



Homebush 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

Homebush State School is located within the bounds of Mackay Regional Council. The original school structure was built in 1889 and served a sugar farming community. More recently there is an ever increasing percentage of parents undertaking shift work for the mines as well as families moving out of Mackay to small acreage. The nearest town is Mackay, which is approximately 25km from the school.

The school has an active Parents and Citizens' Association that has contributed enormously to the education of Homebush State School students. Currently the school operates with three teachers. The current enrolment of about 50 children are taught in three multiage settings comprising Prep to Year One, Year 2, 3, and and Years 4, 5 and 6. The personnel working at the school include a teaching principal, 2 classroom teachers, a Languages teacher (Chinese), four Teacher Aides, an Administrative Officer and a Cleaner/groundsperson.

School progress towards its goals in 2018

Area	Key Priorities for 2018	Progress towards completion
Curriculum Implementation and Tracking	<ul style="list-style-type: none"> ➤ Developing a curriculum that is aligned and has a clear line of sight ➤ Collaborate with cluster schools to build a cluster approach to the rollout of the Australian Curriculum subjects and the building of capability and capacity to deliver the curriculum. ➤ Prioritising curriculum familiarisation, embedding and implementation of new subjects 	<ul style="list-style-type: none"> ✓ Whole school curriculum plan was completed and enacted ✓ Cluster planning and moderation days were held to build capability and confirm judgements ✓ Australian Curriculum: Technologies was taught in 2018
Writing	<ul style="list-style-type: none"> ➤ Implementing a scheduled moderation and assessment framework for writing. ➤ Developing a culture of feedback and goal setting in writing. ➤ Implementing processes to manage students at risk of falling below a C in English. ➤ Implementing processes to manage students who have the potential of achieving an A or a B in English. ➤ Implementing a whole school approach to the teaching of spelling. 	<ul style="list-style-type: none"> ✓ Writing was moderated at school and cluster level ✓ Writing levels are displayed in all classrooms and used to give feedback and develop goals ✓ Intensive literacy interventions are run for identified students ✓ 63% of students achieved an A or B in English semester 2 2018 ✓ 88% of students were at or above spelling benchmark semester 2 2018
Quality Teaching and Learning	<ul style="list-style-type: none"> ➤ Consolidating a culture of observation, feedback and coaching. ➤ Using the inquiry cycle to ensure that the Pedagogical Framework sets a clear direction for all staff. 	<ul style="list-style-type: none"> ✓ Classroom observation sessions were regular and aligned with Annual Implementation Plan priorities. ✓ Pedagogical framework is complete
Community Engagement	<ul style="list-style-type: none"> ➤ Establishing strong and substantial partnerships with parents, new families, early childhood providers and the wider community to engage future students through school based activities prior to enrolment. ➤ Actively pursue positive communication and marketing opportunities that promote the school and community. ➤ Providing opportunities to inform and skill parents as partners in learning who contribute to student success. ➤ Engaging in collaborative and innovative shared learning with cluster schools to source opportunities for student success. 	<ul style="list-style-type: none"> ✓ Playgroup and pre-prep provided an effective transition to school in 2018 ✓ Facebook, QParents, television advertising and brochures were all used to promote the school and community. ✓ Newsletters items focused on our improvement agenda. ✓ Cluster planning and moderation days created shared learning opportunities

Future outlook

Goal	Key Priorities for 2019	Targets and timelines
Curriculum Implementation and Tracking	<ul style="list-style-type: none"> ➤ Create, implement and audit a Whole School Curriculum Plan, which has an A/B cycle ➤ Familiarise new staff with the Pedagogical Framework. ➤ Participate in cluster initiatives. ➤ Offer staff PD by curriculum specialists. 	<ul style="list-style-type: none"> ⊙ 100% of staff using the Whole School Curriculum Plan from the start of term 1 ⊙ 100% of staff familiar with the Pedagogical framework ⊙ 100% of staff have participated in appropriate PD
Writing	<ul style="list-style-type: none"> ➤ Moderate writing as part of internal monitoring. ➤ Use writing levels to give targeted feedback. ➤ Provide intensive literacy support for “at risk” students. ➤ Create an English data wall and interrogate. ➤ Unpack assessment tasks in English including GTMJ. 	<ul style="list-style-type: none"> ⊙ Moderate once per term ⊙ 100% of students know their writing level and can name an action for improvement ⊙ Identified students are receiving some intensive literacy support ⊙ 100% of staff can understand and discuss the data wall
Reading	<ul style="list-style-type: none"> ➤ Scan and assess current reading practices, resources and the beliefs that underpin the teaching of reading. ➤ Implement a whole school reading plan ➤ Offer staff PD in reading 	<ul style="list-style-type: none"> ⊙ As a result of an inquiry cycle, a whole school approach to the teaching of reading has been collaboratively formulated and described in a policy document.
Community Engagement	<ul style="list-style-type: none"> ➤ Use social and conventional media to promote the school and community. ➤ Hold a parent information/social afternoon ➤ Include regular articles about the importance of school attendance in school newsletters as well as an attendance tracker. ➤ Liaise with all stakeholders to provide successful transitions to school (prep focus). ➤ Collaborate with the P&C to run the Homebush Hoedown. 	<ul style="list-style-type: none"> ⊙ Parent satisfaction on the School Opinion Survey is >95% ⊙ Student attendance is >95% ⊙ Homebush Hoedown raises the profile of the school in the community and is a financial success

