Principal’s foreword

Introduction

Our school community is working together to provide an environment in which all students access quality learning experiences for rewarding futures. This document outlines our achievements for 2015 and defines our continuing areas of improvement. The 2015 School Annual Report is made available to parents on our school website and on request from our school office.

School progress towards its goals in 2015

<table>
<thead>
<tr>
<th>Area</th>
<th>Key Priorities for 2015</th>
<th>Progress towards Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Professional development for all staff</td>
<td>Teachers attended Seven Steps to Writing Success PD</td>
</tr>
<tr>
<td></td>
<td>Whole school strategic writing plan</td>
<td>Ongoing in 2016</td>
</tr>
<tr>
<td></td>
<td>100% of students at or above National Minimum Standard in the 2015 NAPLAN writing test</td>
<td>Achieved</td>
</tr>
<tr>
<td></td>
<td>40% of students in Upper Two Bands in the 2015 NAPLAN writing test</td>
<td>Partly achieved: 62.5% of year 3 students, 16.7% year 5 students</td>
</tr>
<tr>
<td>Reading</td>
<td>Use the SCORE comprehension strategy consistently</td>
<td>Achieved</td>
</tr>
<tr>
<td></td>
<td>Reading groups 4 days a week</td>
<td>Achieved</td>
</tr>
<tr>
<td></td>
<td>100% of students at or above the National Minimum Standard in reading</td>
<td>Achieved</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Professional development in Higher Order Thinking strategies</td>
<td>Ongoing in 2016</td>
</tr>
<tr>
<td></td>
<td>40% of students in the Upper 2 Bands in Maths</td>
<td>Not achieved: Year 3 12.5%, Year 5 33.3</td>
</tr>
<tr>
<td>Teaching quality</td>
<td>Use peer observation and a feedback culture to improve teaching practice</td>
<td>Ongoing in 2016</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>Review whole school plans</td>
<td>Partially achieved</td>
</tr>
<tr>
<td>Principal leadership and performance</td>
<td>Promote a feedback culture through timetabled observation and coaching</td>
<td>Achieved</td>
</tr>
<tr>
<td>Curriculum implementation</td>
<td>Fully implement the new strands of the Australian Curriculum</td>
<td>Achieved</td>
</tr>
</tbody>
</table>

**Future outlook**

<table>
<thead>
<tr>
<th>Area</th>
<th>Explicit Improvement Targets 2016</th>
<th>Timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Curriculum Implementation and Tracking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop a curriculum that is aligned and has a clear line of sight</td>
<td>Create and implement a whole school curriculum plan</td>
</tr>
<tr>
<td></td>
<td>Monitor curriculum delivery, internal benchmarks and data collection</td>
<td>Update and implement internal monitoring program</td>
</tr>
<tr>
<td></td>
<td>Prioritising curriculum implementation</td>
<td>Implement digital technologies program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement civics and citizenship program</td>
</tr>
<tr>
<td><strong>2. Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop consistency in the teaching of writing</td>
<td>Ensure each class has 3 writing sessions per week</td>
</tr>
<tr>
<td></td>
<td>Implement a scheduled moderation and assessment framework</td>
<td>Take part in cluster moderation</td>
</tr>
<tr>
<td></td>
<td>Develop a culture of feedback and goal setting in writing</td>
<td>Create a continuum of students writing achievement levels</td>
</tr>
<tr>
<td></td>
<td>Case manage students at risk of achieving a D or E in English</td>
<td>Communicate “How We Teach Writing” to parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employ a teacher aide to work with at risk students in the 2 hour intensive literacy block on support a reader and writer activities</td>
</tr>
<tr>
<td><strong>3. Quality teaching and learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop critical reasoning and problem solving skills</td>
<td>Offer chess coaching and competition to all students</td>
</tr>
<tr>
<td></td>
<td>Consolidate a culture of observation, feedback and coaching</td>
<td>Take part in the AMSI Choose Maths program</td>
</tr>
<tr>
<td></td>
<td>Develop staff capability in data interpretation</td>
<td>Determine staff capacity in data interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff professional development in data interpretation</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>67</td>
<td>26</td>
<td>41</td>
<td>5</td>
<td>85%</td>
</tr>
<tr>
<td>2014</td>
<td>55</td>
<td>25</td>
<td>30</td>
<td>5</td>
<td>95%</td>
</tr>
<tr>
<td>2015</td>
<td>54</td>
<td>25</td>
<td>29</td>
<td>6</td>
<td>100%</td>
</tr>
</tbody>
</table>

In 2015, there were no students enrolled in a Pre-Prep program.*

Characteristics of the student body:

Homebush State School is located within the bounds of Mackay Regional Council. The original school structure was built in 1889 and serves 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.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>20</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>1</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum delivery

Our approach to curriculum delivery

The school is organised into three classes P-1, 2-3 and 4-7 which each have their own separate classrooms. Delivery of the Australian Curriculum is most often achieved through the use of adapted Curriculum into the Classroom (C2C) units of works. All of our teachers have experience in the small school setting and are able to teach multi-age classes effectively by differentiating content. Chinese is studied at school during LOTE lessons. Physical Education and Music are delivered by a visiting specialist teacher once a week.

