



Herberton 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

Herberton State School P-10 is one of Queensland's most historic schools, having been opened during the tin mining boom of the 1880s. In 1912, secondary education was officially established in Queensland and the secondary department was added to the growing school - one of only five departments to be set-up in the state at the time. It is the only one of the original five 'high-tops' still operating. Herberton P-10 has two campuses. The primary campus (Prep to Year 6) has an enrolment of approximately 140 students and the secondary campus (Year 7 to 10) has approximately 45 students enrolled. The campuses are situated about two kilometres apart. Herberton State School P-10 is committed to preparing tomorrow's leaders by developing students who have excellent characters, strong social skills and values, and excellent academic skills. We enjoy a very positive and productive relationship with the Parents and Citizens' Association, School Council and an ever-expanding school community engagement program. Our goal is to become the world's best school. By combining structured and creative learning experiences, each Prep to Year 6 student is able to explore his or her interests and talents whilst acquiring the strong foundation needed for future learning. With more than forty years of middle schooling experience, Herberton P-10 offers a broad range of subjects at our secondary campus, from the fundamentals of learning to visual and performing arts as well as vocational training. We believe in the power of learning to change lives.

## School progress towards its goals in 2018

During 2018, we implemented the Investing for Success initiative focusing on improving literacy and numeracy benchmarks across the school; and we continued implementing the following key initiatives from our Annual Improvement Plan:

- improving teaching,
- using data to inform our teaching practice,
- improving school systems and practices, and
- connecting parents and caregivers with their child's learning.

Our Student Support Team continued to monitor, manage and review our students' academic, social/emotional and behavioural needs.

## Future outlook

Our key priorities continue to be:

- Developing teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by designing and supporting processes for internal and external moderation;
- Providing professional development and coaching to deepen teachers' understandings of quality pedagogy;
- Refining the school's teaching and learning framework;
- Providing focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards; and
- Developing the explicit teaching of social and emotional learning to improve student interactions.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Prep Year - Year 10

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	174	176	185
Girls	82	80	81
Boys	92	96	104
Indigenous	37	54	55
Enrolment continuity (Feb. – Nov.)	86%	89%	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

Herberton State School P-10 is a split campus school, with the primary campus being the only educational facility in the town for students in Prep to Year 6. The secondary campus, which is two kilometres away from the primary campus, caters for students from Year 7 to 10. Students attending the school are from the local community and rural properties in the townships of Wondecla, Watsonville, Bakerville and The Walsh.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	23	24
Year 4 – Year 6	23	24	23
Year 7 – Year 10	8	12	14

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

For 2018:

- We used the Australian Curriculum for the core areas of English, Mathematics, Science, History and Geography. For elective areas we used the relevant Queensland curriculum.
- We provided additional support for low and high achieving students through a variety of curriculum modifications and resource options.
- Interschool sport on Friday afternoons was conducted over the course of two terms. Upper primary students participated in this program with other Tableland schools.

### Co-curricular activities

- National competitions – primary and secondary students.
- District and Regional sport events and representation – primary and secondary students.
- Leadership programs – primary and secondary students.
- Vocational education and school-based training – secondary students.
- Instrumental Music Program – primary and secondary students.
- Sporting Schools programs: Australian Rules, Rugby League and Netball – primary and secondary students.
- Local and Regional Careers Showcases for Year 10 students.

### How information and communication technologies are used to assist learning

Information and Communication technologies are integrated in units of work at our school. We have a computer lab at each campus and a suite of laptop computers available for use within classrooms. Interactive whiteboards are also throughout the school. All of our classrooms have wireless connectivity.

## Social climate

### Overview

We are a small, split campus school with a diverse range of students. We support students' social and emotional development in every classroom. We operate a voluntary skill-streaming program and provide on-request guidance support to maintain a safe, supportive school climate.

Bullying and other power-based behaviours are not tolerated at our school. We follow the School Wide Positive Behaviour Support program to foster safe, respectful learners.

### 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)	83%	92%	88%
• this is a good school (S2035)	83%	91%	82%
• their child likes being at this school* (S2001)	100%	100%	94%
• their child feels safe at this school* (S2002)	100%	92%	82%
• their child's learning needs are being met at this school* (S2003)	83%	83%	76%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	67%	83%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	92%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	73%	88%
• teachers at this school motivate their child to learn* (S2007)	67%	75%	100%
• teachers at this school treat students fairly* (S2008)	67%	91%	88%
• they can talk to their child's teachers about their concerns* (S2009)	83%	100%	94%
• this school works with them to support their child's learning* (S2010)	83%	92%	88%
• this school takes parents' opinions seriously* (S2011)	80%	82%	81%
• student behaviour is well managed at this school* (S2012)	67%	73%	76%
• this school looks for ways to improve* (S2013)	83%	83%	82%
• this school is well maintained* (S2014)	100%	100%	94%

