



Hamilton 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

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.

School progress towards its goals in 2018

Hamilton State School has continued to implement a range of initiatives to support the goals identified in the 2018 Annual Implementation Plan.

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.

Continue to refine our implementation of the Australian Curriculum
Developing thinking routines and implementing critical and creative thinking routines
Using data to inform teaching practice
Instructional Leadership with a focus on school performance

Future outlook

Hamilton State School Annual Implementation Plan 2019

School Improvement Priorities 2019

Improve student achievement in writing

By the end of 2019 we will implement an explicit approach to the teaching of writing through tracking student success against the English Australian Curriculum, so that we have an increased % of students achieving A and B.

To improve student achievement in writing by explicitly teaching for thinking so that our students can thrive in an uncertain future.

1. Extend collective efficacy across Brisbane City Small Schools Cluster through working with Executive Coach (EC)			
Actions	Targets	Timelines	Responsible Officer/s
Maintain Executive Coach role across cluster	Increase the percentage of students achieving a 'B' or higher in English. Increase the percentage of Year 3 & Year 5 students achieving the National Minimum Standard in Writing in NAPLAN to 100%. Increase the percentage of students in the Upper Two Bands in Writing (NAPLAN) to 50% in Year 3.	2019	Principal Hamilton SS
Facilitation of teacher observations of other teachers work/ learning walks within schools		Throughout 2019	Principal
Increase teacher capability in strategies to support student writing (eg. Cameron & Dempsey, Seven Steps, Writer's Toolkit, Bump it Up Wall)		SFD's Jan 2019	Principal
Ongoing development and refinement of school's writing framework		Throughout 2019	Principal Ann Suthers Class teachers
Facilitate collaboration between teacher network via Skype for Business		Term 2	Principal
Regular cluster leadership team meetings		Once a term	Principal
2. Build teacher knowledge in explicitly teaching thinking; Critical and Creative thinking and ICT general capabilities.			
Designated times for unpacking Critical and Creative and ICT general capabilities facilitated by EC in planning & PD sessions	School Opinion Survey - I have access to quality professional development. 100% Strongly agree in 2019.	2019	Principal Ann Suthers
Designated pedagogical discussions regarding classroom practice		Once a term / SFD	Principal Ann Suthers
Model thinking routines in class & during PD		Weekly	Principal Ann Suthers Kelli Glowrey
3. Extend teacher knowledge in the productive mode of Australian Curriculum English and build understanding of Australian Curriculum Science			
Deepen understanding of Australian Curriculum Science	School Opinion Survey - My school encourages coaching and mentoring activities. 100% Strongly agree in 2019.	Each term	Ann Suthers
Identify the literacy demands and opportunities of Science using 'Visible Learning for Science' text.		Weekly PD afternoons	Principal Ann Suthers
Embed assessment within pedagogical practice using tools to monitor student performance and for review at term planning		Each term	Principal Ann Suthers Classroom teachers
EC working with teachers in their classrooms to assist implementing strategies and track improvement		Weekly	Ann Suthers Class room teachers
Release teachers for cluster planning days each term		Once a term	Classroom teachers Principal
Release teachers for in school collaborative planning days each term		Once a term	Principal Classroom teachers
EC to run PD with T/A's		Twice a term	Ann Suthers

Maintaining our standards	
Actions	Responsible Officer/s
<p>Successful Learners:</p> <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> Continue to recognise and reward successful learners. Embed 'Zones of Regulation' Program to improve social and emotional intelligence of students. 	Principal AVT - Inclusion Teaching staff
<p>Teaching Quality:</p> <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. Digital spreadsheets to track student performance 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 to refine teaching of reading by using PAT & F&P data. 	Principal Teaching staff Inclusion Teacher STaLN
<p>Quality People:</p> <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. Build leadership capabilities within teaching staff with access to professional development and then distribution of learnings promoting HAT and LT positions. 	Principal Teaching staff
<p>Positive Partnerships:</p> <ul style="list-style-type: none"> Continue to work with 'Brisbane Small Schools Cluster'. Continue to partner with 'City Cluster' schools in High Achievers program & Leadership Project. Strengthen links with Aviation High and Hamilton Library to utilise resources to implement digital technologies curriculum Develop stronger partnerships with local day care centres to support successful school transitions. 	Principal Teaching staff
<p>Quality Resources:</p> <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 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	96	102	117
Girls	34	37	49
Boys	62	65	68
Indigenous	4	4	7
Enrolment continuity (Feb. – Nov.)	92%	90%	89%

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

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 a number 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	25	24
Year 4 – Year 6	27	27	23
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

- 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 (RAW ART)
- 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 2018 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. We also began to trial the use of 'Zones of Regulation' to assist students with self-regulation strategies. In 2019, this will be implemented across the school.