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	59	52	48
Girls	32	26	25
Boys	27	26	23
Indigenous	5	5	6
Enrolment continuity (Feb. – Nov.)	82%	85%	94%

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

Our students primarily live on rural acreages or have farming backgrounds. As Homebush has only the school, boarding kennels and a hotel, students travel to Mackay or Walkerston for sporting or cultural activities. In some cases the students parents and even grandparents are past students of Homebush.

Only 2 students live close enough to walk or ride to school. Other students are transported by bus or parents.

We have two families in the school who indentify as Indigenous and no families for whom English is a second language or dialect. Many parents are employed by the mining or associated industries and huge pieces of mining equipment are regularly transported past the school on their way to the Bowen Basin coal fields.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	19	17
Year 4 – Year 6	23	12	13

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

At Homebush SS every teacher knows it is their role to deliver the Australian Curriculum to our students. At the end of 2017, we co-created a Whole School Curriculum Plan that maps this delivery primarily using the Curriculum into the Classroom units provided by the Department of Education. In our multiage classes, instruction is differentiated to meet student need and to ensure that every student is succeeding every day.

The school uses a 3 / 2 class model to provide the lowest possible staff:student ratio within our budgetary constraints. On Mondays, Tuesdays and Wednesdays, the students are grouped into P/1, 2/3 and 4/5/6 classes and taught in individual classrooms. On these days, students are taught English, Aspects of Maths (Number and Algebra and Measurement and Geometry), Science, technology and HASS (history and social science). On Thursdays and Fridays, the classes are regrouped into P/1/2 and 3/4/5/6. On these days students cover Aspects of Maths (Chance and Data), The Arts, HASS (history and social science) and Health and Physical Activity and aspects of English (grammar and punctuation). Year 4-6 students are taught Chinese by a specialist language teacher.

Co-curricular activities

Homebush SS seeks to provide extra-curricular activities to extend our students and to make links with the community. These activities include:

- Chess coaching and competitions
- Interschool athletics
- Sporting Schools instruction by qualified coaches
- Swimming lessons
- African Drumming
- Weekly tuckshop
- Student Council meetings and activities
- School discos
- School Camp Yrs. 4-6
- Excursions to see plays and shows, Whitsunday Literary Festival, Safety Circus, and Under 8's days
- Incursions such as Life Education, Fun with Maths and Travelling Performances.

How information and communication technologies are used to assist learning

Homebush SS has a purpose built information and communication technologies hub in its purpose-built computer lab. ICT abilities are a general capability of the Australian Curriculum and are integrated into all subject areas. The Australian Curriculum Technology subject area provides direction for students to learn using laptops, iPad, "beebots", "probots" and "edisons".

Social climate

Overview

Our school provides a safe, supportive and disciplined learning environment. Differentiation to meet the needs of our diverse learners is integral to a successful small school like ours with multi-age groupings. We pride ourselves on our school's "family" atmosphere, which is in part the result of being in a small community where siblings, cousins or neighbours may share a classroom. It also comes from the genuine commitment of all our staff to meet the wellbeing needs of the students who we all know well and care deeply about. Homebush SS staff have a zero tolerance to bullying and the processes and strategies for ensuring bullying is not experienced here can be found in our Responsible Behaviour Plan.

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)	100%	100%	100%
• this is a good school (S2035)	92%	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)	92%	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)	92%	78%	100%
• this school looks for ways to improve* (S2013)	100%	89%	100%
• this school is well maintained* (S2014)	100%	89%	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)	100%	100%	100%
• they like being at their school* (S2036)	88%	73%	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%	91%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	88%	55%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	82%	83%
• their school takes students' opinions seriously* (S2043)	94%	82%	92%
• student behaviour is well managed at their school* (S2044)	81%	64%	100%
• their school looks for ways to improve* (S2045)	100%	82%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	82%	100%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	80%	92%	100%
• they feel that their school is a safe place in which to work (S2070)	90%	100%	100%
• they receive useful feedback about their work at their school (S2071)	90%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	92%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	80%	91%	100%
• staff are well supported at their school (S2075)	60%	100%	100%
• their school takes staff opinions seriously (S2076)	70%	100%	100%
• their school looks for ways to improve (S2077)	90%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	90%	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 are acknowledged as vital partners for student success at Homebush. We involve them in their children's education by the daily use of communication books in all classrooms, text messaging, Facebook posts, the QParents App, fortnightly newsletters sent home electronically and in hard copy, parent-teacher interviews and an open door policy to meetings when concerns arise.

