



Hamilton State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Hamilton State School is a welcoming and supportive small school with four multi-age classes. We offer a unique approach to state school education in Brisbane by providing an engaging pedagogy within an environment where the focus is on each individual child. Each child is known and valued. Hamilton State School is committed to providing quality educational experiences to meet the needs of all students to pursue higher levels of educational achievement. We encourage all students to participate to the best of their ability in all aspects of school life. At Hamilton all students are 'switched on to learning', challenged and inspired. We aim for all students to become active and informed citizens who are well prepared for the challenges of a changing global society. We want them to be creative & critical thinkers, problem solvers and students who are willing to take risks and challenge their thinking. We acknowledge the role of the school within its broader community context as a place of learning and educational leadership. At Hamilton State School we are 'Learning for life'.

Our Vision

To provide a caring and positive learning environment that enhances the development of the whole child.

Our Expectations

'We Are Safe', 'We Are Responsible', 'We Are Respectful' and 'We are learners'.

Our Values

- High quality teaching and learning from Prep to Year 6.
- High expectations of students and staff.
- A safe and happy learning environment.
- Appreciation of diversity, other cultures and social organisations.
- A friendly, welcoming, enjoyable, family atmosphere.
- Acceptance of each individual and sensitivity to others.
- Encouragement of positive self-confidence and character building.
- Open, accessible communication, input and participation of students, staff, parents and the community.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Hamilton State School has continued to implement a range of initiatives to support the goals identified in the 2017 Annual Implementation Plan.

Implementation of the Australian Curriculum
 Improving reading strategies and higher order thinking strategies
 Implementation of whole school pedagogical practices
 Using data to inform teaching practice
 Instructional Leadership with a focus on school performance

A key priority is to continue to implement the Australian Curriculum in English, Mathematics, Science, Health and Physical Education and Humanities. To accommodate the implementation of the curriculum, an up to date Whole School Curriculum Plan was written and published. The implementation of a Whole School Assessment Schedule, with targets, allowed us to monitor student performance. Changes in pedagogical practices and increased access to digital technology including iPads, interactive whiteboards and student laptops improved engagement of students.

Future Outlook

Hamilton State School Annual Implementation Plan 2018

2018 School Improvement Priority

Improving the standard of writing achievement for all students

Our goal: In 2018, implement an explicit approach to the teaching of writing, and track student success against the English Australian Curriculum, so that we increase the % of students achieving an A and B.

1. Build capability across Brisbane City Small Schools cluster with Executive Coach			
Actions	Targets	Timelines	Responsible Officer/s
Create Executive Coach – Australian Curriculum role	Maintain 100% of Year 3 and Year 5 students achieving the National Minimum Standard in Writing in NAPLAN Increase the percentage of students in the Upper Two Bands in Writing (NAPLAN) to 50% in Year 3 and Year 5. Increase the percentage of students achieving a 'B' or higher in English.	Nov 2017	Principal
Planned professional learning across cluster based around Australian Curriculum		Each Term	Principal Executive Coach
Increase teacher capability in strategies to support student writing (eg. Sheena Cameron work, Seven Steps)		Term 1	Principal Teaching Staff
Regular cluster leadership team meetings		Each term	Principal Executive Coach
2. Create an Australian Curriculum informed and evidence based writing framework			
Actions	Targets	Timelines	Responsible Officer/s
Collaboratively commence development of writing framework with EC across cluster	School Opinion Survey - I have access to quality professional development. 100% Strongly agree in 2018.	Term 2	Principal Executive Coach Teaching Staff
Develop ways of working to assist and give feedback on the implementation of writing framework in classrooms		From Term 2 then every term	Principal Executive Coach Teaching Staff

3. Build teacher knowledge in the productive mode of Australian Curriculum English

Actions	Targets	Timelines	Responsible Officer/s
Embed assessment within pedagogical practice using agreed tool to monitoring student performance and for review at term planning	School Opinion Survey - My school encourages coaching and mentoring activities. 100% Strongly agree in 2018	Each term	Principal Teaching Staff
EC coaching cycles with teachers in their classrooms to assist implementing strategies, track improvement and calibrate judgements.		Weekly	Principal Executive Coach Teaching Staff
Planning days each term with EC		Full day every term	Principal Executive Coach Teaching Staff
EC to run PD with T/A's	100% T/A's complete PD	Twice a term	Executive Coach Teacher Aides

