



Harrisville State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 known throughout the district. Harrisville is situated 22 km south of Ipswich and is traditionally a rural township. In 2018, the school's enrolment was about 80 students in four multi-age classes. Harrisville State School offers comprehensive curriculum programs for Prep to Year 6. 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.

School progress towards its goals in 2018

The purpose of this report is to illustrate our school's strategic achievements for 2018 and outline our future direction and initiatives at Harrisville State School.

The major focus in 2018:-

- Review and embed the school's Reading Framework across prep to Year 6
- Numeracy Framework Documentation
- Increased outcomes for children identified in U2B for reading for Yrs 3&5.
- Ensure 100% of children in Year 3 & 5 reach NMS across all domains
- Maintain strong focus in early years including the involvement of families in playgroup

Future outlook

Our School strategic agenda for 2019 is outlined below.

| Improvement Agenda | Targets |
|--|---|
| <p>Systematic Implementation of Australian Curriculum</p> <ul style="list-style-type: none"> • Trial whole school numeracy framework to be used across the school. Focus on number. • Upskill all staff to develop knowledge and understanding of numeracy framework- utilising SER Teaching and Learning team. • Collaborate to clarify shared values, and beliefs on how to teach Numeracy and to develop knowledge and understanding of the curriculum. • Implement 3 signature strategies to be used consistently across the school from P-6. Term 2- Explaining thinking using thinkboards Term 3 Mental Computation strategies Term 4 Problem Solving strategy of See, Plan, DO, Check. • Continue professional learning on key learning areas and implementation of HASS. • Participation in Cluster Moderation and within school moderation | <p>100% staff using Numeracy Framework with clear understanding of signature strategy.</p> <p>Numeracy Framework and Supporting Documentation available to all staff by the end of Semester 1.</p> <p>Implementation of HASS</p> <p>All teachers to participate</p> |

| | |
|--|---|
| <p>Effective Delivery of High Yield Pedagogical Practices</p> <ul style="list-style-type: none"> • Targeted reading and numeracy strategies modelled for whole staff at staff meetings. • Develop an understanding of the signature strategies to be implemented. • Targeted use of staff during reading group time including STLAN, & teacher aides. • Improve outcomes for individual students by using signature high yield strategies and analysing assessment data. • Embed observation and feedback model to align with planning and inform student learning. Focus on one strategy, | <p>Using feedback and guides to making judgements to maintain and extend A to E data,</p> <p>100 % NMS reading Year 5 & 3</p> <p>Upper 2 band targets</p> <p>Year 3 60%</p> <p>Year 5 30%</p> |
| <p>Development of a Skilled and Expert Teaching Team</p> <ul style="list-style-type: none"> • Provide PD in staff meetings and allow teachers practice to refine strategies before collaborating with a peer so teachers can refine their delivery of the strategy. • Engage in intentional collaboration to discuss the needs of individual learners and effective classroom practices to enhance learning. • Collectively develop a plan of review of numeracy framework. • Develop coaching framework to be used by all staff where teachers can watch others work. • Continue professional learning community for teacher aides/ support staff weekly • Develop a separate and distinct feedback model for supervisors. | <p>100% Teachers participating by end of Term 3</p> <p>Teachers reach a feeling of competency, confidence and capability on 3 key numeracy strategies.</p> <p>SOS-100% staff feel confident in their knowledge of evidence based teaching and learning practices</p> <p>100% satisfaction about professional learning opportunities</p> <p>Monthly discussion about the progress of students who have been identified as 'at risk'. Review of strategies.</p> |

Our school at a glance

School profile

| | |
|------------------------------------|--------------------|
| Coeducational or single sex | Coeducational |
| Independent public school | No |
| Year levels offered in 2018 | Prep Year - Year 6 |

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total | 89 | 91 | 82 |
| Girls | 35 | 41 | 40 |
| Boys | 54 | 50 | 42 |
| Indigenous | 3 | 4 | 1 |
| Enrolment continuity (Feb. – Nov.) | 91% | 98% | 98% |

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Students attend Harrisville State School from the local township and adjacent rural farming community. Many of our students come to school after attending nearby kindergartens or the playgroup that is held at the school. The children come to school ready to learn and participate in school life. The children show pride in themselves, their school, and their community through their involvement in a variety of activities. Many of the families attending this school have a rich heritage in this community and a strong set of values and work ethic.

Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3 | 23 | 21 | 19 |
| Year 4 – Year 6 | 23 | 25 | 22 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- Whole school reading program offered daily that differentiates students into small groups with the support of teachers and aides.
- Explicit teaching of subject areas
- Before school physical activity program for all students incorporating cross country, athletics, skipping and related fitness skills
- Weekly choir for all interested students from Yrs 2-6
- Weekly playgroup for children under school age supported by staff from our school and parent volunteers. Koala Joey program for pre-school aged children focussing on literacy and numeracy
- Chaplaincy services weekly to support all students /staff and the wider community
- Leadership Program for Yr5/6 students
- Whole school camp program
- Guitar lessons each week for individual students

Specialist lessons

All students from Prep to Year 6 participate in History, Music, Physical Education, Digital Technologies (robotics) and Japanese LOTE.

