

Harrisville State School

Queensland State School Reporting

2014 School Annual Report



Postal address	17 Hall Street Harrisville 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 My School website and the Queensland Government data website.
Contact person	Christie Minns - Principal

Principal's foreword

Introduction

The purpose of this report is to illustrate our school's strategic achievements for 2014 and outline our future direction and initiatives at Harrisville State School. 2014 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.

Christie Minns

Bachelor of Education Primary

Master of Learning Innovation- Early Childhood Teaching

School progress towards its goals in 2014

The major focus in 2014 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 multiage units).
- Implement and embed Whole School Curriculum Framework.
- Use data to inform teaching practice for improved school performance.
- Plan to transition Year 7 to high school

Future outlook

The school has been intensely focused on the achievement of all major aims in the School Curriculum, School and Community, Teaching Practise and Principal Leadership domains of our Annual Improvement Plan for 2015. All major objectives have been addressed, with a strong focus on the alignment of planning, teaching and assessment; innovative teaching and support strategies to cater for the diverse range of students in our classes and strong leadership to achieve objectives. Our school has highlighted the following key priorities for 2015:-

- Develop a strong collegial self reflective culture.
- Use data to inform teaching practice for improved school performance- focusing on reading and numeracy.
- Implement the Australian Curriculum- (C2C multiage units).
- Implement attendance, retainment strategies focusing on the early phase and the transition of Year 6 to highschool.

Our school at a glance



School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	76	37	39	91%
2013	68	33	35	97%
2014	76	35	41	93%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

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.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	19	23	25
Year 4 – Year 7 Primary	12	9	14
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	2	0	0
Long Suspensions - 6 to 20 days	0	0	0

Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings

- 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 4 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.

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

Extra curricula 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,
- Fassifern Cluster public speaking competition,
- 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

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 interactive whiteboards/ data projectors in each classroom to engage in digital teaching.

Harrisville State School also integrates the use of ipads in a range of ways in our classrooms. **This year the school has purchased a fleet of 25 additional 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

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 with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	92%	86%	73%
this is a good school (S2035)	88%	100%	73%
their child likes being at this school* (S2001)	100%	93%	91%
their child feels safe at this school* (S2002)	96%	93%	82%
their child's learning needs are being met at this school* (S2003)	96%	93%	82%
their child is making good progress at this school* (S2004)	88%	93%	73%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%	80%
teachers at this school motivate their child to learn* (S2007)	92%	100%	91%
teachers at this school treat students fairly* (S2008)	88%	93%	91%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	91%
this school works with them to support their child's learning* (S2010)	83%	93%	82%
this school takes parents' opinions seriously* (S2011)	88%	100%	91%
student behaviour is well managed at this school* (S2012)	92%	86%	82%
this school looks for ways to improve* (S2013)	87%	93%	82%
this school is well maintained* (S2014)	92%	93%	82%
Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	96%	95%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	96%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	96%	95%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	81%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%
Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		87%	69%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they feel that their school is a safe place in which to work (S2070)		93%	100%
they receive useful feedback about their work at their school (S2071)		87%	62%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	75%
student behaviour is well managed at their school (S2074)		100%	77%
staff are well supported at their school (S2075)		80%	62%
their school takes staff opinions seriously (S2076)		73%	62%
their school looks for ways to improve (S2077)		100%	92%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		93%	77%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

At 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.

Reducing the school's environmental footprint

At Harrisville State School we are trying to reduce our environmental footprint. In 2014 we have introduced an 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	40,482	186
2012-2013	36,221	195
2013-2014	27,022	149

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.

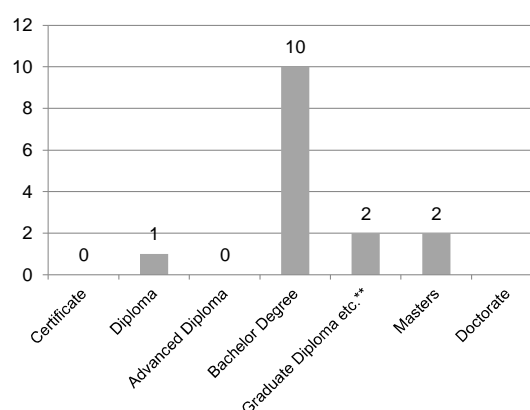
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	10	8	0
Full-time equivalents	5	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	2
Masters	2
Doctorate	
Total	15



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$8000

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- ACARA / C2C English, Mathematics, Science, History, Geography, Spelling, Reciprocal Teaching.
- Reading Framework, coaching and mentoring.
- First aid
- Principal Meetings

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage. School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	96%	94%	94%

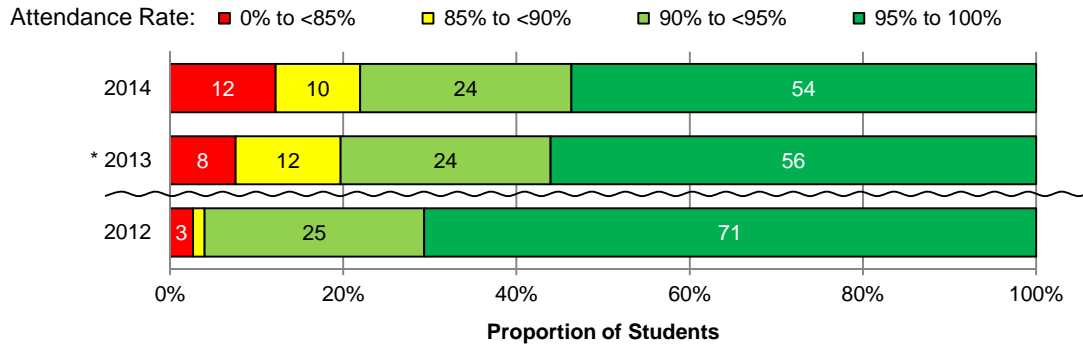
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	96%	96%	96%	96%	98%	95%	97%					
2013	96%	92%	95%	92%	96%	95%	89%					
2014	93%	95%	90%	96%	95%	96%	97%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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>

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
 - school 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the

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following 'Find a school' text box.

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The school is achieving its targets with regard to attendance and academic performance for our Indigenous students.