Maintaining our standards	
Actions	Responsible Officer/s
Successful Learners: <ul style="list-style-type: none"> Continue current reading program across the school: <i>Focus on the explicit teaching of reading strategies using key elements of Modelled, Shared & Guided Reading; Case management & data meetings</i> Improve coaching and mentoring through teacher release time for GEM's teacher - higher order thinking skills in numeracy. Continue to recognise and reward successful learners. Embed 'You Can Do It!' Program to improve social and emotional intelligence of students. 	Principal STLaN Teaching staff
Teaching Quality: <ul style="list-style-type: none"> Refine whole school pedagogical framework in collaboration with staff. All teachers plan, assess and report using the Hamilton State School Whole School Curriculum, Assessment and Reporting Plan. Monitor teacher practice and provide developmental feedback through PDP's, walkthroughs, collaborative mentoring, reflective practices and Desk Top Audits with regard to explicit teaching practices. Continue process of pre and post testing in numeracy. 	Principal Teaching staff
Quality People: <ul style="list-style-type: none"> Improvement of annual staff Performance Plans (PDPs) to better reflect school priorities. Staff participation in quality PD linked to school priorities. Participate in 'City Cluster' & 'Brisbane Small School Cluster' moderation practice throughout year. 	Principal Teaching staff
Positive Partnerships: <ul style="list-style-type: none"> Strengthen links with Aviation High and Hamilton Library to utilise resources to implement digital technologies curriculum (robotics & coding) Continue to partner with 'City Cluster' schools in High Achievers program & leadership project. Develop stronger partnerships with local day care centres to support successful school transitions. 	Principal
Quality Resources: <ul style="list-style-type: none"> Plan and budget for purchase of quality resources to support school priorities & learning areas. Utilise I4S funding to support school priorities. 	Principal

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2017: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	78	32	46	3	83%
2016	96	34	62	4	92%
2017	102	37	65	4	90%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Hamilton State School is unique in that it is a small school within inner Brisbane. Families who attend our school see the benefits of quality education in a great small school, where the where the focus is on each individual child and their family. Each child is known and valued. The school prides itself on being multicultural school, having nearly 40% of our students with an EAL/D background.

We provide a high level of differentiation in our classrooms which allows our teachers to give academic extension or support depending on the individual. Our family-like atmosphere is but one appealing attribute of our school.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	17	23	25
Year 4 – Year 6	27	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- Key Learning Areas: English, Mathematics, Science, Humanities, Business and Economics, Health and Physical Education, Technology, The Arts (Media, Drama, Dance Music), Languages Other Than English (Japanese) for all students from P-6
- Literacy and Numeracy
- Early Years Framework (Prep) – Social and Personal Learning, Health and Physical Learning, Active Learning Processes

- Information Communication and Technology instruction provides access to resources, competitions and EdStudios.
- Instrumental Music – (Strings, Woodwind and Brass)
- Swimming: Term Four (Prep to Year 6)
- Interschool, Intra-school, District and Regional Sporting trials and competitions
- Student Leadership Program e.g. Student Council, Library Monitors, Sports Captains, Music Leaders, School Captains.
- Excursions

Co-curricular Activities

- Year 5/6 Camp
- Multi-Cultural Day
- Arts Council performances
- Visual Art Extension
- Instrumental Music Camps
- Interschool sports & sports days
- P&C Association Events – including Fun Foods Fridays
- Enrolment and Prep Open Days and Transition Mornings
- Under 8s Day

How Information and Communication Technologies are used to Assist Learning

At Hamilton State School, teachers are committed to the continual development of their digital pedagogy and providing learning environments where their learners' knowledge is deepened, transformed and created through the use of digital tools, resources and environments.

