

Hamilton State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

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 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 2015, and charts the school's progress alongside the school's improvement agenda. This document contains statistical achievements for 2015, 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 2015

Hamilton State School has continued to implement a range of initiatives to support the goals identified in the 2015 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

School Improvement Priorities 2016
Improved School Performance – ‘the what’

Strategy: Implement actions to improve reading			
Actions	Targets	Timelines	Responsible Officer/s
Refine and implement whole school reading program - Focus on the explicit teaching of reading strategies using the key elements of Modelled, Shared and Guided Reading	Increase the percentage of students in the Upper Two Bands in Reading to 50% in Year 3 and Year 5.	2016 NAPLAN	Principal Teaching Staff
Implement a vocabulary acquisition and oral language development program	Increase the percentage of students achieving U2B Regional Benchmarks for reading to 70%:	December 2016	Principal, Speech Language & EAL/D teacher
Case Management: A focus on assessment and instruction for each student who shows little or no improvement as evidence in consistent tracking and monitoring of student progress	100% of students performing below benchmark discussed in case management meetings	June 2016	Principal Literacy Facilitator
Strategy: Implement actions to improve writing			
Actions	Targets	Timelines	Responsible Officer/s
Implement Seven Steps to Writing across the school	Weekly explicit lessons taught in each class.	December 2016	All Staff
Staff member to attend Seven Steps to Writing Coaching PD and then provide ongoing school based PD	100% staff access to PD	Ongoing	Principal & Teacher
Strategy: Implement actions to improve numeracy			
Actions	Targets	Timelines	Responsible Officer/s
Implement process of pre and post testing	Increase percentage of students achieving A to C in Mathematics	December 2016	Teaching Staff
Develop a whole school approach to the explicit teaching of number strategies and problem solving	Increase percentage of students achieving U2B in numeracy	2016 NAPLAN	Teaching Staff
Participate in ‘City Cluster’, Moderation Sessions	100% staff participation	Ongoing	Teaching Staff

Strong and Effective Teaching Pedagogy – ‘the how’**Strategy: Implement Whole School Pedagogical Practices**

Actions	Targets	Timelines	Responsible Officer/s
Refine and embed Explicit Teaching Model outlined in school Pedagogical Framework	Increase percentage of students achieving A to C in English, Mathematics & Science	December 2016	Principal All Staff
All teachers plan, assess and report using the Hamilton State School Whole School Curriculum, Assessment and Reporting Plan	Classroom planning is aligned to the whole school curriculum plan.	December 2016	Principal Teaching Staff
Further enhance use of data wall with decoding, comprehension and sight word skills needed for each level made explicitly clear	To have a data wall that is more informative	December 2016	Principal Literacy Facilitator
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	Each Term	Ongoing	Principal All Staff

Strategy: Establish a Professional Learning Community

Actions	Targets	Timelines	Responsible Officer/s
Staff to participate in principal led PD on the Explicit Teaching Model described in Pedagogical Framework	Increase percentage of positive agreement to <i>S2086 I have access to quality Professional Development in School Opinion Survey</i>	December 2016	Principal Teaching Staff
Teachers will be led by the Principal to analyse data sets in order to set student goals, inform pedagogical practices, review curriculum implementation and internal moderation	100% agreement to <i>S2116 I feel confident using student assessment data to improve student achievement at this school in School Opinion Survey</i>	December 2016	Principal Teaching Staff
Facilitate explicit cross class/school staff collaborative mentoring program			Principal

Improved Productive Partnerships

Strategy: Develop a culture of trust and high expectations among staff

Actions	Targets	Timelines	Responsible Officer/s
Consult and collaborate with staff on key areas of pedagogy and performance.	Increase positive agreement from 53.3 % to 100% <i>S2084 I feel that staff morale is positive at this school</i> in School Opinion Survey	2016 School Opinion Survey	Principal

Strategy: Strengthen links with neighbouring schools and community groups

Actions	Targets	Timelines	Responsible Officer/s
Strengthen links with Aviation High to utilise resources to implement digital technologies curriculum (robotics & coding)	Year 5/6 class participating in Robotics program	By Term 3	Principal
Work with local primary schools to establish 'small school sports days'	Once a term	Beginning Term 1	Principal HPE Teacher
Continue to nurture partnership with Nudgee Environmental Education Centre		Ongoing	Principal

Strategy Improve communication with parents and community

Actions	Targets	Timelines	Responsible Officer/s
School based activities to support P&C and Chaplaincy program		Ongoing	Principal
Parent information sessions at the start of the year and Term overviews	Maintain 100% positive agreement <i>S2028 This school provides me with useful feedback about my child's progress</i> in School Opinion Survey	Each Term	All Teaching Staff
Personalise Learning and 'Three Way' Parent Teacher interviews		Term 1 & 3	All Teaching Staff

Explicit Improvement Agenda 2016

Daily, sustained focus on Literacy Instruction

- Explicit teaching of Reading - *Refine and implement whole school reading program - Focus on the explicit teaching of reading strategies using the key elements of Modelled, Shared and Guided Reading*
- Explicit teaching of Writing using 'Sevens Steps to writing success' - *Implement Seven Steps to Writing across the school & provide PD*

