



Hannaford State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Established in 1947, Hannaford State School is a small, 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 completely 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.

School progress towards its goals in 2018

In 2018 the improvement priorities for Hannaford State School were to improve Reading and Spelling. The school purchased resources to create a consistent pedagogical approach to reading daily. By using the Fountas and Pinnell program as a resource and creating and following a consistent reading timetable 80% of students have shown positive improvements. This program requires refinement to suit growing student levels. Without high levels of dedicated staff and positive engagement from students these achievements would not be possible.

Future outlook

Improvement priorities for 2019 are again focused on Reading and Spelling. Proposed targets for reading include:

- Ensuring 100% of students in Grade 1 and 2 are reading at or above Regional Benchmarks

- Ensuring all students in Grade 3 and Grade 5 reach National Minimum Standards (NMS) or above in NAPLAN Reading.



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	9	13	23
Girls	5	8	14
Boys	4	5	9
Indigenous			6
Enrolment continuity (Feb. – Nov.)	90%	100%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Hannaford State School is composed of indigenous and 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	10	8	12
Year 4 – Year 6	6	5	11
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.



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.

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

Co-curricular activities

- Combined Days/Camps with other Cluster schools.
- 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.
- Participating in community events – for example: ANZAC Day march, Tara Show, Meandarra Show.
- The Annual Hannaford Gymkhana and Campdraft
- End of Year Concert and Awards Presentation.
- Jump Rope for Heart and other fundraising events
- Annual School Camp.

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 and laptops that they can utilize to research on the internet or practice skill development and complete tasks using applications.
- Hannaford State School Website is current and relevant.

Social climate

Overview

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree # that:	2016	2017	2018
• their child is getting a good education at school (S2016)	80%	100%	43%
• this is a good school (S2035)	80%	100%	83%
• their child likes being at this school* (S2001)	60%	100%	86%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	80%	100%	29%
• their child is making good progress at this school* (S2004)	80%	100%	57%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	83%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	100%	67%
• teachers at this school motivate their child to learn* (S2007)	80%	100%	67%
• teachers at this school treat students fairly* (S2008)	60%	100%	67%
• they can talk to their child's teachers about their concerns* (S2009)	80%	100%	100%



Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	80%	100%	71%
• this school takes parents' opinions seriously* (S2011)	80%	100%	67%
• student behaviour is well managed at this school* (S2012)	80%	100%	100%
• this school looks for ways to improve* (S2013)	80%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	78%	100%	100%
• they like being at their school* (S2036)	78%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	89%	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)	89%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	89%	86%	100%
• student behaviour is well managed at their school* (S2044)	100%	88%	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%	88%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• 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%	80%
• 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)	DW	100%	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	83%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	83%	100%	100%



Percentage of school staff who agree [#] that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	86%	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%

* 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 community events, annual Gymkhana and Campdraft.
- Regular Newsletter and parent contact through texts, 5 weekly progress reports, emails regular phone contact, school webpage, report cards, term overviews, parent information sessions each term and parent teacher interviews.
- School excursions and annual camp.
- Various community and Student Council fundraisers.

Respectful relationships education 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. The Cluster Guidance Officer is involved with the school to deliver programs when required.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	12,345	5,639	13,099
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

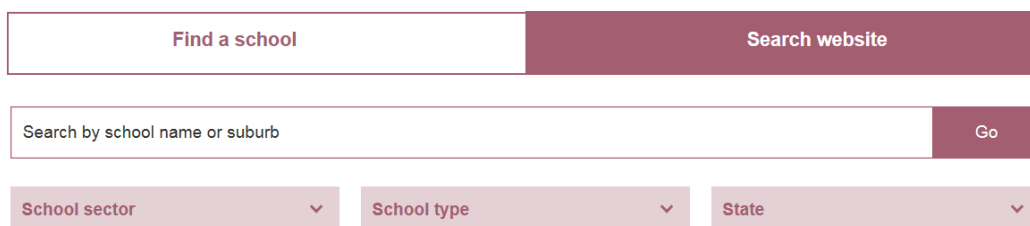
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	5	0
Full-time equivalents	2	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	3
Diploma	
Certificate	

*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 2018 was \$8,186.20

The major professional development initiatives are as follows:

- Mandatory Training
- Lyn Sharratt
- Reading Centre Professional Development
- Regional Development Days
- Corporate Services Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%



Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	100%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	96%	95%	92%
Attendance rate for Indigenous** students at this school			92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	DW	95%	93%
Year 1	DW	DW	91%
Year 2	DW		94%
Year 3	DW	94%	DW
Year 4	DW	DW	DW
Year 5	98%	DW	91%
Year 6	96%	95%	DW

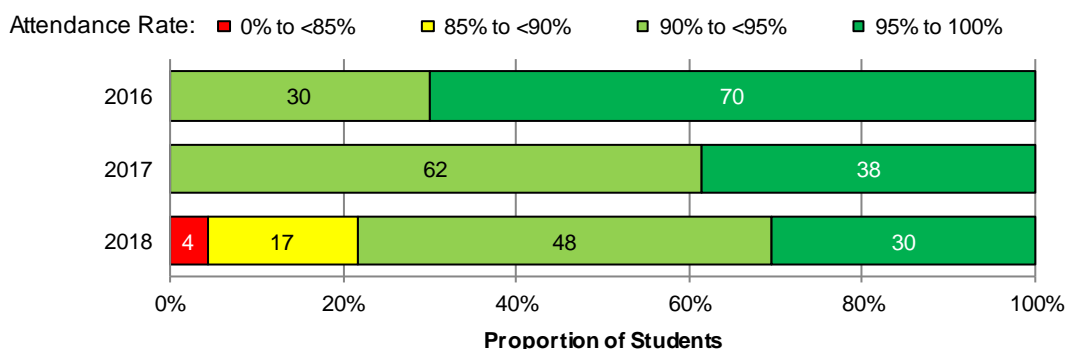
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.



The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at hannafordss@eq.edu.au

