


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Harrisville State School (0621)

|   |                |  |
|---|----------------|--|
|  | Postal address | 17 Hall Street Harrisville QLD 4307  |
|   | Phone          | (07) 5467 1288   |
|   | Fax            | (07) 5467 1450   |
|   | Email          | the.principal@harrisvilless.eq.edu.au  |
|   | Webpages       | Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> . |
|   | Contact Person | Mr Isaac Grayson - Principal   |

### Principal's foreword

#### Introduction

Welcome to Harrisville State School. We hope that as you read about our school you will understand why the people who work here, and the students who attend here, have such a fondness for Harrisville State School. Our small, neat rural school is one full of pride, determination and heart. Our students and staff work hard to maintain our fine reputation and community spirit which is evident in all aspects of our school life. The partnerships we strive to maintain are definitely part of the successes we've had and we hold this in high esteem.

#### School progress towards its goals in 2010

Below were our global goals, following on is a commentary that supports our Key strategies and how they have been managed:

- 1) TO IMPROVE LITERACY AND NUMERACY IN THE SCHOOL AS EVIDENCED BY NATIONAL ASSESSMENT PLAN RESULTS OBTAINED BY THE SCHOOL.
- 2) ENSURE STUDENT PROGRESS IS IMPROVED IN ALL AREAS OF LITERACY AND NUMERACY THROUGH QUALITY CURRICULUM, ASSESSMENT QCAR AND INTERVENTION PRACTICES SUPPORTING STUDENTS IN ALL YEARS FROM PREP TO YEAR 7.
- 3) TO EMBED A SAFE AND SUPPORTIVE ENVIRONMENT INTO SCHOOL PRACTICES.

**Key strategy 1 LITERACY** – Whole school Literacy planning had been reviewed to align with the Essential Learning standards. In 2011 we will embrace the national curriculum ensuring all teaching staff are cognisant of the depth of the material and are confident to implement it for 2012 in English, Math and Science. Our whole school reading program, sequential in nature, uses levels to determine reading groups. It has been maintained in 2010 and new students who enrol, are levelled and placed in an appropriate reading group. Spelling has taken a different focus – we have begun using the Soundwaves program across the school which has provided a structured and informed approach. Our ST LAN has worked closely to ensure consistent understanding amongst staff. Interactive whiteboard training continues to be a focus for all teaching staff. The year 1 screening process has informed and will continue to inform student progress from a young age.

This information also assists our Guidance officer and his determination of student progress. All teaching staff spent a significant amount of time making sure the Persuasive Writing genre was understood and taught consistently across all levels.

**Key strategy 2 NUMERACY** – The First Steps diagnostic tool has been used to determine deficits in maths and will continue to be a focus to allow 100% of teaching staff to be familiar with the diagnostic tasks. Our whole school internal monitoring process and timeline will continue with the addition of the Probe Comprehension reading tool and improved usage of the FSIM material. A renewed focus on Aboriginal and Torres Strait islander students will continue ensuring the selection of learning tasks (differentiation) encourage maximum success. The ‘Mathletics’ program is used at school and we reward students each week on parade with their progress in math.

**Key strategy 3 Safe and Supportive Environment** – All year seven students will have attended 2 of the 4 Days of excellence on offer in 2010 /2011. Links with the Special Ed unit have provided good working relations and ease for students and parents. We have a Chaplain who works with our students 2 days a week and supports extracurricular activities at Harrisville. Our newsletter is a fortnightly publication and attempts to provide timely information to the community and has good news stories with pictures of learning episodes in class. Our webpage is one currently under review and will focus on events and also student achievement. A cluster newsletter has begun this year and has been another avenue to promote our successes. The Program Achieve has been implemented by our behaviour management teacher across the school. The values based strands in the material are also discussed on assembly and in the newsletter regularly. The Harrisville Responsible Behaviour plan is a document that will be reviewed as part of an annual process in term 3 to ensure all members are aware of its contents and how decisions are arrived at when needed.

### Future outlook

Over the last few years, our enrolment has increased to 86 students recently this year. With the introduction of Prep a few years ago, it appears that these numbers will remain, and continue to grow with the development of new building sites in our town.