Case Management Approach to reading strategies

- Data meetings - *A focus on assessment and instruction for each student who shows little or no improvement as evidence in consistent tracking and monitoring of student progress (Targets, feedback & parent involvement)*

2016 Targets

Attendance: Increase attendance from 92.9% (2015) to 95%

Achievement – School:

	Prep	Yr 1	Yr 2	Yr 3
PM Reading levels	11	19	26	30

Achievement – NAPLAN: % of students achieving U2B

U2B	Yr 3	Yr 5
Reading	50%	50%
NMS	Yr 3	Yr 5
Reading	100%	100%

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	93	49	44	4	95%
2014	92	43	49	4	90%
2015	78	32	46	3	83%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	22	17
Year 4 – Year 7 Primary	14	14	14
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	0	1

Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- 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) 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

Extra curricula 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 improve 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.

Hamilton State School is currently updating IT infrastructure to allow for faster connectivity as well as having an effective laptop replacement schedule to ensure resources are kept up to date.

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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	93%	100%
this is a good school (S2035)	100%	93%	100%
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)	100%	93%	90%
their child is making good progress at this school (S2004)	100%	100%	90%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	93%	100%
teachers at this school motivate their child to learn (S2007)	100%	93%	100%
teachers at this school treat students fairly (S2008)	100%	93%	100%
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%	93%	100%
this school takes parents' opinions seriously (S2011)	100%	93%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	86%	100%
this school is well maintained (S2014)	100%	87%	90%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	97%
they like being at their school (S2036)	95%	100%	100%
they feel safe at their school (S2037)	100%	100%	97%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	97%
teachers treat students fairly at their school (S2041)	86%	97%	94%
they can talk to their teachers about their concerns (S2042)	100%	97%	94%
their school takes students' opinions seriously (S2043)	100%	100%	94%
student behaviour is well managed at their school (S2044)	90%	92%	92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	97%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	83%	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%	73%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	60%	100%	89%
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)	83%	100%	87%
staff are well supported at their school (S2075)	100%	100%	67%
their school takes staff opinions seriously (S2076)	83%	100%	60%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	67%	100%	100%
their school gives them opportunities to do interesting things (S2079)	83%	100%	93%

'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.

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
2012-2013	34,538	238
2013-2014	36,513	188
2014-2015	17,771	138

*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

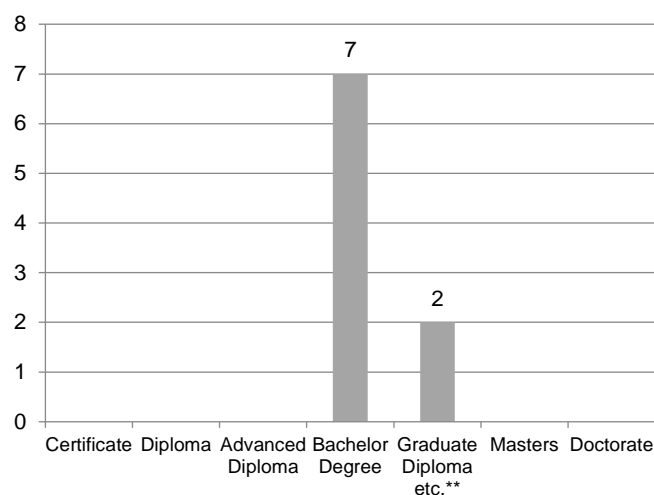
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	9	6	0
Full-time equivalents	6	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	7
Graduate Diploma etc.**	2
Masters	
Doctorate	
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 2015 were \$4000.

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 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 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

GO

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	96%	84%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

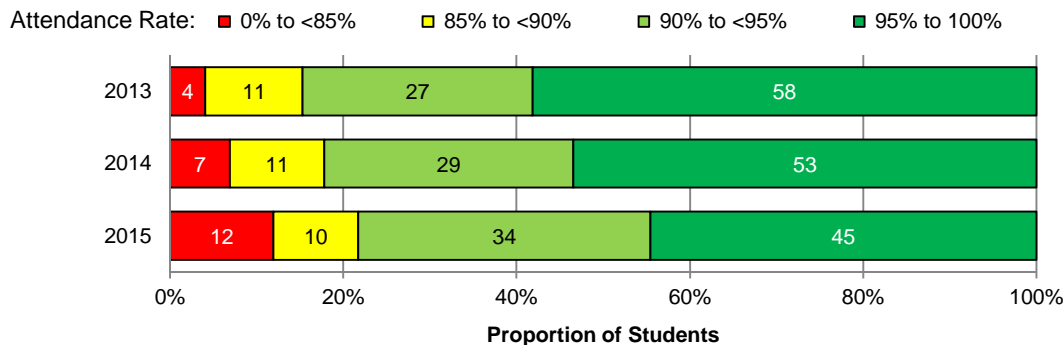
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	94%	94%	94%	96%	96%	95%	95%					
2014	95%	93%	93%	94%	91%	95%	97%	88%					
2015	92%	91%	94%	93%	93%	95%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 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' text box.

Find a school

Sector:

Government

Non-government

Where it says '**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 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.