



Harrisville State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Harrisville State School's motto is 'Pride to Achieve'. At Harrisville a great deal of pride is evident in our community and this pride is instilled through our school to the students. Our children and staff are proud to be a part of this school. Harrisville's strong reputation as having motivated children and a strong staff is well renowned throughout the district. Harrisville is situated 22 km south of Ipswich and is traditionally a rural township. The school's enrolment is about 90 and has four classes. Harrisville State School offers comprehensive curriculum programs for Prep to Year 7. Students are encouraged to reach their full potential in all areas. To achieve this, the school offers a balanced program of academic, social, physical and cultural activities. The school is very proud of its record of high achievement across all aspects of school life. Students are highly motivated and willingly give their best in all aspects of their schooling.

Principal's Forward

Introduction

The purpose of this report is to illustrate our school's strategic achievements for 2016 and outline our future direction and initiatives at Harrisville State School. 2016 was an exciting year for us here at Harrisville State School and the success we have enjoyed is described in this report.

I hope that you find this report informative in determining the quality of educational outcomes here at Harrisville State School and encourage you to in consider our school for your child/ren in the future.

School Progress towards its goals in 2016

The major focus in 2016 was the implementation of the ACARA – Science, Mathematics, English and History curriculum areas. The school also introduced a whole school curriculum plan across all key learning areas.

- Implement the Australian Curriculum- History, Mathematics, English, Science, Geography- (C2C multi-age units).
- Implement and embed Whole School Curriculum Framework.
- Implement and embed Whole School Reading Framework.

- Use data to inform teaching practice for improved school performance.
- Transition programs for kindy and Year 6.

Future Outlook

School Improvement Agenda 2017	
Focused Agenda	Targets
<ul style="list-style-type: none"> • Increase U2B Reading for Year 3/ 5 	<ul style="list-style-type: none"> • Year 5 80% • Year 3 60%
<ul style="list-style-type: none"> • 100% NMS Reading 	<ul style="list-style-type: none"> • 100 % NMS reading Year 5 & 3
<ul style="list-style-type: none"> • Early Years – Literacy and Numeracy 	<ul style="list-style-type: none"> • 100% of children in Years P-3 reaching individual reading targets. • 100% of children in P-3 reaching school reading & numeracy benchmarks
<ul style="list-style-type: none"> • Develop Numeracy Framework with signature strategies 	<ul style="list-style-type: none"> • 100% staff using Numeracy Framework with clear understanding of signature strategy.
<ul style="list-style-type: none"> • Strong Team Improved Outcomes 	<ul style="list-style-type: none"> • 100% Teacher aides/ support staff participating in weekly learning community to build capacity within their team. • 100% staff satisfaction about opportunities for professional learning opportunities at our school (SOS 2016). • 100% SOS satisfaction about staff having a say about key projects in our school. • 100% SOS staff satisfied that HSS is a good school.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	76	35	41	3	93%
2015*	89	38	51	2	98%
2016	89	35	54	3	91%

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 2016, there were no students enrolled in a pre-Prep** program.

** 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

Overview

Students at Harrisville State School are from the local township and the adjacent rural areas of Warrill View and Peak Crossing. Our students come to school ready to learn and participate in all aspects of school life. Our school motto is "Pride to Achieve". Children develop pride in themselves, their school, and their community.

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	25	22	23
Year 4 – Year 7	14		23
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Whole school reading program offered daily that differentiates students into small groups with the support of teachers, aides and parents.
- Guitar lessons each week for individual students.
- Weekly choir for all students in Years 2-6
- Before school physical activity program for all students incorporating, cross country, athletics, ball games, skipping and related fitness skills.
- Visual arts lunch time program.
- Leadership program for Year 5 6 students.
- Fassifern Cluster initiatives such as Harrisville Schools Sports, Days of Excellence, Year 7 Leadership days, NRL Gala Day and Under 8's day.
- Weekly playgroup for children under school age supported by staff from our school and parent volunteers. Koala Joey program for pre-school aged children focusing on literacy and numeracy.
- Swimming program offered to all students (Prep- Year 6)
- Chaplaincy services weekly to support students/ staff and the wider Harrisville Community.
- Whole school camp program offered each year.

Specialist Lessons include: -

History, Music, Physical Education, Japanese LOTE. Our Year 5 6 students all participate in a specialist Japanese language program for one and a half hours a week. All our students in Year 4 have a beginner's Japanese lesson 30 minutes each week. This cultural program is an introduction to the Japanese language learning songs, rhymes, numbers and colours.

Extra Co-Curricular Activities

Our school offers a school camp for all students in Years Prep to Year 6. This forms a part of our school leadership program and promotes the personal development strand of our health curriculum units.

The school participates in a range of cluster and school based initiatives; these include: -

- School disco
- Mother's/ Father's Day activities,
- End of term celebration days,
- Curriculum related excursions,
- Lunch time projects (e.g. sandcastle competitions, ICT club)
- Fundraising and enterprising activities led by the student body,
- Easter parade,
- Transition days to the local high school,
- Year 6 Leadership day,
- Anzac Day March,
- NRL Gala Day, NRL Blitz training,
- Cricket Schools Program,
- Religious Instruction is offered on a weekly basis- this is a non-denominational program.

