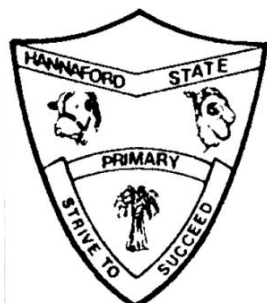


# Hannaford State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	c/- PO Hannaford 4406
Phone	(07) 4665 9239
Fax	(07) 4665 9227
Email	principal@hannaforss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Mrs Roslyn Bougoure

## Principal's foreword

### Introduction

Hannaford State School aims to provide a high quality education that makes a positive difference to the lives of all students in our rural community. We endeavor to equip the students for the future to enable them to contribute to a socially, economically and culturally vibrant society. We are committed to respect and dignity, diversity, inclusiveness, leadership, accountability and personal ethics. This report contains information relating to Hannaford State School goals, achievements and outcomes for 2015.

### School progress towards its goals in 2015

The 2015 Hannaford S.S. AIP outlined the following key priority areas:

- Establish explicit improvement agenda  
PROGRESSING
- Review and document the school's approach to the explicit teaching of reading.  
PARTIALLY COMPLETED
- Embed explicit instruction practices in all curriculum areas.  
PARTIALLY COMPLETED
- Establish school-wide approach to the purposeful use of data  
PARTIALLY COMPLETED

### Future outlook

- \*Continue implementation of the Australian Curriculum with a focus on high quality teaching, the improvement of every student and focus on reading as the main curriculum area.
- \*Further deliver quality pedagogical practices which reflect the elements of explicit instruction and a rigorous, balanced curriculum.
- \*Embed school improvement agenda, based on data collection and analysis to improve student learning.
- \*Continue to provide quality, instructional leadership in order to develop capacity in all school stakeholders as we embed core learning practices and strategies
- \*Further develop productive partnerships with students, staff, parents and community, with a particular focus on the Early Years Program.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	10	5	5		77%
2014	13	7	6		100%
2015	13	6	7		100%

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 2015, 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:

Hannaford State School is composed of non-indigenous families, most of whom live and work on local farms. The students are Anglo-Australians with predominantly Christian religious backgrounds.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	5	7	4
Year 4 – Year 7 Primary	5	6	7
Year 7 Secondary – Year 10	N/A	N/A	N/A
Year 11 – Year 12	N/A	N/A	N/A

\*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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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.

## Curriculum delivery

### Our approach to curriculum delivery

Hannaford State School embraces the Australian Curriculum C2C units.

The curriculum covers the current 8 Key Learning Areas, adapted to meet the needs of our small school rural context.

Emphasis is placed on making learning a real-life and life-like experience – this approach highlights the school vision of ‘make learning a life experience’.

A rigorous daily timetable is utilized, covering literacy and numeracy groups, to ensure explicit teaching is delivered.

Students embrace daily physical education through the iAIMS program.

### Extra curricula activities

- Combined Days/Camps with Glenmorgan S.S, Meandarra S.S, The Gums S.S (Easter Hat Parade)
- Under/Over 8's Day at Meandarra; Special Days and Swimming Camp).
- Academic competitions – UNSW ICAS English, Maths, Science competitions.
- Participating in various sporting events including Small Schools Cluster Sports Days and Regional sporting events/trials
- Arts Council Performances
- Enrichment days for gifted and talented students, developing skills
- Participating in community events – For example: ANZAC Day March
- The Annual Hannaford Gymkhana
- End of Year Concert and Awards Presentation
- Jump Rope for Heart
- Annual School Camp
- End of Term Presentation Showcase Days

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

Computers are used to assist student learning on a day to day basis to enhance learning experience in all areas of the curriculum. They are used as a tool to:

- Scaffold students so that all can achieve personal learning goals
- Connect them to the global community even though they live in an isolated, rural area
- Support collaborative learning with peers of the same and/or different ages
- Students have access to iPads, iPods and laptops that they can utilize to research on the internet or practice skill development and complete tasks using applications.
- Classroom Dojo program is embedded in school Responsible Behaviour Plan

## Social Climate

Hannaford State School provides a supportive learning environment that allows students to prosper academically and socially. Our unique small school environment creates a family-like setting, where students are encouraged to help and support each other. Our school prides itself on an enthusiastic, happy and friendly atmosphere, where every child has the right to learn and wants to learn. Hannaford State School also has its own Responsible Behaviour Plan, based on The Code of School Behaviour. It was developed collaboratively with parents and it incorporates our core values of:

