Hannaford State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

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Established in 1947, Hannaford State School is a small, one teacher school located in a rural setting 133km west of Dalby; the nearest centre is Tara, 40km away. Hannaford State School caters for students from Prep to Year 6 in a co-educational, multi-age classroom setting. Our school aims to provide a high quality education that makes a positive difference to the lives of all students in our rural community. The curriculum aims to provide personal transferable skills that will enable our students to contribute and thrive across all spectrums of everyday life. This includes a strong focus on literacy and numeracy, problem solving and social interaction, where ICTs are integral to learning experiences. We are committed to respect and dignity, diversity, inclusiveness, leadership, accountability and personal ethics. All parents and students are satisfied that at Hannaford State School the students are receiving a good education. There are many opportunities for parents to be involved in their child's schooling and these are actively encouraged and promoted. The Parents and Citizens Association is active and supports the students' educational endeavours.

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 endeavour 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 2016.

School Progress towards its goals in 2016

Reading was the major curriculum focus at Hannaford State School for 2016. Reading curriculum documents and best practice in the classroom were reviewed and embedded according to Hannaford State School Pedagogical Framework.

2016	REVIEWED	COMPLETED
Whole School Reading Framework	✓	✓
Pedagogical practices in Reading embedded in classroom	✓	✓

Future Outlook

For Hannaford State School in 2017, our focus is improving every child's WRITING performance.
A whole school writing framework is to be developed according to current data analysis and embedded in classroom practice.

2017	DEVELOPING	COMPLETED
Hannaford State School Whole School Writing Framework	✓	Partially
Consolidated daily timetable to focus on developing writing skills	✓	Partially, further refinement of Early Years Program

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	13	7	6		100%
2015*	13	6	7		100%
2016	9	5	4		90%

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 2016, 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

Overview
Hannaford State School is composed of non-indigenous families, most of who live and work on local farms. The students are Anglo-Australians with predominantly Christian religious backgrounds. Future school enrolments remain stable.

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	7	4	4
Year 4 – Year 7	6	7	6
Year 8 – 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.

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'.

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

A balanced curriculum is offered. The school finances music and sporting instruction for all students.

Co-curricular Activities

- Combined Days/Camps with other Cluster schools, including The Gums S.S (Easter Hat Parade).
- Under/Over 8's Day; Special Days and Public Speaking competition with neighbouring schools.
- 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/Camps for gifted and talented students, developing skills.
- Participating in community events – for example: ANZAC Day march, Tara Show, Meandarra Show.
- The Annual Hannaford Gymkhana and Family Fun Day.
- End of Year Concert and Awards Presentation.
- Jump Rope for Heart and other fundraising events (Crazy Hair Day).
- Annual School Camp.
- End of Term Presentation Showcase Days.

How Information and Communication Technologies are used to Assist Learning

Technological devices 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 the school's Responsible Behaviour Plan, it is used effectively to communicate with parent body and used as reward system.
- Hannaford State School Website and Facebook page is current and relevant.

Social Climate

Overview

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 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	80%
this is a good school (S2035)	100%	100%	80%
their child likes being at this school* (S2001)	100%	100%	60%
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%	80%
their child is making good progress at this school* (S2004)	100%	100%	80%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
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%	80%
teachers at this school motivate their child to learn* (S2007)	100%	100%	80%
teachers at this school treat students fairly* (S2008)	100%	100%	60%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	80%
this school works with them to support their child's learning* (S2010)	100%	100%	80%
this school takes parents' opinions seriously* (S2011)	100%	100%	80%
student behaviour is well managed at this school* (S2012)	100%	100%	80%
this school looks for ways to improve* (S2013)	100%	100%	80%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	100%	100%	78%
they like being at their school* (S2036)	100%	100%	78%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	89%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	89%
teachers treat students fairly at their school* (S2041)	90%	92%	89%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	90%	100%	89%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
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%	DW	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%	83%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	83%
their school takes staff opinions seriously (S2076)	100%	100%	86%
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%

* 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 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 webpage, Facebook page and the Class Dojo System.
- School excursions and annual camp.
- Various community and Student Council fundraisers.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school has an active Responsible Behaviour Plan, embeds core values in everyday activities and has a strong student leadership focus. Relevant curriculum activities are utilized, such as Daniel Morcombe 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	2014*	2015**	2016
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.

