

Homebush State School

Queensland State School Reporting

2015 School Annual Report



Homebush State School



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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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

Area	Key Priorities for 2015	Progress towards Completion
Writing	Professional development for all staff	Teachers attended Seven Steps to Writing Success PD
	Whole school strategic writing plan	Ongoing in 2016
	100% of students at or above National Minimum Standard in the 2015 NAPLAN writing test	Achieved
	40% of students in Upper Two Bands in the 2015 NAPLAN writing test	Partly achieved: 62.5% of year 3 students, 16.7% year 5 students
Reading	Use the SCORE comprehension strategy consistently	Achieved
	Reading groups 4 days a week	Achieved
	100% of students at or above the National Minimum Standard in reading	Achieved
Numeracy	Professional development in Higher Order Thinking strategies	Ongoing in 2016
	40% of students in the Upper 2 Bands in Maths	Not achieved: Year 3 12.5%, Year 5 33.3

Teaching quality	Use peer observation and a feedback culture to improve teaching practice	Ongoing in 2016
	Review whole school plans	Partially achieved
Principal leadership and performance	Promote a feedback culture through timetabled observation and coaching	Achieved
Curriculum implementation	Fully implement the new strands of the Australian Curriculum	Achieved

Future outlook

Area	Explicit Improvement Targets 2016	Timelines	
		Semester 1	Semester 2
1. Curriculum Implementation and Tracking	Develop a curriculum that is aligned and has a clear line of sight	Create and implement a whole school curriculum plan	Create the 2017 whole school curriculum plan
	Monitor curriculum delivery, internal benchmarks and data collection	Update and implement internal monitoring program	Review the internal monitoring program
	Prioritising curriculum implementation	Implement digital technologies program	Implement civics and citizenship program
2. Writing	Develop consistency in the teaching of writing	Ensure each class has 3 writing sessions per week	Document "How We Teach Writing" at Homebush SS
	Implement a scheduled moderation and assessment framework	Take part in cluster moderation	
	Develop a culture of feedback and goal setting in writing	Create a continuum of students writing achievement levels	Communicate "How We Teach Writing" to parents
	Case manage students at risk of achieving a D or E in English	Employ a teacher aide to work with at risk students in the 2 hour intensive literacy block on support a reader and writer activities	
3. Quality teaching and learning	Develop critical reasoning and problem solving skills	Offer chess coaching and competition to all students	Take part in the AMSI Choose Maths program
	Consolidate a culture of observation, feedback and coaching	Take part in cluster moderation programs and implement a classroom observation schedule	
	Develop staff capability in data interpretation	Determine staff capacity in data interpretation	Staff professional development in data interpretation

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	67	26	41	5	85%
2014	55	25	30	5	95%
2015	54	25	29	6	100%

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	16	19
Year 4 – Year 7 Primary	20	24	10
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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 (C 2 C) 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 on line 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

Performance measure			
Percentage of parent/caregivers who agree [#] 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)	96%	100%	100%
their child feels safe at this school (S2002)	96%	100%	100%
their child's learning needs are being met at this school (S2003)	96%	100%	100%
their child is making good progress at this school (S2004)	96%	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)	96%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	96%	92%	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)	92%	100%	100%
student behaviour is well managed at this school (S2012)	96%	83%	100%
this school looks for ways to improve (S2013)	100%	92%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	93%	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)	94%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	100%	100%	94%
they can talk to their teachers about their concerns (S2042)	100%	93%	100%
their school takes students' opinions seriously (S2043)	100%	100%	94%
student behaviour is well managed at their school (S2044)	94%	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%

Performance measure			
Percentage of school staff who agree [#] 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%	100%
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%

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	28,609	0
2013-2014	27,645	0
2014-2015	30,040	0

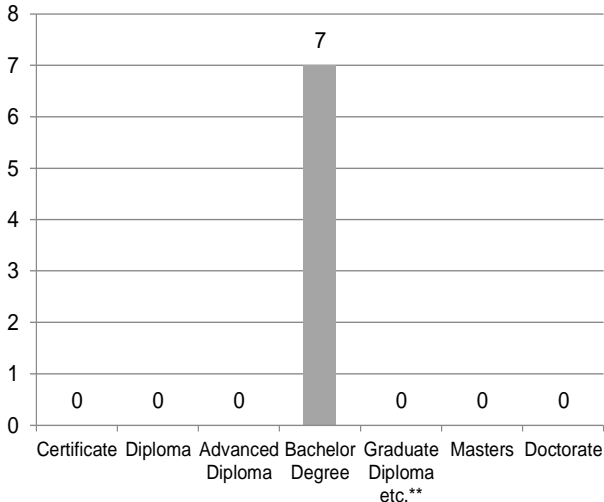
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	5	0
Full-time equivalents	4	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	7



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 and Community of Practice

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.	95%	96%	98%

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

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%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	93%	94%

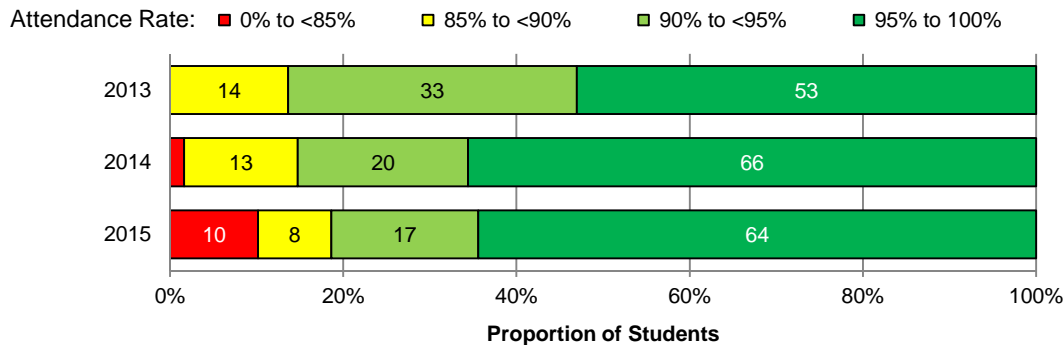
The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

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

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
- truancy 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/>.

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

Sector:

Government

Non-government

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.