Extra curricula activities

Students are offered a rich variety of academic, cultural, sporting, citizenship and social skills at Homebush State School.

- Interschool sports
- School Camp for Years 4-7
- Fortnightly tuckshop
- Regular visits by sports coaches
- Tennis Lessons provided by qualified tennis coach
- Swimming Lessons
- Chess Club

How Information and Communication Technologies are used to improve learning

Homebush SS staff focused on increasing their ipad resources in 2015 with the purchase of new tablets and a computer to manage them. A connectivity upgrade was also carried out in an attempt to improve connection speeds. Each classroom has an interactive whiteboard to allow teachers to make the most of online resources.

Social Climate

Our school provides a safe, supportive and disciplined learning environment. Inclusive practices such as differentiation to meet the needs of diverse learners are at the heart of this small rural school where students are often in a class with their siblings, cousins or neighbours. Homebush State School staff have a zero tolerance to bullying and the processes and strategies can be found in our Responsible Behaviour Plan.
Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parent/caregivers who agree(^a) that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child likes being at this school (S2001)</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school (S2003)</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child is making good progress at this school (S2004)</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work (S2006)</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn (S2007)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly (S2008)</td>
<td>96%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns (S2009)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning (S2010)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously (S2011)</td>
<td>92%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school (S2012)</td>
<td>96%</td>
<td>83%</td>
<td>100%</td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>100%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Percentage of students who agree\(^a\) that:

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they like being at their school (S2036)</td>
<td>100%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>they feel safe at their school (S2037)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers motivate them to learn (S2038)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers expect them to do their best (S2039)</td>
<td>94%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work (S2040)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school (S2041)</td>
<td>100%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns (S2042)</td>
<td>100%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously (S2043)</td>
<td>100%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2044)</td>
<td>94%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2045)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained (S2046)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2047)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Performance measure

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

## Parent and Community Engagement

Parents are encouraged to take a high level of interest in their child’s education and are involved in a number of ways including:

- Assisting in classroom activities.
- Attending school parades and “good work” assemblies.
- Organising functions, supporting fundraising projects.
- Attending monthly P&C meetings, social functions and school sports days.
- Reading newsletters
- Fortnightly playgroup for pre-school aged children
- Helping their children with homework
- Attending parent-teacher interviews
- Displaying support for school policies regarding uniform, behaviour management.
- Consulting with the classroom and learning support teacher about the adjustments made for students with diverse needs

## Reducing the school’s environmental footprint

At Homebush State School our community is conscious of the environmental impact the school makes. As a result we utilize water tanks and solar panels to reduce our environmental footprint.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>2013-2014</td>
</tr>
<tr>
<td>2014-2015</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2015 Workforce Composition</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching Staff*</td>
<td>Non-teaching Staff</td>
</tr>
<tr>
<td>Headcounts</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>7</td>
</tr>
<tr>
<td>Graduate Diploma etc.*</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $6,123.50.

The major professional development initiatives are as follows:

- Mandatory training modules
- CQ 3S training
- Sevens Steps to Writing Success
- Train the trainer
- Libcode
- Senior First Aide
- Community of Practice

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

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95%</td>
<td>96%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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

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

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>The attendance rate for Indigenous students at this school (shown as a percentage).</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
</tr>
</tbody>
</table>

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                    | 95%  | 93%    | 93%    | 93%    | 94%    | 98%    | 99%    | 97%    | 97%    | 99%    | 99%    | 99%    | 99%    |
| 2014                    | 95%  | 95%    | 94%    | 91%    | 97%    | 98%    | 97%    | 97%    | 99%    | 99%    | 99%    | 99%    | 99%    |
| 2015                    | 94%  | 94%    | 95%    | 96%    | 95%    | 97%    | 93%    | 93%    | 93%    | 93%    | 93%    | 93%    | 93%    |

DW = Data withheld to ensure confidentiality.
**Student attendance distribution**

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% to &lt;85%</td>
<td>14</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>85% to &lt;90%</td>
<td>33</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>90% to &lt;95%</td>
<td>53</td>
<td>66</td>
<td>64</td>
</tr>
<tr>
<td>95% to 100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description of how non-attendance is managed by the school**

School absenteeism and student attendance is a complex issue which includes a range of student behaviours including school refusal and truancy. Homebush SS reinforces the Every day counts messages in relation to non-attendance:

- all children should be enrolled at school and attend on every school day
- schools should monitor, communicate and implement strategies to improve regular school attendance
- truanting can place a student in unsafe situations and impact on their future employability and life choices
- attendance at school is the responsibility of everyone in the community.

At Homebush SS manual rolls are marked twice daily and electronic roll marking completed at least every three days. Parents are encouraged to explain all absences by phoning the school. All unexplained absences are followed up with parents.

**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/](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

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.