At Harrisville State School we are committed to lifelong learning and encourage all staff members to participate in regular professional development to further develop their skills and knowledge base in both professional and individual aspects. We are looking forward to the National Curriculum available in term 4 2011 and full implementation in 2012. Additionally we will see shortly, increased transition into the One School application managing such items as – teacher reporting, teacher planning, timetabling, school management and financial management. Curriculum directions include:

Improving literacy (specifically reading and spelling) and numeracy outcomes across the early and middle years;

Increasing our ICTs capabilities (both human and physical resources) relative to the teaching and learning processes;

Continuing the school curriculum renewal process with a focus on engagement, retention & achievement;

Further extending a whole school behaviour management program using the PROGRAM ACHIEVE ‘You can do it’ program

Ensuring all students’ individual needs are being identified and addressed.

All staff are encouraged to challenge their teaching beliefs and attempt new methodologies to become more effective in their roles. Individual Learning Plans have been developed to determine teacher skills and areas that link with the systemic needs of teaching.

## Our school at a glance

### School Profile

Harrisville State School, enrolment currently 86, is situated in the Ipswich Shire, 30 km south-west of Ipswich. This small country school provides a multi-age curriculum in a co-educational setting catering for students from Prep to Year 7. The majority of students are from the town of Harrisville, population 600, with a small percentage travelling by bus to school from outlying farms.

Harrisville State School is a caring school committed to excellence. The school buildings range from a New library, modern, double open teaching space to traditional classrooms. The school has a multi purpose court for tennis, basketball and volley ball. The local School of Arts Hall is the venue for many school-based activities. Other features of the grounds include two adventure playgrounds, large oval and flat running areas. Many koala friendly trees located in the school grounds provide a koala corridor in the community. Children, staff and parents work together in an open manner and provide a relaxed, yet busy environment in which children can learn in a safe and pleasant atmosphere.

The school is proud of its dedicated and committed staff. A number of staff have a long history of dedication to the school.

At Harrisville State School our motto is '**Pride to Achieve**'.

Co-educational - Yes

Year levels offered: Prep -7

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2010 – Nov 2010) |
|-----------------|-------|------|--|
| 83              | 37    | 46   | 80%  |

Characteristics of the student body:

Our student body is made up of generally rural and urban students with a small proportion of students identified as indigenous. We have a mixture of single parent and double parent income families and appear homogenous in nature. We do not have a diverse range of cultural backgrounds in our student population.

Class sizes – Proportion of school classes achieving class size targets in 2010

| Phase            | Average Class Size | Percentage of classes in the school |              |           |             |
|------------------|--------------------|-------------------------------------|--------------|-----------|-------------|
|                  |                    | On or under target                  | Under Target | On Target | Over Target |
| Prep – Year 3    | 21                 | 100%                                | 50%          | 50%       | 0%          |
| Year 4 – Year 10 | 18                 | 100%                                | 100%         | 0%        | 0%          |
| All Classes      | 20                 | 100%                                | 75%          | 25%       | 0%          |

## Our school at a glance

### School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 0                  |
| Long Suspensions - 6 to 20 days | 0                  |
| Exclusions                      | 0                  |
| Cancellations of Enrolment      | 0                  |

### Curriculum offerings

#### Our distinctive curriculum offerings

We plan for the 8 key learning areas and additionally offer such programs as Life Ed, A visiting Mobile library, Sport training – Tennis for 2012, Guitar lessons, Regular Art Lessons as supported with small group instruction, Options Program for Term 3 calling on Parental assistance for a leisure / hobby activities, SEMP – Planning activities, AFL and ARL training days ,Cluster Public Speaking competition, Annual School camp, Leadership days at Maroon Outdoor Education Centre, Leadership Training at Numinbah Ed Centre.

#### How Information and Communication Technologies are used to assist learning

We have a purpose built computer lab all classes can access to support classroom learning. We currently have two interactive whiteboards in use and our students access such resources as Mathletics, Reading Eggs and are trialling Intrepica as support tools. We have staff who target relevant skills for use and model behaviours appropriate for computer usage. This year we are also working through an animation project using imovies and also moviemaker. All staff are encouraged to access the CX resources on the Learning place as reputable material for classroom use.

## Our school at a glance

### Social climate

The school exudes a happy and warm social climate where students, staff, parents and community members are made to feel valued and accepted. Parents are made to feel welcome at our school and often attend weekly and special parades, help in classrooms with reading groups and at sporting events. Other activities for parent involvement within the school include:

P&C

Reading Program – Every morning 8:30-9:30 staggered between the lower and upper classes

Support-a-Reader

Parents as helpers at specific events – Athletics, gardening, special events

School Barbecues

Religious Instruction

Parents as classroom helpers

School surveys completed by the whole school community indicate that Harrisville State School is a place where students want to come to school; the parents are satisfied with the education their child/ren are receiving; and staff feel valued and effective in their roles.