- Strive to Succeed (motto)
- Respect
- Honesty
- Equality
- Safety

## Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	100%
their child is making good progress at this school (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	89%	100%	100%
they feel safe at their school (S2037)	100%	100%	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)	89%	100%	100%
teachers treat students fairly at their school (S2041)	100%	90%	92%
they can talk to their teachers about their concerns (S2042)	100%	100%	100%
their school takes students' opinions seriously (S2043)	78%	90%	100%
student behaviour is well managed at their school (S2044)	89%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	89%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

### Performance measure

Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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 and the community are invited to actively participate in their child's education and the school community through:

- The Parents and Citizens Association meets once a month in the school library
- Kangaroos and Emus Day (School Sports/Activity Day) and other sporting carnivals
- Involvement in various school based activities, such as fortnightly tuckshop
- Involvement in community events, annual Gymkhana and Campdraft
- Weekly Playgroup Program
- End of Term Presentation Days
- Regular newsletter and parent contact through Communication Books, texts, weekly progress reports, emails, regular phone contact
- School excursions and annual camp
- Various community and Student Council fundraisers

### Reducing the school's environmental footprint

The school endeavours to reduce the footprint indicator each year – more teaching staff have recently been employed to provide supportive intervention to targeted students. As a result individual and small groups of students are taught in the various classrooms and withdrawal rooms which utilise cooling and warming systems.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	10,990	0
2013-2014	10,860	0
2014-2015	11,654	0

\*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.

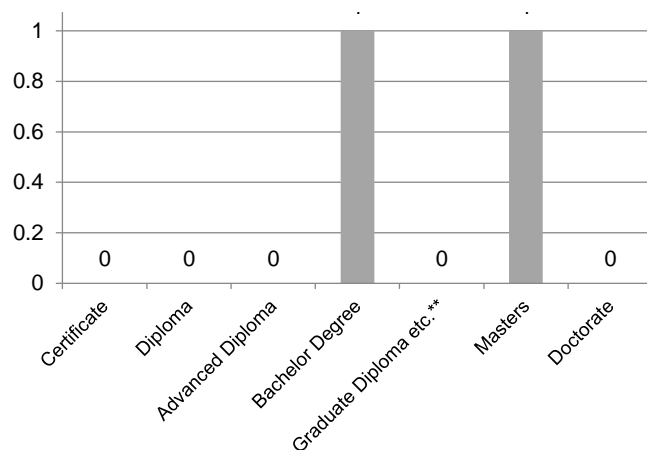
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

### Qualification of all teachers

Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
<b>Total</b>	<b>2</b>



\*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 2015 were \$7634.46.

The major professional development initiatives are as follows:

Areas of focus: developing leadership skills, literacy, early years development and technologies

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	100%	98%	99%

### 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 2015 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

---

Sector:

Government

Non-government

SEARCH

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	96%	96%

The attendance rate for Indigenous students at this school (shown as a percentage).

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

#### Student attendance rate for each year level (shown as a percentage)

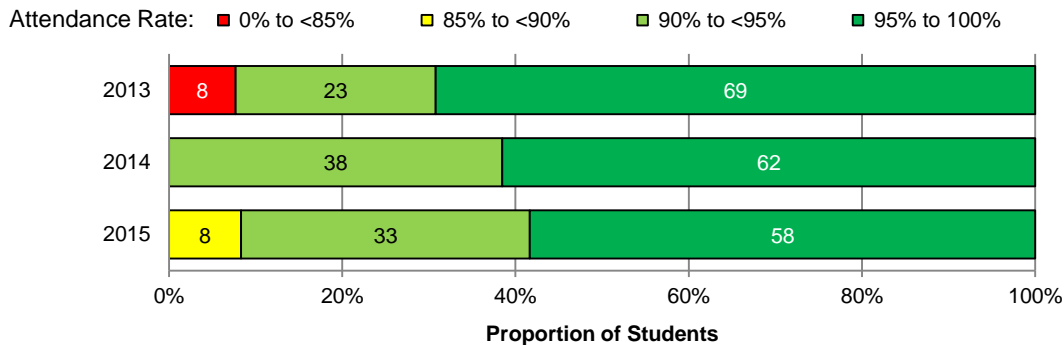
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	DW	DW	98%	98%	99%		98%	81%					
2014	DW	94%	DW	96%	96%	99%	DW	DW					
2015	DW	DW	96%	DW	96%	97%	99%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Parents of students who are absent are required to contact the school via email, phone, verbal message or written note. Our school rolls are marked twice daily. If students are absent without reason, parents are contacted by the school Principal via phone. The importance of regular attendance is promoted in the school newsletter.

## 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 following 'Find a school' text box.

### Find a school

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says '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 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.