



Harristown State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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Overview

Harristown State School was established in 1911 as a Primary school in Toowoomba. The student population is about 450 students with relatively equal numbers across all year levels from Prep to Year 6. Our school has embraced the four Positive Behaviour for Learning Values of Respect, Responsibility, Learning and Safety and our school motto is 'Towards Excellence Together'. Our school offers a full and balanced curriculum in the Key Learning Areas of English, Mathematics, Science, HASS, the Arts, Health and Physical Education. A wide extra-curricular program is also offered which includes sporting teams, structure play programs, Shine and Strength programs for Years 6 students and Instrumental Music program. Our school facilities are well maintained and include two sporting ovals, two sporting halls and a swimming pool. A strong Specialist Intervention program called the Heroes Academy is delivered to students who require support in subject areas. Students are also supported in pastoral care programs which include mentoring opportunities and access to our School Chaplain. The school also has a strong focus on the mental health and wellbeing of our students and staff utilising a variety of support programs including Zones of Regulation which aligns with the Positive Behaviour for Learning framework.

Principal's Foreword

Introduction

Welcome to Harristown State School. Our School Annual Report is presented here as an overview of the many successes achieved in our school over the past year. In this document, we have endeavoured to share the focus that guided school decision making processes and operations, and which enabled our students to feel part of our school community which constantly strives for "Success through Excellence".

School Progress towards its goals in 2017

In 2017 Harristown State School had the following focus improvement strategies with relevant progress and successes:

Engaging Curriculum and Pedagogy: A workplace reform was put in place to create a Head of Curriculum role. The successful applicant has taken on the position and driven a focus on modification and differentiation of units to suit the needs to all students. Regular data meetings were introduced to improve teachers understanding of all students needs in the focus area of reading. The whole school Reading Framework was re-written with a focus on the Big 6 and new guided reading plans were rolled out across all classes.

Mental Health and Wellbeing: An Indigenous Community Liaison Officer was employed to support student check-in processes of a morning. The Respectful Relationships curriculum was implemented across all year levels, replacing the relevant health units. A staff Health and Wellbeing plan was created and implemented to improve the wellbeing of staff with a flow-on effect for students.

PBL / Attendance: The PBL Team continued the roll out of Tier Two processes with whole staff training and the introduction of a classroom problem solving team. A new CPST support process was implemented with Teachers providing positive feedback on the process. Staff persisted with the focus on improving the attendance of students through engagement with parents and community support agencies.

Future Outlook

In 2018, staff at Harristown State School will focus on the goal of improving all students reading abilities. This will be coordinated through a research-based approach, inclusive and supportive practices and building staff capacity. The improvement agenda of improving all students reading abilities will be achieved through the following focus areas Purposeful Curriculum and Pedagogy, PBL/Attendance, Mental Health and Wellbeing.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	311	155	156	74	82%
2016	383	189	194	94	90%
2017	397	191	206	114	86%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Our school population is evenly divided across boy/girl gender distribution. We have a reasonably transient student population and a significant percentage of our students derive from homes where parents are unemployed or live in single parent families. Approximately 30% of our students identify as either Aboriginal or Torres Strait Islander backgrounds. We have also an increasing number (over 17%) of enrolled students for whom English is an Additional Language or Dialect and who have recently arrived in Australia from other countries. Therefore we are a multi-cultural school community who value diversity and practice inclusion in our school operations.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	25	22
Year 4 – Year 6	23	25	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings:

- Literacy Blocks
- Literacy and Numeracy Intervention
- English as a Second Language (ESL) program
- Special Education Programs

- Instrumental Music Programs
- Language Other than English (Indonesian)
- Metalinguistic Language programs in Prep – Year 2
- Support-a-Talker Program
- Multi-Lit and Mini-Lit Reading support programs
- Words Their Way

Co-curricular Activities

- Kids Hope mentoring program
- Year 6 Boys and Year 6 Girl's Development Program
- Zones of Regulation
- Indigenous Education support programs
- Choir
- Structured Lunchtime programs
- Student Council
- Interschool Sport

How Information and Communication Technologies are used to Assist Learning

In recent years, a significant amount of school funds have been expended on ensuring school connectivity exists for ICT to be available to all classes, and for it to become integral as part of teaching and learning.

