

Hamilton State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Hamilton State School is a welcoming and supportive small school with four composite classes. We offer a unique approach to state school education in Brisbane by providing 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. Our expectations are 'We Are Safe', 'We Are Responsible', and 'We Are Respectful'.

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 2014, and charts the school's progress alongside the school's improvement agenda. This document contains statistical achievements for 2014, 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.

School progress towards its goals in 2014

Hamilton State School has continued to implement a range of initiatives to support the goals identified in the 2014 Annual Implementation Plan.

- Implementation of the Australian Curriculum
- 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, Economics and Business and Civics and Citizenship - History and Geography. 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

2015 Annual Implementation Plan – strategies

Core Priority - Improved School Performance – ‘the what’

<p>Strategy: Implement actions to improve reading</p> <p>Actions Develop a balanced and whole school approach in the explicit teaching of Reading Focus on the key elements of Modelled, Shared and Guided Reading Develop a whole school Reading Program Implement a vocabulary acquisition and oral language development program Ensure staff have access to quality Professional Development</p>
<p>Strategy: Implement actions to improve numeracy</p> <p>Actions Mathematics moderation in cluster schools Develop a whole school approach to the common teaching of number strategies and problem solving</p>
<p>Strategy: Implement actions to improve writing</p> <p>Actions Principal to work across the school explicitly teaching the mechanics of writing</p>
<p>Strategy: Implement actions to improve science</p> <p>Actions Compliment C2C Science with the Primary Connections Resource</p>
<p>Strategy: Close The Gap</p> <p>Actions Develop and monitor Individual Learning Plans for all Indigenous and Torres Strait Island students</p>
<p>Strategy: Ensure curriculum planning is aligned to ACARA and has explicit focus on Literacy, Numeracy and Science</p> <p>Actions Teaching staff will be able to utilise C2C as an effective resource to guide quality teaching and learning Adapt C2C resources to implement the Australian Curriculum and suit the school context All teachers plan, assess and report using the Hamilton State School Whole School Curriculum, Assessment and Reporting Plan</p>

Core Priority – Strong and Effective Teaching Pedagogy – “the how’

<p>Strategy: Establish a Professional Learning Community</p> <p>Actions Develop a quality school improvement agenda aligned to both systemic and school priorities Continue to build teacher networks Teachers will be led by Principal to analyse data sets in order to set student goals, inform pedagogical practices, review curriculum implementation and internal moderation Facilitate explicit cross class/school staff collaborative mentoring program As a collaborative team review Improvement Plan 2014 in order to inform current plan</p>

Strategy: Manage Behaviour and Attitude to Learning**Actions**

Review Responsible Behaviour Plan
 Further develop Individual Learning Plans for students with diverse learning needs
 Undertake and enact recommendations from Discipline Audit
 Continue to nurture partnership with Nudgee Environmental Education Centre
 Personalise Learning and 'Three Way' Parent Teacher interviews
 Align school activities to ensure all students have equal access to leadership roles and responsibilities

Strategy: Implement Whole School Pedagogical Practices**Actions**

Implement a whole school Reading Program based on a 'swarm approach'
 Further embed school pedagogical framework which articulates the school's interpretation of quality teaching and learning
 Adopt pedagogical approach in the school which promotes school wide high expectations and consistency of practice
 Identify 'Where Each Individual Student Is At', 'Where Each Individual Student Needs To Be', 'What Each Individual Student Needs to Move Forward', 'What Students, Parents and Teachers need To Do To Enable The Student To Reach Their Goal' – Personalised Learning
 Differentiation of Product, Assessment and Environment and flexible curriculum delivery
 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
 Provide professional development and feedback to teachers around explicit teaching practices through collaborative feedback
 Align professional development needs with those outlined in Developing Performance Plans
 Align teacher capability and skills as outlined in Developing Performance Plans with school priorities

Strategy: Using Data to inform teaching practice**Actions**

Monitor school Program and Assessment Schedule and data storage processes to ensure sufficient data is collected and effectively used
 Strategically schedule staff meetings to allow for a cyclic analysis of diagnostic data
 Provide PD on use of OneSchool local data – Class Dashboard, Reports etc
 Implement whole school assessment tracking document
 Continue to refine achievement targets

Strategy: Productive Partnerships**Actions**

Implement an attendance strategy
 Network with feeder High Schools to develop a transition plan for Year 6s entering High School
 Facilitate parent participation – Assemblies, Parent Teacher, Whole School Events, Excursions, Incursions, Volunteer Programs, Parent Help etc

2015 School Improvement Agenda**Consistent and Whole School Practices**

- explicit teaching of Reading
- explicit consistent Pedagogy via School Pedagogical Framework

Curriculum

- implementation of the Australian Curriculum

Value Added Collaboration

- refinement of classroom practice

Diagnostic Data Collection

- where students are at
- where do students need to be
- how will I get individual students to where students need to be
- how will students know and how will parents support the journey

Personalised Learning

- targets
- feedback
- parent involvement

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	94	50	44	87%
2013	93	49	44	95%
2014	92	43	49	90%

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 within inner Brisbane. Families who attend our school see the benefits of quality education in a great small school, where the focus is on each individual child and their family. Each child is known and valued.