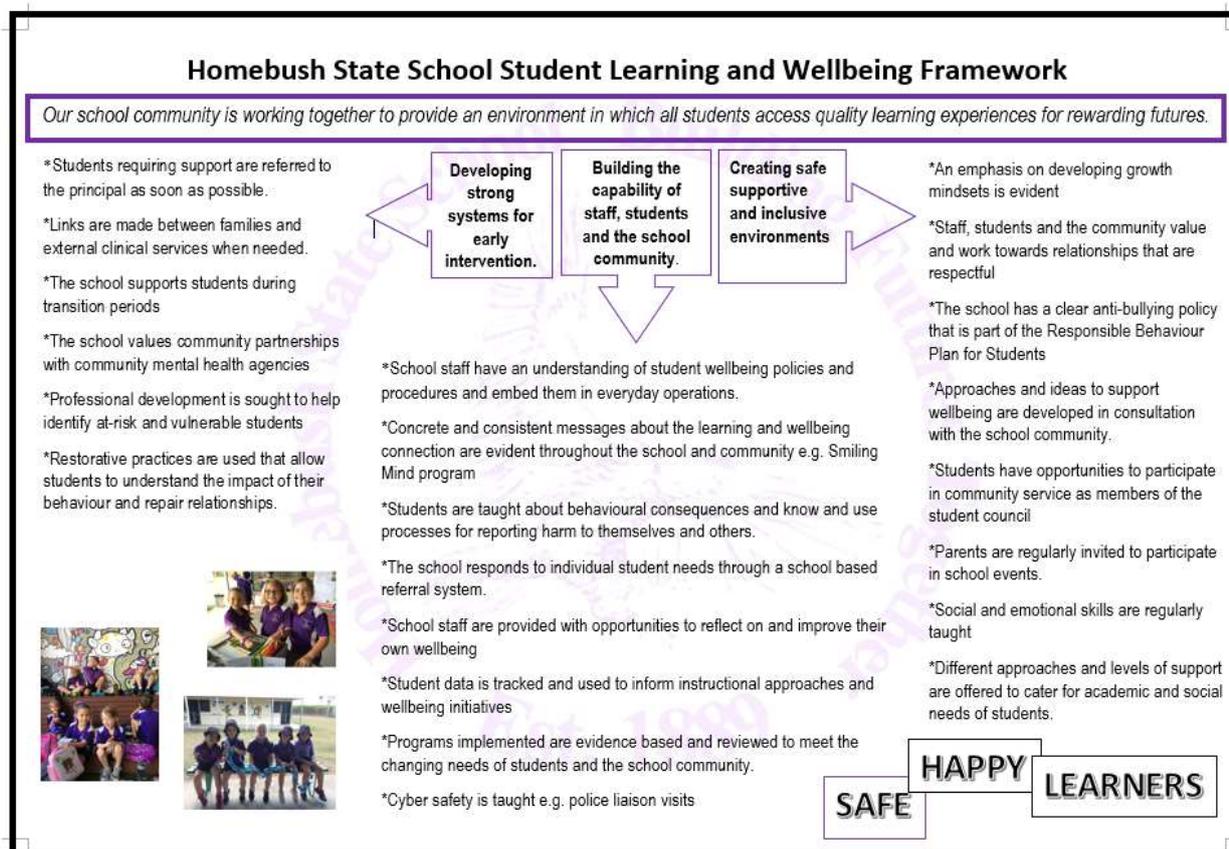
Our very active, supportive P&C holds its meetings after school to make them more accessible to parents of young children. All registered P&C members are also sent copies of agendas and minutes so they can contribute even if they are unable to attend the meeting.

Decisions to assist students with diverse needs to access and participate fully at school are made by the teacher, parent and principal in consultation with specialist such as Speech Therapist or Guidance Officers.

Respectful relationships education programs

Each Friday morning, our school leaders run a whole-school assembly. They reinforce our school rules and describe behaviours that students who are demonstrating our school rules (Be Safe, Be Responsible, Be Respectful) would display. We welcomed a presentation from the Brave Hearts organisation this year, which focused on personal safety and awareness.

