

# Hamilton State School (1130)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

This report is designed to provide a summary of the progress made at Hamilton State School during 2012. It also contains information about what makes our school unique – the exciting and engaging teaching and learning, the multi-age learning environment, the social skills, the 'family-like' supportive learning environment and the dedication and commitment of all staff. The content of this document meets both the QLD Govt. and Aust. Govt. annual reporting requirements for schools.

### School progress towards its goals in 2012

With key priorities for 2012 to lift results in literacy and numeracy, and targeted our resourcing to enhance these areas. I would like to highlight the many achievements we have done to achieve these goals.

- Professional development opportunities were undertaken by staff in the Australian Curriculum (English, Mathematics, Science), reading comprehension strategies, guided reading, Kagan Cooperative Learning, and eLearning.
- Began our process to implement a consistent approach to Explicit Teaching and Cooperative Learning Practices through the Fleming Model of Explicit Instruction and Kagan Model of Cooperative Learning with all teaching staff.
- Adopted the National Curriculum through the Curriculum to Classroom Multi-age units of work.
- Allocated Teacher Aide time to target small groups in the early years with reading and oral language programs.
- Trained all staff in an Introduction to Advanced Differentiation Instruction to continue to build on our high expectations.
- Held Focussed Individual Tracking Meetings to discuss student data, particularly in literacy and numeracy with all teachers.
- Extended students through the Readers Cup competition.

In 2012, we officially opened the Library/resource centre. This centre is home to our library resources, break out rooms, wireless internet for 24 laptops, and large teaching space for the classes to access daily.

The school won the CUA Community grant to upgrade the bitumen outdoor learning area. The community, parents and students got behind the school and we were awarded the winning school, with the most votes in

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our area. The school now has \$5,000 to upgrade the bitumen area to create a new multi-purpose play area.

Again in 2012, we celebrated the schools diversity through the annual Multicultural Day. We had a range of performers and interactive activities for students and parents to be involved with. One of the highlights are the range of international foods supplied in the buffet lunch.

The school conducted the Quadrennial School Review, which led to the Strategic Plan for 2013-2016. After consultations with staff, parents and students the future strategic plan was finalised and endorsed. A great outcome of the review was that staff, parents and students had the opportunity to express their honest opinion face to face or through a confidential survey. Every person had the opportunity to be heard and be a part of the future direction of the school.

Instrumental music was again offered as an extension program to the students. The program is offered to students in years 4-7 via in person and in an online learning environment. These students presented their skills to the community at our Christmas Concert at the end of the year.

### Future outlook

In 2013, Hamilton State School is specifically targeting: reading and numeracy; a new pedagogical framework and enhancing our current community relationships.

Community Partnerships remain a strong focus for the school. It is hoped that through strong community partnerships, our school community will grow. Though the Quadrennial School Review process, the goals of the next four years at Hamilton State School are outlined.

We will continue to review current programs and policies to ensure we continue the many successes Hamilton State School has achieved in 2012.

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	79	48	31	89%
2011	92	53	39	93%
2012	94	50	44	87%

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

### Characteristics of the student body:

Our small school has a rich multicultural mix of students, which reflects our current society. We often have over ten different ethnic groups represented at our school at any one time. This assists in the active awareness and appreciation of other cultures and social organisations. There is a positive response by parents in participating in cultural activities, which supports the involvement of racial harmony and mutual respect.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	20	21	24
Year 4 – Year 10	21	25	25
Year 11 – Year 12	n/a	n/a	n/a

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	2	0
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

Our distinctive curriculum offerings

Our curriculum program emphasizes quality student outcomes and lifelong learning (our motto is Learning for Life) and incorporates the Early Years Curriculum Guidelines, Essential Learnings for the five Key Learning Areas of Study of Society and Environment, The Arts, Music, Health and Physical Education and Languages Other than English (Japanese) and Australian Curriculum in English, Mathematics and Science. With the Australian curriculum, our school adopts the multi-age focus from the Curriculum into the Classroom (C2C) units of work.

Our distinctive curriculum offerings include extension programs at Nudgee Beach Environmental Education Centre, choir (who toured local aged care facilities), Raw Art Workshops, Arts Council, and swimming lessons in term four.