Co-curricular activities

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

- School camp
- School disco/movie night
- Gala days
- Curriculum related excursions
- Easter Hat parade
- Under 8's day
- Transition and Experience Days at Boonah High School
- Year 6 Leadership day
- Anzac March
- A non-denominational Religious Instruction program is offered weekly
- Host students on Japanese study tours

How information and communication technologies are used to assist learning

Information and Communication Technologies (ICT's) 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. Each classroom has an interactive panel for teachers to engage the children in lessons using digital resources.

Harrisville State School integrates the use of iPads in a range of ways in our classrooms using appropriate apps. There is a class set of Dash and Dot robots to assist the delivery of the Digital Technologies Curriculum area. All students participated in robotics lessons.

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. Our school prides itself on knowing and encouraging each individual student. To ensure students are happy, safe and learning, we foster their individual strengths, praise their effort and celebrate their achievements. Our school motto is 'Pride to Achieve' and our students are encouraged to show pride in self, school and community.

Our school climate is friendly and supportive with a family atmosphere. Children are encouraged to be independent and responsible for their own actions. High levels of positive behaviour are expected and these expectations are clarified and reinforced.

Senior students 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 assisting younger children in the playground using a Bee Buddy system that sees all seniors take a turn as monitors in a high visibility vest.

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 and 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their child is getting a good education at school (S2016) | 100% | 88% | 93% |
| • this is a good school (S2035) | 100% | 88% | 93% |
| • their child likes being at this school* (S2001) | 100% | 88% | 100% |
| • their child feels safe at this school* (S2002) | 86% | 88% | 100% |
| • their child's learning needs are being met at this school* (S2003) | 100% | 88% | 100% |
| • their child is making good progress at this school* (S2004) | 100% | 88% | 93% |
| • teachers at this school expect their child to do his or her best* (S2005) | 100% | 94% | 100% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 88% | 87% |
| • teachers at this school motivate their child to learn* (S2007) | 100% | 88% | 93% |
| • teachers at this school treat students fairly* (S2008) | 86% | 88% | 87% |

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they can talk to their child's teachers about their concerns* (S2009) | 86% | 94% | 100% |
| • this school works with them to support their child's learning* (S2010) | 100% | 94% | 93% |
| • this school takes parents' opinions seriously* (S2011) | 86% | 67% | 86% |
| • student behaviour is well managed at this school* (S2012) | 86% | 75% | 87% |
| • this school looks for ways to improve* (S2013) | 100% | 81% | 93% |
| • this school is well maintained* (S2014) | 86% | 88% | 87% |

* 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.

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048) | 97% | 83% | 100% |
| • they like being at their school* (S2036) | 97% | 85% | 97% |
| • they feel safe at their school* (S2037) | 97% | 76% | 92% |
| • their teachers motivate them to learn* (S2038) | 97% | 94% | 97% |
| • their teachers expect them to do their best* (S2039) | 97% | 100% | 100% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 94% | 94% | 97% |
| • teachers treat students fairly at their school* (S2041) | 97% | 77% | 92% |
| • they can talk to their teachers about their concerns* (S2042) | 97% | 79% | 95% |
| • their school takes students' opinions seriously* (S2043) | 97% | 76% | 94% |
| • student behaviour is well managed at their school* (S2044) | 94% | 60% | 86% |
| • their school looks for ways to improve* (S2045) | 97% | 91% | 97% |
| • their school is well maintained* (S2046) | 97% | 79% | 100% |
| • their school gives them opportunities to do interesting things* (S2047) | 94% | 79% | 95% |

* 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.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069) | 73% | 83% | 50% |
| • they feel that their school is a safe place in which to work (S2070) | 80% | 92% | 64% |
| • they receive useful feedback about their work at their school (S2071) | 73% | 75% | 57% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 86% |
| • students are encouraged to do their best at their school (S2072) | 79% | 92% | 57% |
| • students are treated fairly at their school (S2073) | 79% | 91% | 50% |
| • student behaviour is well managed at their school (S2074) | 79% | 92% | 43% |
| • staff are well supported at their school (S2075) | 67% | 58% | 43% |

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their school takes staff opinions seriously (S2076) | 73% | 58% | 43% |
| • their school looks for ways to improve (S2077) | 87% | 83% | 57% |
| • their school is well maintained (S2078) | 93% | 83% | 100% |
| • their school gives them opportunities to do interesting things (S2079) | 71% | 83% | 57% |

* 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, text messages, website and through the QParents app. In 2018 our school initiated the QParents app to allow parent to connect in new ways with our school payment of invoices, viewing attendance and behaviour records and entering absence details. We give parent 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 tuckshop, camps, excursions and attend events that are held throughout the year.

Our school has an active P&C group who work tirelessly to improve the learning opportunities for the children who attend the school. Meetings are advertised in our school newsletter and are held monthly in the school library. The P&C have all executive positions filled and have a dedicated grant writer who writes grants on behalf of the P&C. Our School P&C have been successful obtaining a large number of grants this year particularly in the area of sports and playgroup.