Networked computers are located in classrooms and in our Library. Wi-Fi access is available in the Library and all teaching blocks. Interactive Whiteboards/Interactive projectors are used in every classroom to assist with curriculum delivery across all Key Learning Areas. Laptops and iPads are used extensively throughout our school.

Social Climate

Overview

The social climate at Hamilton State School is positive, with high parental support and high expectations. Many activities are planned throughout the year to build community and a sense of belonging to the community and support the social and emotional learning of students.

Behaviour and expectations are aligned with the P&C approved, school Responsible Behaviour Plan. The provision of quality teaching and learning experiences at Hamilton State School is dependent on students and staff members striving to our high expectations and the maintenance of a supportive school environment. Students are regularly rewarded with many incentives, including certificates and assembly and newsletter celebrations.

In 2017 we continued to implement the You Can Do It! program to help improve social and emotional intelligence across the school. Each Friday, the school is broken into small groups and have an explicit lesson on one of the 5 keys to success. Weekly awards and behaviour comments on report cards are also linked to the program.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	82%	100%
this is a good school (S2035)	100%	91%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	91%	100%
their child's learning needs are being met at this school* (S2003)	90%	73%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is making good progress at this school* (S2004)	90%	90%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	82%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	70%	94%
teachers at this school motivate their child to learn* (S2007)	100%	70%	94%
teachers at this school treat students fairly* (S2008)	100%	70%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	82%	94%
this school works with them to support their child's learning* (S2010)	100%	73%	100%
this school takes parents' opinions seriously* (S2011)	100%	73%	100%
student behaviour is well managed at this school* (S2012)	100%	64%	94%
this school looks for ways to improve* (S2013)	100%	91%	100%
this school is well maintained* (S2014)	90%	91%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	100%	100%
they like being at their school* (S2036)	100%	100%	95%
they feel safe at their school* (S2037)	97%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	97%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	100%	100%
teachers treat students fairly at their school* (S2041)	94%	100%	95%
they can talk to their teachers about their concerns* (S2042)	94%	100%	91%
their school takes students' opinions seriously* (S2043)	94%	100%	95%
student behaviour is well managed at their school* (S2044)	92%	100%	59%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	90%	91%
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:	2015	2016	2017
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	73%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
their school (S2071)			
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	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)	87%	100%	100%
staff are well supported at their school (S2075)	67%	100%	100%
their school takes staff opinions seriously (S2076)	60%	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)	93%	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

The staff members of Hamilton State School are committed to maintaining productive partnerships with parents. Parent feedback and input was sought via our P&C Association, parent teacher meetings, school events, the school newsletter and daily conversations with community members.

The P&C association is actively involved in Special Days and Evenings, Fun Foods Fridays, Uniform Shop and Fundraising.

At the school level parent involvement is encouraged at Parent Information Evenings, Parent Teacher Interviews, workshops, assemblies, performances and sporting events. We actively work with parents around differentiation and support provided to students.

Parents are welcomed as classroom helpers in a variety of roles and regular communication between staff and parents is an integral part of life at Hamilton.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	1	6	6
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

In 2018, the student leaders are looking at ways to incorporate a range of environmentally sustainable practices throughout the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	17,771	138
2015-2016	42,491	321
2016-2017	42,840	294

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

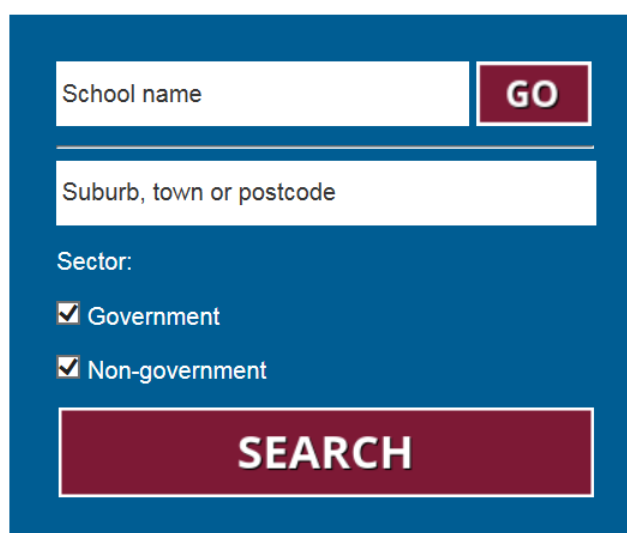
School Funding

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.