\* 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)	95%	90%	96%
• they like being at their school* (S2036)	88%	84%	88%
• they feel safe at their school* (S2037)	95%	92%	96%
• their teachers motivate them to learn* (S2038)	96%	90%	99%
• their teachers expect them to do their best* (S2039)	98%	95%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	89%	94%
• teachers treat students fairly at their school* (S2041)	91%	75%	90%
• they can talk to their teachers about their concerns* (S2042)	95%	80%	85%
• their school takes students' opinions seriously* (S2043)	85%	78%	84%
• student behaviour is well managed at their school* (S2044)	82%	71%	71%
• their school looks for ways to improve* (S2045)	96%	88%	95%
• their school is well maintained* (S2046)	93%	88%	91%
• their school gives them opportunities to do interesting things* (S2047)	93%	84%	88%

\* 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)	97%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	94%	97%	100%
• they receive useful feedback about their work at their school (S2071)	82%	91%	88%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	87%	100%
• students are encouraged to do their best at their school (S2072)	97%	100%	100%
• students are treated fairly at their school (S2073)	94%	94%	100%
• student behaviour is well managed at their school (S2074)	94%	84%	96%
• staff are well supported at their school (S2075)	91%	97%	96%
• their school takes staff opinions seriously (S2076)	94%	97%	100%
• their school looks for ways to improve (S2077)	91%	100%	100%
• their school is well maintained (S2078)	88%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	82%	91%	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.

## Parent and community engagement

Throughout 2018, parents were actively invited and included in the learning program of our school. Teachers made regular contact with parents to discuss the progress of their child(ren) and to plan for the future.

Parents played an active role in classrooms at the commencement of the school day (especially in primary) and assisted in programs such as class reading. Volunteers also assisted in the school's tuckshop.

Our Parents and Citizens' Association met monthly. We also had our first full year with a School Council, after becoming an Independent Public School in 2017.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our Student Support Team offers both pro-active, whole school programs, as well as individual case management for students with additional needs.

## 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	37	27	34
Long suspensions – 11 to 20 days	2	0	2
Exclusions	0	0	2
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

Given improvements made in infrastructure, we are now able to actively attempt to reduce our environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	76,268	112,131	96,956
Water (kL)	7,218	7,071	5,310

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.

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 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	20	17	<5
Full-time equivalents	16	12	<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
Doctorate	1
Masters	3
Graduate Diploma etc.*	0
Bachelor degree	15
Diploma	1
Certificate	0

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$8829.99.

The major professional development initiatives are as follows:

- Reading to Learn
- Australian Curriculum
- Trauma Informed Practices/ Trauma Informed Schooling
- Social Skills Improvement System
- First Aid/ Cardio-Pulmonary Resuscitation
- Specialist teacher training

The proportion of the teaching staff involved in professional development activities during 2018 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.	96%	97%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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 P-10/P-12 schools was 89%.

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	88%	89%	88%
Attendance rate for Indigenous** students at this school	84%	85%	84%

\* 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	90%	87%	92%
Year 1	92%	90%	85%
Year 2	90%	91%	87%
Year 3	88%	90%	91%
Year 4	88%	89%	86%
Year 5	93%	89%	89%
Year 6	84%	90%	91%

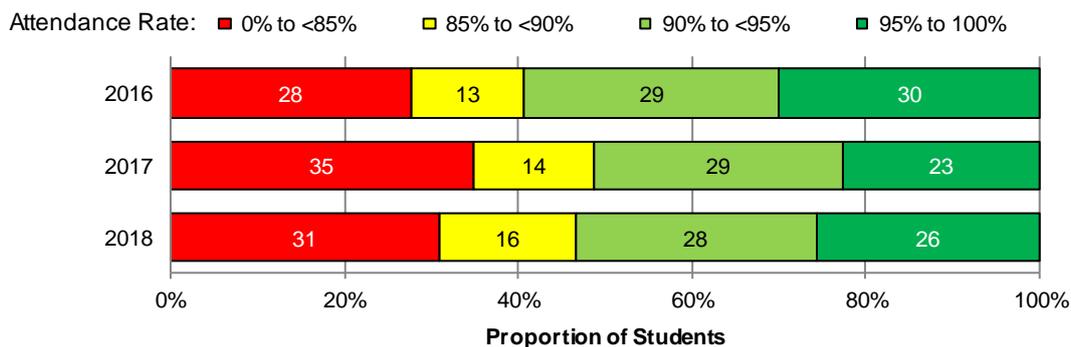
Year level	2016	2017	2018
Year 7	90%	87%	87%
Year 8	68%	81%	85%
Year 9	94%	88%	90%
Year 10	83%	86%	81%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

During 2018, primary campus rolls were marked twice daily at the commencement of the school day and after the second recess. At the secondary campus, rolls were marked at the start of each lesson (four per day). If a student was absent and no reason was provided, the school made contact with that student's parent/guardian to ascertain the reason for his/her absence. This was done through an automated text messaging system and personal phone calls.

Our Community Education Counsellor also worked directly with families to assist with school attendance.

## 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

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.