Harrisville State School staff encourage parents to be involved in their child's learning. Teachers communicate with parents through parent teacher meetings and include discussions with parents on how they can assist with their child's learning. Parents are actively involved in decisions made around how best to support students who need adjustments to fully access and enjoy school. Contact through the school's mobile phone allows teachers to send photos of achievements directly to parents and keep parents up to date and current with their child's effort and progress.

Harrisville State School has a strong commitment to the community and our parents make an effort to ensure that their child can participate in important events such as Anzac Day. The school choir is approached to perform at the Biggest Morning Tea, Boonah Show and a Christmas day at Ivory Rock Convention Centre and we have many of our students in attendance.

Respectful relationships education programs

Harrisville State School is fortunate to have a school chaplain who conducts our Respectful relationships Program. This program focusses on developing strategies, skills and compassion encompassing relationships. The program works seamlessly with the school's behaviour management policy. In 2018, our school had school chaplaincy services each Tuesday and alternating Thursdays.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days | 0 | 0 | 2 |
| Long suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of enrolment | 0 | 0 | 0 |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

At Harrisville State School we are trying to reduce our environmental footprint. In 2018 all newsletters were emailed to parents and caregivers. All invoices and statements are also sent electronically to reduce the amount of paper and photocopying. The school has rainwater tanks and solar power to assist with reducing our environmental impact.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 51,287 | 49,385 | 39,318 |
| Water (kL) | | 197 | 387 |

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

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.

Find a school Search website

Search by school name or suburb Go

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 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts | 12 | 11 | 0 |
| Full-time equivalents | 7 | 5 | 0 |

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate | |
| Masters | 1 |
| Graduate Diploma etc.* | 1 |
| Bachelor degree | 10 |
| Diploma | |
| Certificate | |

*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 2018 were \$5890

The major professional development initiatives are as follows:

- QCAA Number Sense and Mathematical Literacy
- Reading Framework and Comprehension Strategies
- Principal Conference- School priorities
- Numeracy framework- development of school numeracy framework
- Inclusion workshops
- Disability standards for Education
- Assessment and moderation workshop
- Whole school approach to support student learning program
- Curriculum Development

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 96% | 93% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Overall attendance rate* for students at this school | 94% | 94% | 95% |
| Attendance rate for Indigenous** students at this school | 94% | 93% | 75% |

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Prep | 93% | 96% | 95% |
| Year 1 | 96% | 95% | 97% |
| Year 2 | 92% | 96% | 95% |
| Year 3 | 93% | 93% | 97% |
| Year 4 | 96% | 91% | 93% |
| Year 5 | 94% | 94% | 93% |
| Year 6 | 95% | 93% | 96% |

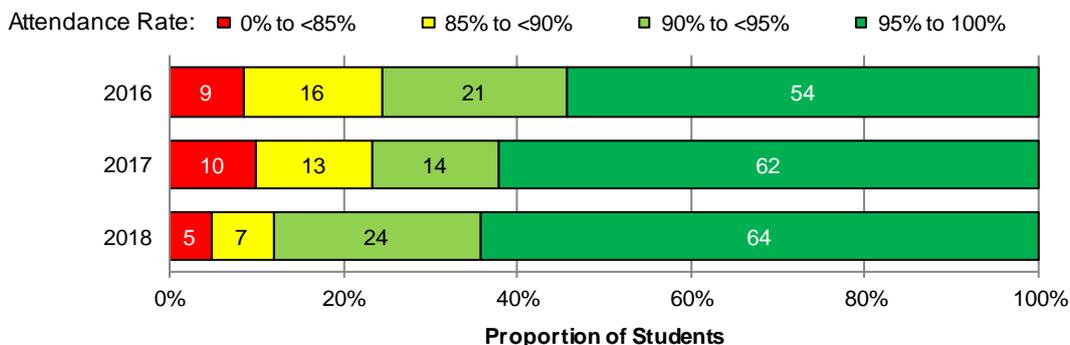
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7 | | | |
| Year 8 | | | |
| Year 9 | | | |
| Year 10 | | | |
| Year 11 | | | |
| Year 12 | | | |

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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

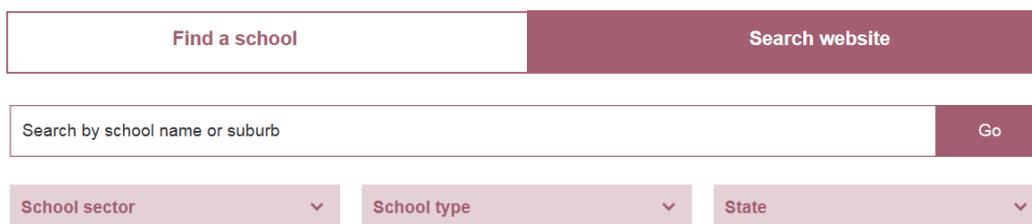
- Is committed to promoting the key messages of Every Day Counts
- Believes all children should be enrolled at school and attend school all day, every day
- Monitors, communicates and implements strategies to improve regular school attendance
- Believes truanting can place a student in unsafe situations and impact on their future

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.



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



4. Click on 'NAPLAN' to access the school NAPLAN information.



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.