional development initiatives are as follows:

• Mentoring and Coaching – Reading, Maths, Explicit Teaching, Classroom Profiling
• Coaching to support Annual Performance Development programs
• Mathematics (Problem Solving and Number Talk)
• Australian Curriculum (English, Maths, Science, History, Geography, The Arts)
• SSP (Speech, Sound, Pics)
• First Aid Training
• Specialist Teacher networking and Professional Development (HPE, LOTE, Music)

- Leadership capacity building
- Information Communication Technology (Digital Technologies)
- New Pedagogies for Deep Learning (NPDL)
- Managing Young Children Program training
- Berry Street Education Model

The proportion of the teaching staff involved in professional development activities during 2020 was 100%.

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	92%	92%	89%

Notes
1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Prep Year	93%	93%	91%
Year 1	93%	93%	87%
Year 2	92%	92%	91%
Year 3	93%	92%	89%
Year 4	92%	90%	90%
Year 5	91%	90%	87%
Year 6	91%	91%	88%

Notes
1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

3. Click on *View School Profile* of the appropriate school to access the school's profile.

   View School Profile

4. Click on *NAPLAN* and select a year to view school NAPLAN information.

| School profile | NAPLAN ⌄ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes
1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.