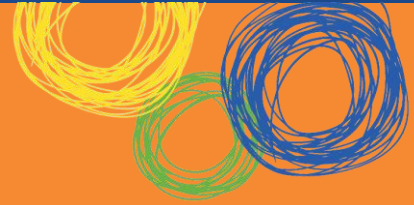


Hamilton State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Hamilton State School is a small school with four multi-age classrooms. We offer a unique approach to state school education in Brisbane by providing multi-age pedagogy within an individually attentive environment.

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 aim for all students to become active and informed citizens who are well prepared for the challenges of a changing global society. We acknowledge the role of the school within its broader community context as a place of learning and educational leadership.

The School Annual Report is prepared each year to detail the various aspects of school life.

This report details our achievements in 2013, and charts the school's progress alongside the school's improvement agenda. This document contains statistical achievements for 2013, as well as the information including the opportunities available to students of Hamilton State School. This report also outlines Hamilton's direction in providing for our students a quality education in a great small school.

Queensland State School Reporting

2013 School Annual Report



School progress towards its goals in 2013

Hamilton State School has continued to implement a range of initiatives to support the goals identified in the 2013 Annual Implementation Plan.

The goals for 2013 included:

Implementation of the Australian Curriculum – The school began implementation of History and continued planning and pedagogy to the Australian Curriculum by using the C2C resources .

Implement whole school pedagogical practices – The school's pedagogical framework was drafted based on Explicit Instruction practices .

Use data to inform teaching practice – Teachers were provided with data discussion opportunities with the Principal and Support Teacher: Literacy and Numeracy (ST:LaN), and this informed teaching pedagogy and learning experiences for each student.

Focus on school performance – Recognition by ACARA as one of the schools making significant improvement in NAPLAN, particularly growth from Year 3 to 5.

Future outlook

The 2014 School Implementation Plan is aligned with the school improvement plan set out through the Quadrennial School Review (2013-2016).

The key priorities for 2014 include:

Implementation of the Australian Curriculum

Implement whole school pedagogical practices

Use data to inform teaching practice

Develop instructional leadership with a focus on workforce performance

Productive partnerships with students, staff, parents and community

Focus on school performance

Transition Year 7 to High School

Numeracy

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	92	53	39	93%
2012	94	50	44	87%
2013	93	49	44	95%

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

Characteristics of the student body:

Hamilton State School is unique in that it is a small school with multi-age classrooms in inner Brisbane. Families who attend our school see the benefits of quality education in a great small school, where the individually attentive approach is offered to each child and their family. 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 one appealing attribute of our school.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	21	24	23
Year 4 – Year 7 Primary	25	25	14
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	2	0	3
Long Suspensions - 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Multi-age Approach: Our multi-age pedagogy approach allows us to uniquely cater for the diverse learning styles and needs presented by all of our students.

Literacy and Numeracy: Instruction is undertaken by the classroom teacher. Instruction is undertaken within the structure of a multi-age philosophy. All students have opportunities to participate in flexible groupings that incorporate ability groupings, personal interest groupings, and mixed age groupings with the emphasis on maintaining and improving high literacy and numeracy outcomes.

LOTE: Our visiting LOTE teacher delivers Japanese to all students from Prep to Year 7. Students engage in language and cultural activities.

Music: The school enjoys a vibrant and well-supported music focus. Our visiting music specialist offers music lessons to all students from Prep to Year 7.

Instrumental Music: Hamilton State School has the additional input of an instrumental music teacher, which includes an online learning component at school. Students have the opportunity to learn an instrument beginning in Year 4. Opportunities to attend district music camps are provided to instrumental music students.

Health and Physical Education: Our visiting Health and Physical Education specialist runs a specially developed program catering to the needs of a multi-age setting focusing on fitness and skills development.

Values Education: Our school promotes social and emotional learning through a variety of delivery methods at a class and whole school level.

School Camp: We have a school camp for the Year 5/6/7 class that focuses on building leadership, confidence and resilience.

Extra curricula activities

Raw Art workshops
Art Council performances
Reader's Cup
Interschool Sport Gala Days
Small Schools' Track and Field carnival
HotShots Tennis lessons
AFL clinics
ANZAC Day and Remembrance Days services
High school transition
Under 8s celebration
Religious instruction

How Information and Communication Technologies are used to assist learning

Computers and Interactive Whiteboards are used to enhance student learning throughout the curriculum. Computer use includes internet, learning objects for student extension and support, research, typing and presentations in various formats.

Each classroom is equipped with an Interactive Whiteboard. The school has an established fleet of laptop computers. These mobile devices allow for ICTs to be used across all the classrooms and subjects in a variety of contexts. This allows for the students to have regular opportunities for online learning and used as part of an active learning curriculum.

With the introduction of the Australian Curriculum, teachers have been supported with the Curriculum into the Classroom available through the One School DETE portal. These teaching and learning plan have been heavily supported with ICT particularly from The Learning Place and have become an integral part of the classrooms.

Social climate

The social climate at Hamilton State School is positive, with high parental support and expectations for each student.

Many activities are planned throughout the year to build community and a sense of belonging to the community, including Multicultural Day, Discos, and ANZAC Day. We believe all of these activities support the social and emotional learning of students.

Behaviour and expectations are aligned with the P&C approved, school Responsible Behaviour Plan. These values and expectations are taught and reinforced through weekly assemblies and daily classroom debriefs.

Student leaders run the assembly each week. They also conduct school tours, help with Sushi Tuesdays and Milo Mornings.

Hamilton State School enjoys a positive learning environment and 100% of parents overwhelming measured that the school is a good school for their child/ren and likewise the students responded that they are getting a good education at this school.