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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	23	22
Year 4 – Year 7 Primary	25	14	14
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	3	0
Long Suspensions - 6 to 20 days	1	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Key Learning Areas: English, Mathematics, Science, History, Geography, Civics and Citizenship, Business and Economics, Health and Physical Education, Technology, The Arts (Media, Drama, Dance Music), Languages Other Than English (Japanese)
- 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

Extra curricula activities

- Year 5/6 Camp
- Multi-Cultural Day
- Arts Council performances
- Visual Art Extension
- Instrumental Music Camps
- Interschool sports – Soccer and Netball
- 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 some teaching blocks. Interactive Whiteboards/Interactive projectors are used in every classroom to assist with curriculum delivery across all Key Learning Areas. Lap t-ops and iPads are used extensively throughout our school.

Hamilton State School is currently updating IT infrastructure to allow for faster connectivity as well as extending wireless connection throughout the school.

Social Climate

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.

The school enjoys high levels of student, parent and staff satisfaction. From the 2014 School Opinion Survey results, the following observations can be made:

- 100% of parents responded that their child likes being at school
- 100% of parents responded that their child feels safe at school
- 100% of parents responded that their child is making good progress at school
- 100% of students responded that they are getting a good education at school
- 100% of students responded that they like being at school

- 100% of students responded that they feel safe at school
- All staff responses were at 100%

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	93%
this is a good school (S2035)	100%	100%	93%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	90%	100%	93%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	93%
teachers at this school motivate their child to learn* (S2007)	91%	100%	93%
teachers at this school treat students fairly* (S2008)	95%	100%	93%
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%	93%
this school takes parents' opinions seriously* (S2011)	95%	100%	93%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	86%
this school is well maintained* (S2014)	95%	100%	87%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	94%	100%	100%
they like being at their school* (S2036)	95%	95%	100%
they feel safe at their school* (S2037)	95%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	95%	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)	84%	86%	97%
they can talk to their teachers about their concerns* (S2042)	95%	100%	97%
their school takes students' opinions seriously* (S2043)	84%	100%	100%
student behaviour is well managed at their school* (S2044)	65%	90%	92%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their school looks for ways to improve* (S2045)	95%	100%	100%
their school is well maintained* (S2046)	95%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	85%	100%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		83%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		83%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		83%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		67%	100%
their school gives them opportunities to do interesting things (S2079)		83%	100%

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

'Agree' represents the 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.

Involving parents in their child's education

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.

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.

Reducing the school's environmental footprint

At Hamilton State School we have water tanks that supply the school with water for cleaning and watering our grounds. We have fans in all rooms to reduce our usage of electricity for air conditioning.

Staff and students are encouraged to turn off lights when leaving rooms, shutdown computers or set to stand by, turn off power outlets and open windows to utilise natural airflow rather than airconditioners and fans.

The increase in electricity usage is attributed to a significant increase of Information Communication Technologies within the classroom and additional programs that require additional classrooms to be used.

The decrease in water usage is attributed to less watering of grassed and garden areas and increased use of our water tanks.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2011-2012	26,967	323
2012-2013	34,538	238
2013-2014	36,513	188

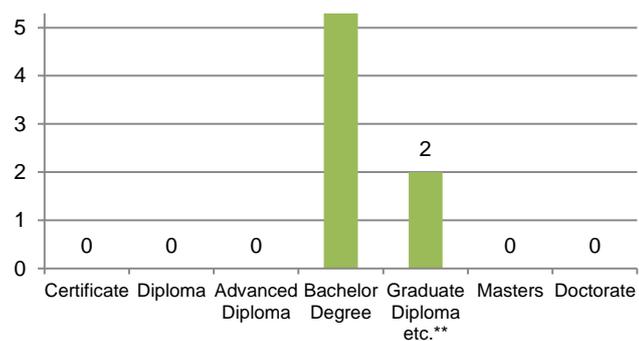
The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	9	8	0
Full-time equivalents	5	3	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 2014 were \$ 3613

The major professional development initiatives are as follows:

- Data and Planning Days
- Assessment and Moderation
- Australian Curriculum implementation

Weekly Professional Development meetings were also held throughout the school year.
The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	94%

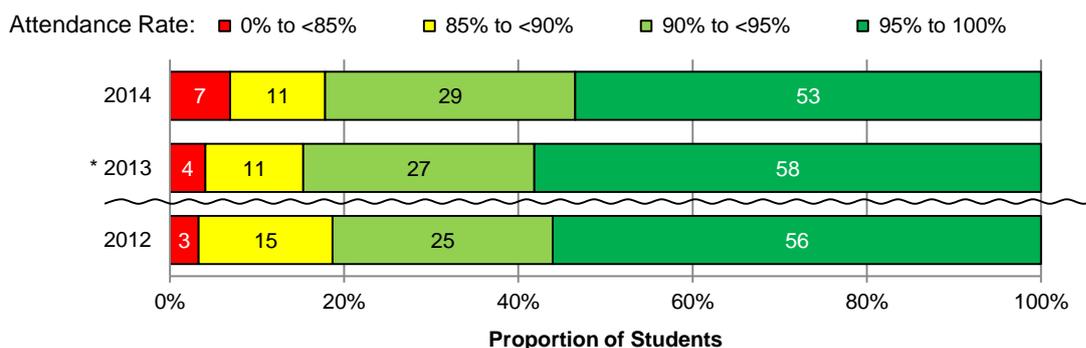
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	96%	93%	93%	96%	95%	96%	95%					
2013	94%	94%	94%	96%	96%	95%	95%					
2014	93%	93%	94%	91%	95%	97%	88%					

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 after 2012 to that of previous years.

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 and 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and Year 7 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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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 2014, there were four 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.