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are used to assist learning in a variety of ways. They support the implementation of curriculum and are integrated throughout all Key Learning Areas. ICT's are used as a tool to support and enhance learning, develop creativity and logical and lateral thinking, assist with research and develop digital and information processing literacy skills necessary for future learning. The school has recently purchased interactive panels for each classroom to engage in digital teaching.

Harrisville State School also integrates the use of ipads in a range of ways in our classrooms. Our school has purchased a fleet of 25 ipads to be used across the school. The children have access to a wide range of apps that are used to engage and support their learning. The QSchools app is used at our school to communicate with the wider school community. All our school newsletters, news and calendar items are available at your finger tap! We will also be using this app to forward alerts and



important news items to our community. Please get online and look for the QSchools app and make Harrisville State school a favourite. Harrisville State School promotes the use of the QSchools app to families. For more information go to <http://deta.qld.gov.au/about/apps/education/qschools.html>

Social Climate

Overview

Harrisville State School is a small school that values partnerships between parents, students and staff to ensure all children are achieving both academically and emotionally. To ensure students are happy, safe and learning, we teach from their individual strengths, facilitate their independence, praise their efforts and celebrate their achievements. Our school motto is "Pride to Achieve". Our students are encouraged to show pride in self, school and community.

Our school climate is friendly and supportive with a family atmosphere. From the very early years, children are encouraged to be independent people responsible for their own actions. High levels of positive behaviour are expected and these expectations are constantly reviewed and reinforced. Children are encouraged to become responsible for their own safety and the safety of others around them.

Upper school children are given the role of school leader and have certain responsibilities and rights associated with this role. They lead parade each week, officially welcome and thank visitors, allocate classroom jobs, monitor and record the use of sports equipment as well as assist younger children in the playground.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Harrisville State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

Be safe

Be responsible

Be respectful.

To Learn

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. These are visible in all areas of our school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	73%	89%	100%
this is a good school (S2035)	73%	89%	100%
their child likes being at this school* (S2001)	91%	100%	100%
their child feels safe at this school* (S2002)	82%	100%	86%
their child's learning needs are being met at this school* (S2003)	82%	89%	100%
their child is making good progress at this school* (S2004)	73%	89%	100%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	91%	89%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	89%	100%
teachers at this school motivate their child to learn* (S2007)	91%	89%	100%
teachers at this school treat students fairly* (S2008)	91%	78%	86%
they can talk to their child's teachers about their concerns* (S2009)	91%	89%	86%
this school works with them to support their child's learning* (S2010)	82%	89%	100%
this school takes parents' opinions seriously* (S2011)	91%	89%	86%
student behaviour is well managed at this school* (S2012)	82%	89%	86%
this school looks for ways to improve* (S2013)	82%	89%	100%
this school is well maintained* (S2014)	82%	89%	86%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	97%	97%
they like being at their school* (S2036)	100%	90%	97%
they feel safe at their school* (S2037)	100%	97%	97%
their teachers motivate them to learn* (S2038)	100%	100%	97%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	100%	97%	94%
teachers treat students fairly at their school* (S2041)	100%	97%	97%
they can talk to their teachers about their concerns* (S2042)	100%	97%	97%
their school takes students' opinions seriously* (S2043)	100%	94%	97%
student behaviour is well managed at their school* (S2044)	100%	97%	94%
their school looks for ways to improve* (S2045)	100%	100%	97%
their school is well maintained* (S2046)	100%	94%	97%
their school gives them opportunities to do interesting things* (S2047)	100%	97%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	69%	92%	73%
they feel that their school is a safe place in which to work (S2070)	100%	100%	80%
they receive useful feedback about their work at their school (S2071)	62%	85%	73%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	92%	79%
students are treated fairly at their school (S2073)	75%	92%	79%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	77%	92%	79%
staff are well supported at their school (S2075)	62%	92%	67%
their school takes staff opinions seriously (S2076)	62%	92%	73%
their school looks for ways to improve (S2077)	92%	92%	87%
their school is well maintained (S2078)	100%	100%	93%
their school gives them opportunities to do interesting things (S2079)	77%	92%	71%

* Nationally agreed student and parent/caregiver items

'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 Harrisville State School there is an emphasis on developing a strong educational partnership with parents. Harrisville State School welcomes parents and caregivers to participate in their child's education and provides communication of school events via the school newsletter, website and through the new QSchools app. We give parents every opportunity to be involved with their child's education. Appointments to talk to individual staff members are also welcome. Parents routinely help with our daily reading groups, tuckshop, classroom celebration days and on excursions.

Our school has an active P&C group who tirelessly work to improve the learning opportunities for the children who attend the school. Meetings are advertised in our school newsletter and are held monthly in our school library. The P&C have a fundraising group that are dedicated to raising funds to use on improving the grounds, facilities and resources at the school. The P&C also has a dedicated grant writer who writes grants on behalf of the P&C. Our school P&C have been successful in obtaining a large number of grants this year.