Parent, student and staff satisfaction with the school

The school enjoys high levels of student, parent and staff satisfaction. Based on the School Opinion Survey results, the following observations can be made:

Parents: All responses showed 100% satisfaction. Improved results from last survey in areas such as

‘their child’s learning needs are being met at this school’

‘teachers at this school expect their child to his or her best’

‘teachers at this school provide their child with useful feedback about his or her school work’

Students: Improved results from last year’s survey. One area identified as a concern for students was ‘teachers treat students fairly at their school’ with 86% in agreement. This has been identified as a focus area in 2014, through developing shared vision of school expectations.

Staff: 100% satisfaction in the areas of safe workplace, support and feedback. Staff were specifically happy with the ways that the school looks to improve.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	90%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%
teachers at this school motivate their child to learn* (S2007)	91%	100%
teachers at this school treat students fairly* (S2008)	95%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	95%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	95%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	100%
they like being at their school* (S2036)	95%	95%
they feel safe at their school* (S2037)	95%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	95%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	84%	86%
they can talk to their teachers about their concerns* (S2042)	95%	100%
their school takes students' opinions seriously* (S2043)	84%	100%
student behaviour is well managed at their school* (S2044)	65%	90%
their school looks for ways to improve* (S2045)	95%	100%
their school is well maintained* (S2046)	95%	100%
their school gives them opportunities to do interesting things* (S2047)	85%	100%

Our school at a glance

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	83%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	83%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	83%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	67%
their school gives them opportunities to do interesting things (S2079)	83%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Hamilton State School respects and values the role of parents in their child's education and offer a variety of forums for parents to be involved in the school.

Teachers are accessible for unscheduled visits from parents at the beginning and end of each school day. Parents are encouraged to arrange meetings with their child's teacher if they need to discuss an issue at length. There are parent teacher conferences held in Term 1 and 3 to report on students' progress and formal reports are sent out in Term 2 and 4.

Parents are invited to attend weekly assemblies, classroom and school events. Upcoming events are published in the school newsletter. The school seeks parent feedback through annual opinion surveys and through the QSR process. Parents are encouraged to volunteer in the school. Parents volunteer in the classroom with individuals and small groups or as helpers during sport and art activities.

The Parents and Citizens Committee (P&C) holds monthly meetings.

Reducing the school's environmental footprint

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

Environmental sustainability is a focus at Hamilton State School and aimed at lowering our environmental footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	25,611	208
2011-2012	26,967	323
2012-2013	34,538	238

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

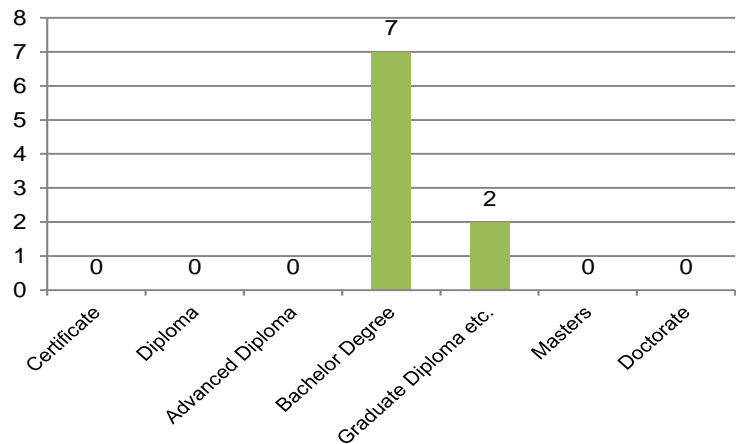
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	9	7	0
Full-time equivalents	5	3	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.	2
Masters	0
Doctorate	0
Total	9



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 4564.00 .

The major professional development initiatives are as follows:

Explicit Instruction workshops

Kagan Cooperative Learning workshops

Data Analysis and Planning Days for Teachers with Principal and ST:LaN

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2013 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'** textbox.

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	95%	95%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

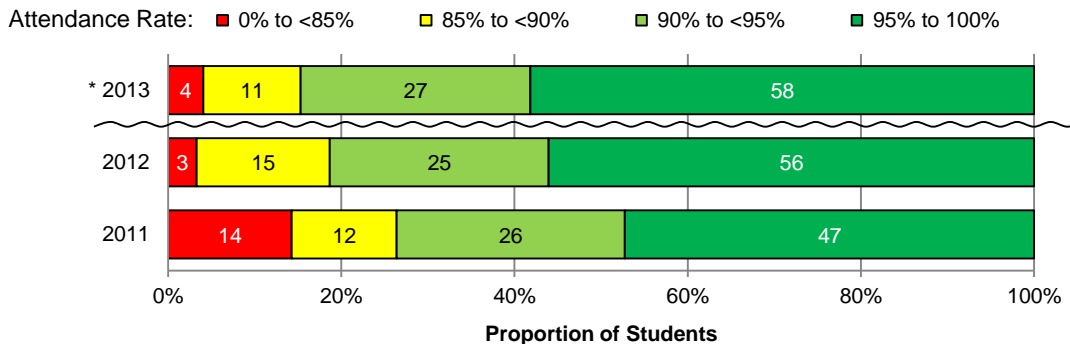
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	85%	90%	93%	89%	95%	93%	95%					
2012	96%	93%	93%	96%	95%	96%	95%					
2013	94%	94%	94%	96%	96%	95%	95%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

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.

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' textbox.

Find a school

Search by school name **GO**

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

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

At Hamilton State School in 2013, there were 4 Aboriginal and/or Torres Strait Islander students. We focus on ensuring that the gap is closed between the attendance and achievement of our Aboriginal and/or Torres Strait Islander students by an inclusive and differentiated curriculum for all students.