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Extra curricula activities

Sports Clinics (AFL, cricket, rugby league, Aus Tag)

Tennis coaching before and after school throughout the year

Before school soccer coaching

Readers Cup

Interschool sport (athletics, cross country)

Instrumental Music for students in years 4-7

Japan Study Tour (for upper school students)

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How Information and Communication Technologies are used to assist learning

The school has 38 networked computers with internet access (security filtered) available for student use in classrooms and within the library. Four interactive whiteboards are in use in every classroom of the school. Learning activities are structured and sequenced to integrate information technology (including digital cameras, digital microscope, video cameras) with curriculum tasks. There is also ample opportunity for individuals and groups to experiment and access programs of their choice. Increasingly, in our school the use of computers and digital technology enables diverse learning experiences by catering for multiple intelligences and varied learning styles.

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## Social climate

Our aim is to provide a supportive school environment where all members feel safe, are valued and have the opportunity to learn in a positive, socially just environment. Our school has a positive family atmosphere. This is partly due to the size of the school, but also to programs and parental support.

Whole school activities provide ideal opportunities for all age groups to interact and support each other. Fruit Bat in the mornings (staff and students meet informally before school to eat fruit before each day begins), Arts council performances, Discos, Interhouse sporting events, such as swimming and athletics carnivals, end of year Christmas Concert, Bollywood Disco are all excellent times to develop positive social climate.

In 2012 our Chaplaincy program continued. This was in conjunction with Northgate and Hendra State

## Our school at a glance

Schools. We have a mentor model in place. Our chaplain visited once a week and is a support person who acted as a coach in providing mentoring to students. She liaised with staff, parents and community groups to best support our children. Our chaplain implements initiatives that improve the well-being, participation and achievement of our students. The chaplain and a staff member trained in the *Friends for Life* program, which was used throughout the classes. Parents and staff are supportive of this program and successfully sought community funding for this project.

In 2011, Hamilton State School received a High in the Teaching and Learning Audit for 'A Culture that promotes Learning', the second highest achievement score on the four point scale. This is an amazing result for any school and is a credit to the supportive nature of parents, staff and students in our school.

### Parent, student and staff satisfaction with the school

The overall satisfaction of our parents, students and staff are very good. In most areas, we are higher the state average for satisfaction. This is an area that demonstrates and supports the previous section, School Climate.

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
<b>their child is getting a good education at school</b>	<b>100.0%</b>
<b>this is a good school</b>	<b>100.0%</b>
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	90.5%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	95.5%
teachers at this school provide their child with useful feedback about his or her school work*	90.9%
teachers at this school motivate their child to learn*	90.9%
teachers at this school treat students fairly*	95.5%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	95.5%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	95.5%

#### Performance measure (Nationally agreed items shown\*)

# Our school at a glance

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	94.1%
they like being at their school*	95.0%
they feel safe at their school*	94.7%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	95.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	84.2%
they can talk to their teachers about their concerns*	94.7%
their school takes students' opinions seriously*	84.2%
student behaviour is well managed at their school*	65.0%
their school looks for ways to improve*	95.0%
their school is well maintained*	94.7%
their school gives them opportunities to do interesting things*	85.0%

## Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	87.5%
with the individual staff morale items	100.0%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Our school's atmosphere is friendly and welcoming. We invite parents to school and classroom events. Parents are appreciated as reading tutors, tuckshop helpers, P&C members, officials on sports days and in their various capacities as the major contributors to their children's education. Staff encourage parents to take up opportunities to learn more about resilience, how to help with reading, how student work is moderated and to how to provide just the right amount of support for homework. Parent teacher interviews are held twice a year, however parents are free to make appointments with teachers to discuss progress at any time.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The enrolments increased and the new building was utilised by staff and students. With added enrolments in the school, this had an effect on most areas of consumption. Students and staff utilised recycling bins, worm farms, and turning off electrical equipment as a part of each of our roles in reducing the schools carbon footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	19,530	303
2010-2011	25,611	208
2011-2012	26,967	323