Our students have access to two stand-alone Computer Laboratories which provide up-to-date facilities for individual and general class use. Students are also given access to use of computers during lunch breaks, thus giving additional opportunities to access ICT programs and software. All students have been enrolled for Literacy Planet, Reading Eggs and Mathletics, and these programs are enhancing student enjoyment and progress in the areas of literacy and numeracy. All teachers have been issued with personal laptops which enable them to use these in conjunction with classroom data projectors and internet access. ICT usage is integrated into all Curriculum Learning Areas, and viewed as a vital tool to enhance teaching and learning processes within our school. All school buildings are connected to the school network and access points located throughout locations in the school enable wireless capability. Each year level has a set of 5 ipads that they use to compliment the curriculum.

Social Climate

Overview

Harristown State School focuses on quality relationships being built and which align to our 4 school values of Respect, Responsibility, Learning and Safety. Student from Prep to Year 6 inclusive undertake a 30 minute Positive Behaviour for Learning lesson each week where desirable behaviours are explicitly taught and modelled in line with the values and our school setting. Our school culture has undergone a major refocus whereby students are encouraged to attain "self-managing" status with articulated high expectations and behaviour requirements. Our school motto is "Towards Excellence Together" and both staff and students are constantly doing their utmost to demonstrate this goal in all of the interactions and learning activities. Students are supported by additional school programs such as school volunteers assisting in reading and mentoring programs, as well as Chaplaincy services and extra-curricular offerings.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	75%	90%	94%
this is a good school (S2035)	75%	95%	81%
their child likes being at this school* (S2001)	75%	90%	88%
their child feels safe at this school* (S2002)	75%	90%	81%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child's learning needs are being met at this school* (S2003)	75%	86%	100%
their child is making good progress at this school* (S2004)	75%	86%	94%
teachers at this school expect their child to do his or her best* (S2005)	75%	90%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	90%	94%
teachers at this school motivate their child to learn* (S2007)	75%	90%	100%
teachers at this school treat students fairly* (S2008)	75%	90%	81%
they can talk to their child's teachers about their concerns* (S2009)	75%	90%	93%
this school works with them to support their child's learning* (S2010)	75%	90%	93%
this school takes parents' opinions seriously* (S2011)	75%	86%	86%
student behaviour is well managed at this school* (S2012)	75%	90%	73%
this school looks for ways to improve* (S2013)	75%	90%	87%
this school is well maintained* (S2014)	75%	90%	81%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	98%	82%
they like being at their school* (S2036)	88%	95%	75%
they feel safe at their school* (S2037)	84%	94%	78%
their teachers motivate them to learn* (S2038)	95%	95%	93%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	88%	88%
teachers treat students fairly at their school* (S2041)	86%	83%	79%
they can talk to their teachers about their concerns* (S2042)	83%	75%	73%
their school takes students' opinions seriously* (S2043)	83%	79%	69%
student behaviour is well managed at their school* (S2044)	75%	74%	53%
their school looks for ways to improve* (S2045)	95%	95%	92%
their school is well maintained* (S2046)	90%	94%	78%
their school gives them opportunities to do interesting things* (S2047)	93%	94%	78%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	92%
they feel that their school is a safe place in which to work (S2070)	100%	98%	92%
they receive useful feedback about their work at their school (S2071)	97%	90%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	91%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
students are encouraged to do their best at their school (S2072)	100%	100%	94%
students are treated fairly at their school (S2073)	100%	97%	97%
student behaviour is well managed at their school (S2074)	100%	95%	84%
staff are well supported at their school (S2075)	100%	93%	89%
their school takes staff opinions seriously (S2076)	100%	92%	89%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	93%	83%	84%
their school gives them opportunities to do interesting things (S2079)	97%	90%	94%

* 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

Parents are encouraged to take an active part in supporting school activities. Harristown State School promotes clear communication between home and school. Parents are encouraged to contact their child's teacher to follow up any issue that develops and to seek to resolve concerns to mutual satisfaction. The school uses ID attend, Q Schools app and Facebook to communicate with parents and community.