Environmental Footprint

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 utilize cooling and warming systems.

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	10,860	0
2014-2015	11,654	0
2015-2016	12,345	0

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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.**

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time Equivalents	1	2	0

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.**	
Bachelor degree	1
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 2016 were $3,316.31.

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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	98%

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 2016.

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Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	96%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	N/A	N/A	N/A

*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 2016 for all Queensland Primary schools was 93%.
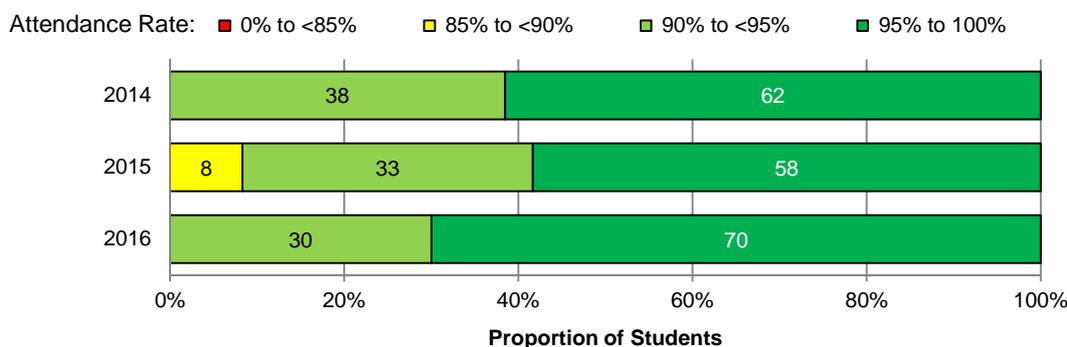
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014	DW	94%	DW	96%	96%	99%	DW	DW					
2015	DW	DW	96%	DW	96%	97%	99%						
2016	DW	DW	DW	DW	DW	98%	96%						

*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:

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	90% to <95%	95% to 100%
2014	38	62
2015	8 (85% to <90%), 33	58
2016	30	70

Proportion of Students (0% to 100%)

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.

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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 Hannaford State School Attendance Policy aims to ensure that all students are given the best opportunity to learn by outlining the responsibilities of the school, parents and students in managing attendance issues.
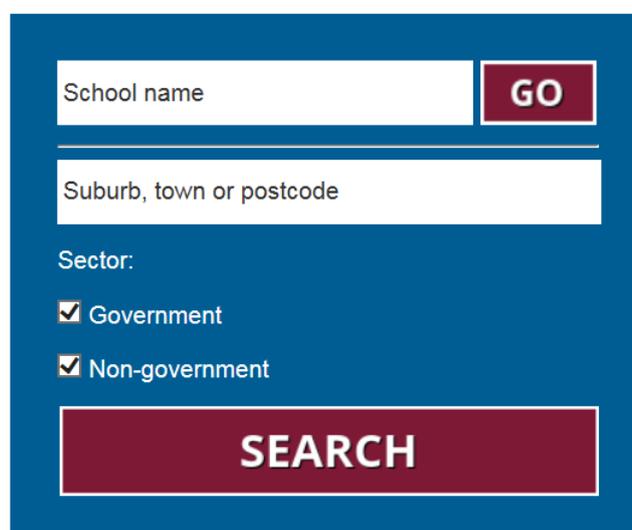
The importance of regular attendance is promoted in the school newsletter.

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.**

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 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

OPTIONAL - Include a brief conclusion

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