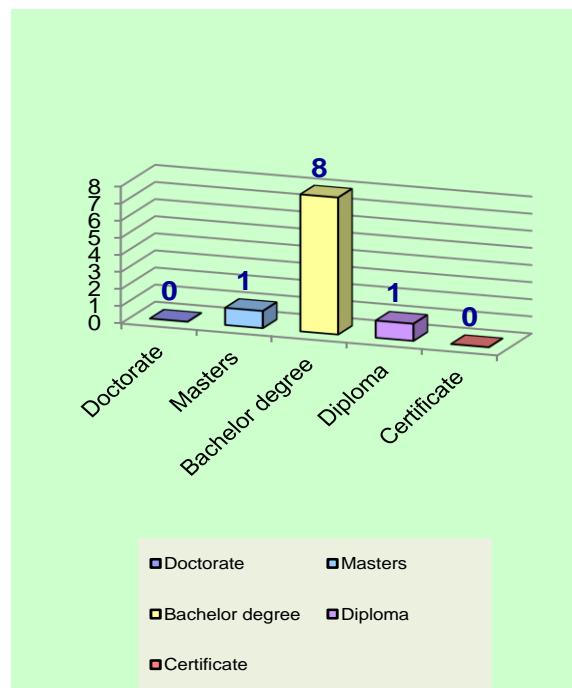
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	11	6	0
Full-time equivalents	5.2	2.8	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	8
Diploma	1
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$5623.26. **This information can be calculated from One School data (refer *Policy Guidelines: Annual Reporting by Queensland Schools*).**

The major professional development initiatives are as follows:

Jill Eggleton Reading Workshop

Jill Eggleton Writing Workshop

Sheena Cameron Comprehension Strategies

Asbestos Training

Code of Conduct Training



# Our staff profile

Beginning Teacher Workshop  
One School Finance  
Metropolitan Leaders Training  
Kagan 2 Day workshop – Cooperative Learning  
The Break Through Coach  
Teach Team: Education Queensland Teaching Ambassador Workshop  
First Aid and CPR Training  
Advanced Differentiation Workshop  
Cybersmart Staff and Parent Session  
Metropolitan Leaders Forum  
Cleaning Professional Development

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.1%	96.8%	96.1%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 96.2% of staff was retained by the school for the entire 2012 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	92%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

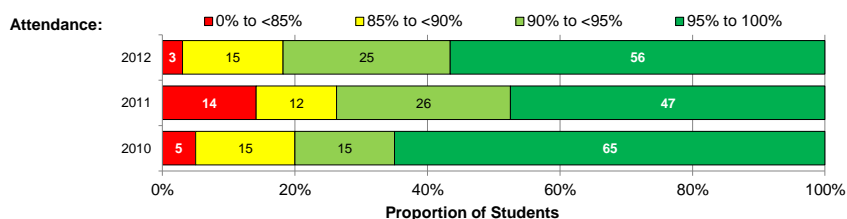
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	95%	DW	96%	95%	96%	97%	n/a	n/a	n/a	n/a	n/a
2011	85%	90%	93%	89%	95%	93%	95%	n/a	n/a	n/a	n/a	n/a
2012	96%	93%	93%	96%	95%	96%	95%	n/a	n/a	n/a	n/a	n/a

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 DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are provided to class teachers and returned to administration for recording in OneSchool. Rolls are marked by class teachers twice daily. Parents are required to contact the school, via phone call or letter to advise of an absence. Hamilton State School monitors student attendance on a regular basis. When no contact has been initiated by the parent, the school will contact the home to enquire as to the reason for absence. Teachers refer attendance issues to administration.

Excessive student absence is followed up with parents in line with SMS-PR-029 which includes parents meeting with the principal and Guidance Officer to discuss and resolve any concerns regarding non-attendance. Most parents at Hamilton State School are vigilant in reporting student absence hence it is in very rare cases that student attendance concerns reach this level.

To increase attendance, we have send regular information to parents, via the schools newsletter, to promote the "Everyday Counts" message. The importance of attendance has been reported to the parents with regular messages and articles in the newsletter. As a result of increasing awareness and open conversations with parents, the attendance rate improved in 2012.

### 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

# Performance of our students

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/>.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

Our Aboriginal and Torres Strait Islander students perform close to or above our non-Indigenous students. Attendance rates are also close to the attendance rate for non-Indigenous students. We will continue to work closely with our Aboriginal and Torres Strait Islander community to ensure the continued engagement of students.