Teachers are encouraged to contact parents should they have any concerns about individual student academic progress or welfare. The Harristown SS Parents and Citizen's Association attracts support from parents (and staff) and is the official forum through which parents can become involved in all facets of school operations. The hard efforts of the P&C in the area of fund raising are highly valued and vital in ensuring that additional resources are available within our school.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The departments Respectful Relationships program is used across all year levels in place of the Health units.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	48	71	90
Long Suspensions – 11 to 20 days	0	0	3
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school has purchased energy efficient reverse cycle units for a number of classrooms that reduce that amount the wall mounted electric heaters are used. Teachers monitor the use of heating and cooling in the school and only use devices when needed.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	139,919	

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	7,491	
2016-2017	30,246	

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	34	32	<5
Full-time Equivalent	29	21	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	4
Bachelor degree	34
Diploma	
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 2017 were \$25,069.24

The major professional development initiatives are as follows:

Explicit Instruction (Archer and Hughes)
 Assistive Technology - Ipads
 Enhancing ICT knowledge and usage
 First Aide
 Student protection policy
 Asbestos Training
 Code of Conduct
 Positive Behaviour for Learning
 Functional Behaviour Analysis
 PBL - ECPs
 Essential Skills in Classroom Management
 Mental Health and Wellbeing

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	93%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	85%	86%

*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 2017 for all Queensland Primary schools was 93%.

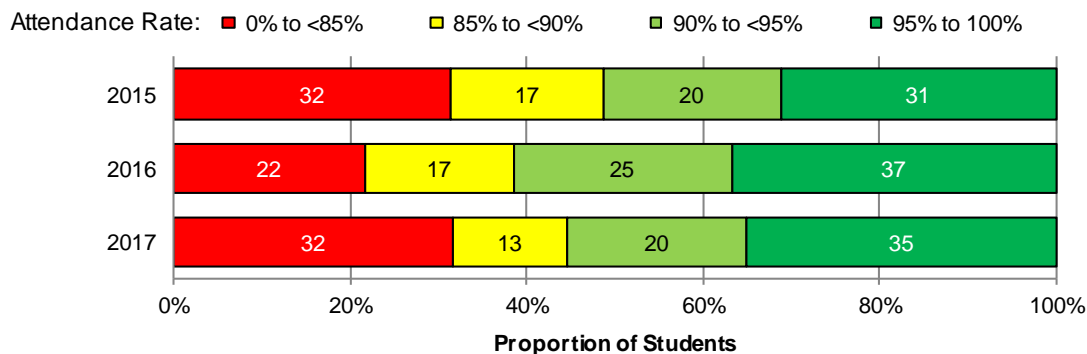
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	88%	89%	89%	89%	92%	88%	88%	DW					
2016	90%	92%	89%	88%	89%	90%	91%						
2017	90%	90%	88%	89%	89%	86%	89%	DW					

*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 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.

Rolls are marked by classroom teachers both at the beginning and conclusion of each day, and entered directly into our electronic rolls on our school network- ID attend and then Oneschool. Any student who has a legitimate reason for exiting the school during the school day are required to go to the school office and to be "signed out" through the Administration. Parents and caregivers are required to provide reasons for student absence either via a phone call or a written explanation. If your child has an unexplained absence, parents receive a text message requesting an explanation. Any student who is absent for a period greater than 5 days is followed up by a member of the Admin team, who will require a reasonable explanation and/or the arranging of a parental meeting with school personnel. Continuing long term unexplained absences are addressed through the approved Education Queensland Truancy procedures. The school has invested in the ID Attend program to assist tracking absenteeism and alerting parents immediately.

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

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

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 NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.

Conclusion

The staff and school community are very committed to providing a safe and supportive learning environment for the students of Harristown State School. We continue to reflect and build on our processes and trust you have enjoyed reading about our progress and successes in 2017.