Find a school



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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	13	9	0
Full-time Equivalents	6	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	9
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 2017 were \$20,000

The major professional development initiatives are as follows:

- Data and Planning Days
- Assessment and Moderation
- Australian Curriculum implementation
- Seven Steps to Writing PD
- Anita Archer PD
- Jolly Phonics/Grammar PD

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	88%	88%

*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.

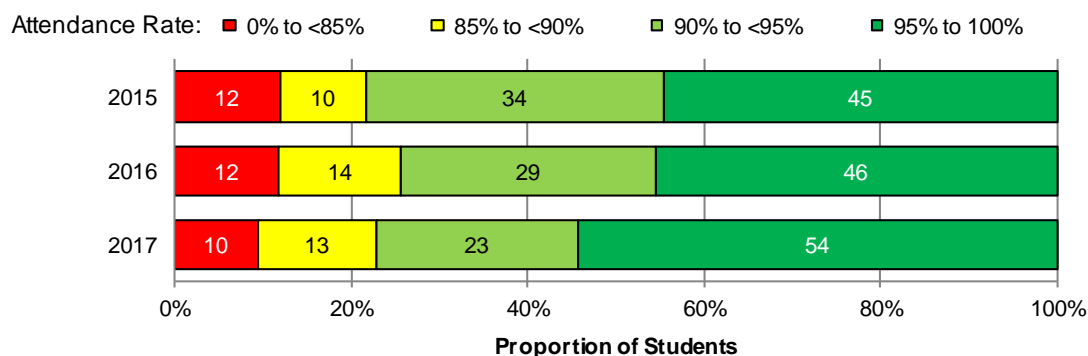
The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	92%	91%	94%	93%	93%	95%	95%
2016	94%	92%	91%	92%	92%	94%	94%
2017	91%	96%	91%	94%	95%	93%	93%

*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:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

Class rolls are marked twice each day. The roll is marked shortly after 9am and then again at 1.45pm, immediately following second break. Unexplained absences are followed up by phoning parents and caregivers.

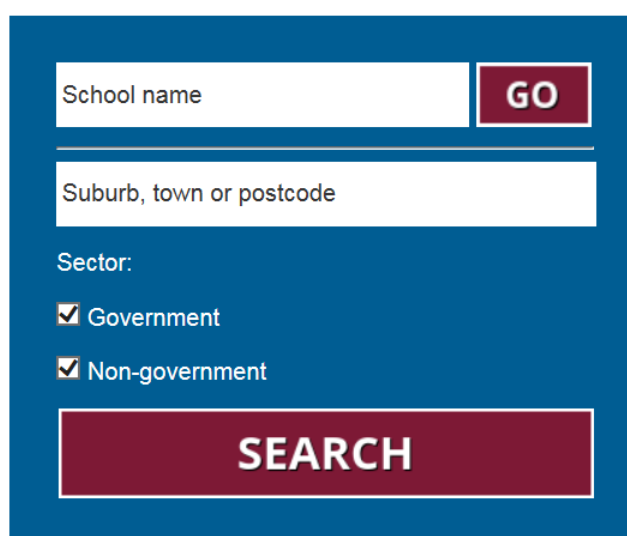
to check on the welfare of the student. Late arrivals are recorded on a sign in book situated in the office. Frequently arriving at school late leads to a discussion with parents/caregivers about the importance of students being at school on time in order to orient their learning for the day. Absenteeism is also monitored. If a student is absent for more than three consecutive days without explanation, the parents/carers are called to seek an explanation and establish the timing of a students' return to school. Repeated short periods of absence for whatever reason are discussed with parents by the class teacher or the Principal. Prolonged periods of non-attendance without a satisfactory explanation are dealt with according to EQ policy by the Principal.

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.

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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.