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)	82%	100%	100%
• this is a good school (S2035)	91%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	91%	100%	100%
• their child's learning needs are being met at this school* (S2003)	73%	100%	100%
• their child is making good progress at this school* (S2004)	90%	94%	100%
• teachers at this school expect their child to do his or her best* (S2005)	82%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	70%	94%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	70%	94%	100%
• teachers at this school treat students fairly* (S2008)	70%	94%	100%
• they can talk to their child's teachers about their concerns* (S2009)	82%	94%	100%
• this school works with them to support their child's learning* (S2010)	73%	100%	100%
• this school takes parents' opinions seriously* (S2011)	73%	100%	100%
• student behaviour is well managed at this school* (S2012)	64%	94%	100%
• this school looks for ways to improve* (S2013)	91%	100%	100%
• this school is well maintained* (S2014)	91%	94%	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)	100%	95%	100%
• they feel safe at their school* (S2037)	100%	100%	96%
• their teachers motivate them to learn* (S2038)	100%	100%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	92%
• teachers treat students fairly at their school* (S2041)	100%	95%	92%
• they can talk to their teachers about their concerns* (S2042)	100%	91%	92%
• their school takes students' opinions seriously* (S2043)	100%	95%	92%
• student behaviour is well managed at their school* (S2044)	100%	59%	96%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	90%	91%	96%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	96%

* 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%	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%

Percentage of school staff who agree# that:	2016	2017	2018
• 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%

* 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 education programs

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

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	6	6	4
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

In 2018, the student leaders looked at ways to incorporate a range of environmentally sustainable practices throughout the school. This will be built on by student leaders in 2019.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	42,491	42,840	32,822
Water (kL)	321	294	397

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	12	10	<5
Full-time equivalents	7	5	<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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	2	
Graduate Diploma etc.*	2	
Bachelor degree	9	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$20,000

The major professional development initiatives are as follows:

- Data and Planning Days
- Assessment and Moderation
- Australian Curriculum implementation
- Zones of Regulation PD
- 'The Writing Book' 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

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

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	93%	94%	94%
Attendance rate for Indigenous** students at this school	88%	88%	91%

* 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	94%	91%	95%
Year 1	92%	96%	91%
Year 2	91%	91%	97%
Year 3	92%	94%	93%
Year 4	92%	95%	94%
Year 5	94%	93%	96%
Year 6	94%	93%	93%

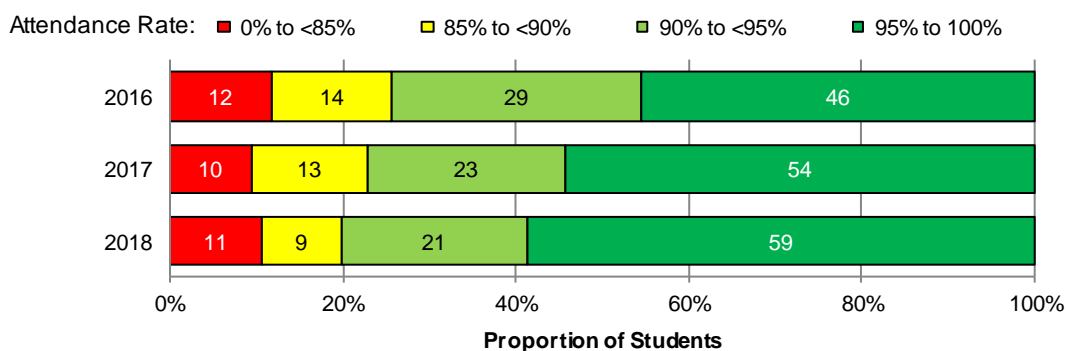
Year level	2016	2017	2018
Year 7	N/A	N/A	N/A
Year 8	N/A	N/A	N/A
Year 9	N/A	N/A	N/A
Year 10	N/A	N/A	N/A
Year 11	N/A	N/A	N/A
Year 12	N/A	N/A	N/A

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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 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.