Our Student Learning and Wellbeing Framework was completed in 2018:



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	0
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

At Homebush SS, we are conscious that modelling reducing our environmental footprint is important for our students. We utilize water tanks and solar panels to reduce our footprint and in 2018, we introduced a coded bin system to enhance the recycling of our waste. The P&C recycled batteries and drink containers for profit and to provide a community service.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	28,545	30,011	21,474
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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	7	<5
Full-time equivalents	3	4	<5

*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	1
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 were \$7922.36.

The major professional development initiatives are as follows:

- School Management: School Business Manager HR Roadshow, SBMAQ Cleaners Training, First Aid Training
- Quality Teaching & Learning: Mandatory updates; Regional Principal's Conference; Powerful Partnerships - Aspirant Leaders Conference; DET - Brain Based Coaching; DET - Staff Moderation Planning; District Teacher Aide Professional Development hosted by Victoria Park SS, Principal Cluster Meetings
- Literacy: Australian Literacy Educators Assn – Literacy Out Loud – I See, I Wonder & Talking Lines

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.	95%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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	93%	94%	95%
Attendance rate for Indigenous** students at this school	93%	90%	96%

* 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	96%	91%	92%
Year 1	90%	96%	92%
Year 2	96%	93%	96%
Year 3	96%	95%	93%
Year 4	92%	96%	97%
Year 5	90%	93%	95%
Year 6	92%	90%	97%

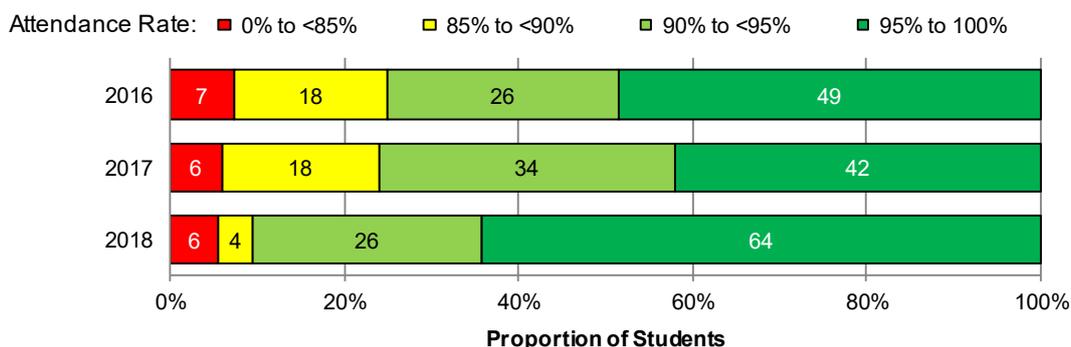
Year level	2016	2017	2018
Year 7	100%		
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Background

Each parent of a child who is of compulsory school age has the legal obligation to ensure their child is enrolled and attends a school, on every school day for the educational program in which the child is enrolled, unless the parents a reasonable excuse. Roll marking systems provide evidence that parents are meeting their legal obligations. State Schools are required to notify parents of any unexplained absences on the morning of that occurring.

Roll Marking Responsibilities

- Parents or carers: Contact the school on or prior to the morning of the absence by: phoning or texting the school absentee line 0472827915 to explain the absence, or ringing the school landline 49597286, or advising a school staff member of the absence in person.
- Teachers: Mark school rolls by 9 am each morning so that unexplained absences can be followed up promptly.
- School administration officer: Follow up on unexplained absences: Via texts: Homebush SS- your child has been recorded as absent this morning without an explanation. Please contact the school 0472827915 immediately. If parents don't respond within 30 minutes they will be telephoned. If this telephone call is not responded to, emergency contacts will be telephoned. All contact with parents regarding unexplained absences will be recorded on the child's permanent One School record.
- Principal: Monitor student absences and identify when a student is: absent for three or more consecutive days, or where there is a pattern of persistent unexplained absences, or if a student's attendance rate is reasonably considered unsatisfactory.

Homebush State School Absentee Hotline



Text or call the absentee hotline to explain the reason for the absence: holiday, illness, natural disaster, representative sport or another reasonable excuse.

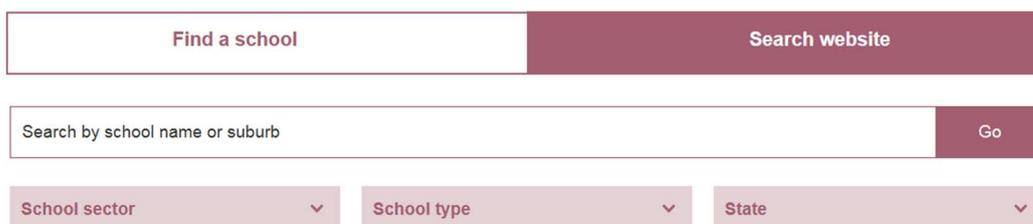
0472827915

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.



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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.