Harrisville State School staff encourage parents to be involved in their child's learning program. Teachers communicate with parents through parent teacher meetings and include discussions with parents of how they can assist with learning programs at home. The school is committed to keeping the school website up to date and current with important information for families. We use Qschools app as another option to communicate with parents.

Respectful relationships programs

Harrisville State School is fortunate to have Chapplin who conducts our Friendship Program. This program focuses on developing strategies, skills and compassion encompassing relationships. The program works seamlessly with the schools behavior management policy.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
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.

Environmental Footprint

Reducing the school's environmental footprint

At Harrisville State School we are trying to reduce our environmental footprint. In 2016 we continued to promote our electronic newsletter to reduce the amount of paper and photocopy use. The school has installed rainwater tanks and solar power to assist with reducing our environmental impact. In 2014 we have installed a compost bin, worm farm and a vegetable patch to recycle and reduce the amount of waste produced at the school. In 2014 the school has purchased a chook tractor to establish a chicken program as a part of improving and developing awareness for environmental issues and to recycle food waste. Eggs that are collected are used for cooking items for our school tuckshop. Our chickens are currently having a holiday with one of our families.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	27,022	149
2014-2015	31,290	
2015-2016	51,287	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	10	12	0
Full-time Equivalents	6	5	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	2
Bachelor degree	9
Diploma	1
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$11198

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Reading Framework & Comprehension Strategies
- Principal Conference – school priorities
- Problem Solving in Mathematics
- Essential Skills of Classroom Management
- Upper 2 Bands Complex Text Strategies
- Know you students/ Know your Data workshops

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	94%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	91%	94%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

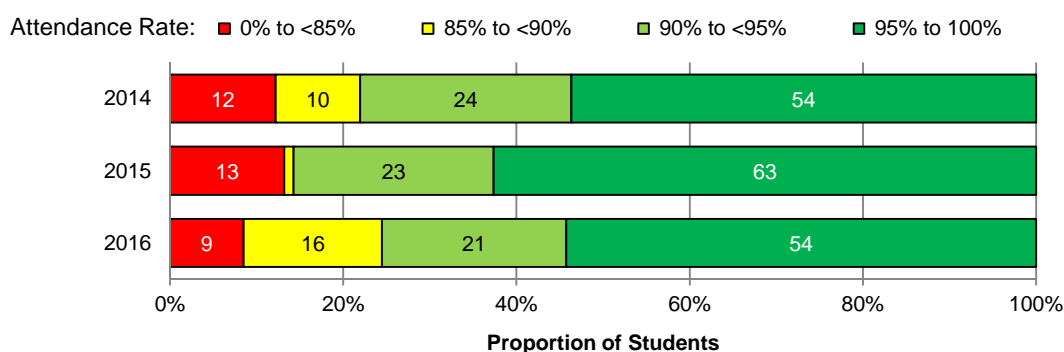
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	95%	90%	96%	95%	96%	97%					
2015	95%	92%	95%	97%	95%	95%	98%						
2016	93%	96%	92%	93%	96%	94%	95%						

*Attendance rates effectively count 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.

At Harrisville State School we have an attendance policy which can be accessed on our school website.

[https://harrisvilles.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Harrisville%20SS %20attendance%20policy.pdf](https://harrisvilles.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Harrisville%20SS%20attendance%20policy.pdf)

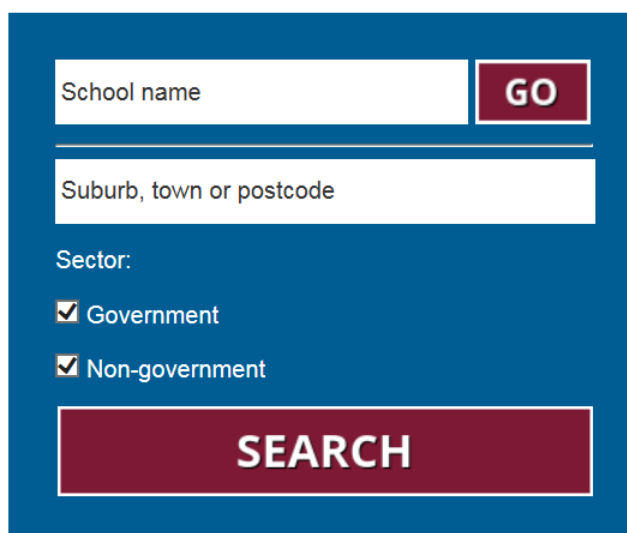
At Harrisville State School we believe that it is vital that students, staff and parents/carers have a shared understanding of the importance of attending school. Harrisville State School
o is committed to promoting the key messages of Every Day Counts
o believes all children should be enrolled at school and attend school all day, every school day
o monitors, communicates and implements strategies to improve regular school attendance
o believes truanting can place a student in unsafe situations and impact on their future.

NAPLAN

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



School name

Suburb, town or postcode

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Government

Non-government

Where it states '**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.

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