### Parent, student and teacher satisfaction with the school

Generally all parents, students and staff feel valued and are satisfied with the operations at Harrisville. As we undergo a renewal process, school relations will continue to be a focus ensuring that communication is a two way process, is timely and based on mutual respect.

| Performance measure   | Result 2010 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school   | 95%         |
| Percentage of students satisfied that they are getting a good education at school   | 87%         |
| Percentage of parents/caregivers satisfied with their child's school  | 95%         |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 100%        |
| Percentage of staff members satisfied with morale in the school   | 100%        |

## Our school at a glance

### Involving parents in their child's education.

All parents are encouraged to get behind school life at Harrisville. We hold monthly P and C meetings, hold an Annual Meet and Greet evening for all families, Parent information sessions, End of term sporting events, Sports days, Weekly assemblies, Reading group helpers, Classroom activities and events that need assistance. Together we can improve performance amongst our students.

### Reducing the school's environmental footprint

As an Earth Smart School we are currently developing our SEMP plan and will be enacting the ideas in 2011. We then wish to revisit the efficiencies made and shared understanding from this whole school plan.

| Year                          | Total    | Electricity | Sewerage | Waste   | Water | Gas | Other   | Electricity<br>KwH | WaterKL | GasMJ |
|-------------------------------|----------|-------------|----------|---------|-------|-----|---------|--------------------|---------|-------|
| 2010                          | \$10,757 | \$8,441     | \$0      | \$1,448 | \$868 | \$0 | \$0     | 42,566             | 243     | 0     |
| 2009                          | \$8,732  | \$6,672     | \$0      | \$0     | \$698 | \$0 | \$1,362 | 440                | 189     | 0     |
| %<br>change<br>2009 -<br>2010 | 23%      | 27%         | N/A      | N/A     | 24%   | N/A | -100%   | 9574%              | 29%     | N/A   |

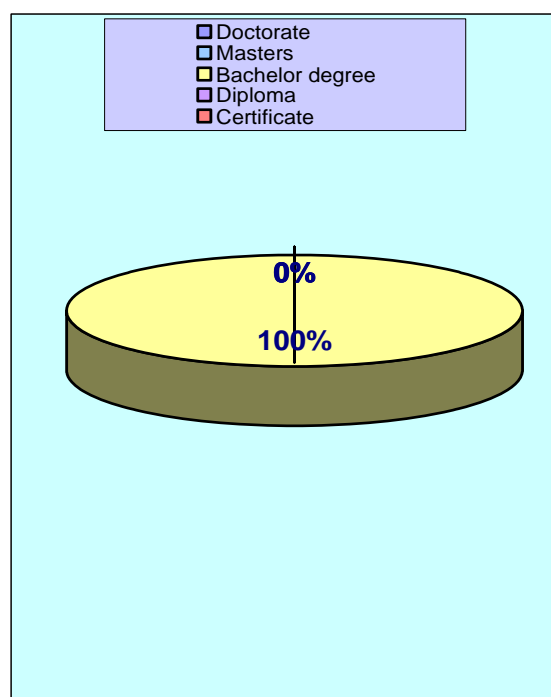
## Our staff profile

### Staff composition, including Indigenous Staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts            | 10             | 6                  | 0                |
| Full-time equivalents | 5              | 3                  | 0                |

### Qualifications of all teachers.

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate                   | 0   |
| Masters                     | 0   |
| Bachelor degree             | 100   |
| Diploma                     | 0   |
| Certificate                 | 0   |



Expenditure on and teacher participation in professional development.

\$3000.00



## Our staff profile

The total funds expended on teacher professional development in 2010 was \$3500

The major professional development initiatives are as follows:

First Steps in Maths

One School Training

Spelling Professional Development

Persuasive Writing Professional Development

Science – Primary Connections Information Sessions

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 94% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 96%.

##### Student attendance for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 97%    | 97%    | 98%    | 96%    | 97%    | 93%    | 97%    |        |        |         |         |         |

##### 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.

Class Rolls are regularly maintained and entered onto the school system. Extended absences of students are promptly reported to the principal and a conversation generally happens with the parents of the child attending our school. We are all aware of the impact to learning that happens if students miss continued time from school.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following ‘Find a school’ text box.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

Where it says ‘**Search by school name**’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

### Achievement – Closing the Gap

At Harrisville we have a small number of students identified as Indigenous Students. These students have closed the gap in their areas of performance and do not support the 'gap' concept. These students are active, valued contributors and progressing at school.