



Herberton State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

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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 40 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, 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.

Our Explicit Improvement Agenda

Every student, every semester, achieves his or her learning targets and earns a C or better for all subjects on his or her report card.

Principal's Foreword

Introduction

This school annual report provides a concise picture of Herberton State School P-10 in terms of the school and staff profile, curriculum offerings and social climate. The report also includes a snapshot of student performance through a summary of NAPLAN results, and an overview of school community satisfaction using data from school opinion surveys.

School Progress towards its goals in 2016

A new principal was appointed to the school for the start of 2016. Over the year, Herberton State School P-10 continued to make good progress in the identified target areas of teaching and learning. We extended our program on teacher professional development and the use of data in shaping what and how we teach.

During 2016, we implemented the Investing for Success initiative focusing on improving reading and numeracy benchmarks across the school; and we continued implementing the following key initiatives from our Annual Improvement Plan:

- using a research based, consistent pedagogical framework,
- using data to inform our teaching practice,
- targeted teaching of literacy and numeracy, and
- connecting parents and caregivers with their child's learning.

A program of classroom profiling and teacher coaching and feedback continued to further develop our teachers' skills.

Programs such as attendance monitoring were put in place and our Student Support Team continued to monitor, manage and review our students' academic, social/emotional and behavioural needs.

Future Outlook

Our key priorities for 2017 are:

- Raising the expectations of teachers and establishing collegiate partnerships with high-performing schools.
- Employing and training additional support staff to target the literacy and numeracy needs of students not meeting benchmarks, and for students achieving just below the upper two bands.
- Focusing the school's workforce capability program to include professional development and intensive feedback, aligned to regional frameworks.
- Supporting students at risk of academic disengagement through personalised support.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	189	83	106	47	86%
2015*	164	73	91	44	90%
2016	174	82	92	37	86%

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 2016, 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

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	21	19
Year 4 – Year 7	20	24	23
Year 8 – Year 10	10	8	8

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

For 2016:

- 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

- Choir - primary students
- Band - secondary students
- National competitions – primary and secondary students
- District sport events and representation – primary and secondary students
- Leadership programs at Tinaroo Environmental Education Centre – primary and secondary students
- Vocational education and school-based training at Walkamin Training Centre – secondary students
- Instrumental Music Program

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 both the campuses and a suite of laptop computers available for use within classrooms. Interactive whiteboards are in all classrooms. 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

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	82%	88%	83%
this is a good school (S2035)	73%	88%	83%
their child likes being at this school* (S2001)	91%	100%	100%
their child feels safe at this school* (S2002)	73%	88%	100%
their child's learning needs are being met at this school* (S2003)	82%	88%	83%
their child is making good progress at this school* (S2004)	82%	100%	67%
teachers at this school expect their child to do his or her best* (S2005)	91%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	88%	80%
teachers at this school motivate their child to learn* (S2007)	91%	88%	67%
teachers at this school treat students fairly* (S2008)	100%	88%	67%
they can talk to their child's teachers about their concerns* (S2009)	91%	88%	83%
this school works with them to support their child's learning* (S2010)	82%	88%	83%
this school takes parents' opinions seriously* (S2011)	73%	71%	80%
student behaviour is well managed at this school* (S2012)	55%	75%	67%
this school looks for ways to improve* (S2013)	73%	88%	83%
this school is well maintained* (S2014)	89%	88%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	92%	95%
they like being at their school* (S2036)	82%	90%	88%
they feel safe at their school* (S2037)	87%	92%	95%
their teachers motivate them to learn* (S2038)	100%	93%	96%
their teachers expect them to do their best* (S2039)	99%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	90%	95%
teachers treat students fairly at their school* (S2041)	81%	90%	91%
they can talk to their teachers about their concerns* (S2042)	83%	75%	95%
their school takes students' opinions seriously* (S2043)	76%	87%	85%
student behaviour is well managed at their school* (S2044)	63%	80%	82%
their school looks for ways to improve* (S2045)	89%	89%	96%
their school is well maintained* (S2046)	93%	90%	93%
their school gives them opportunities to do interesting things* (S2047)	81%	92%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	97%
they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
they receive useful feedback about their work at their school (S2071)	92%	93%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	100%	94%
student behaviour is well managed at their school (S2074)	92%	96%	94%
staff are well supported at their school (S2075)	92%	96%	91%
their school takes staff opinions seriously (S2076)	92%	96%	94%
their school looks for ways to improve (S2077)	100%	93%	91%
their school is well maintained (S2078)	100%	96%	88%
their school gives them opportunities to do interesting things (S2079)	96%	89%	82%

* 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 2016, 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 helped out in the school's tuckshop, which operated two days a week.

Our Parents and Citizens' Association met monthly.

Throughout 2016 we commenced an extensive community consultation process as part of our application to become an Independent Public School. The support for this was overwhelming, and Herberton P-10 was announced as an Independent Public School for the start of 2017.

Respectful relationships 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	48	28	37
Long Suspensions – 6 to 20 days	2	0	2
Exclusions	1	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.

Environmental Footprint

Reducing the school's environmental footprint

Despite continuing our environmental awareness program during 2016, an underground water pipe had a hidden leak, which resulted in excessive water consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	75,740	5,446
2014-2015	83,224	6,216
2015-2016	76,268	7,218

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.

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 <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

Sector:

Government

Non-government

Where it states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	20	17	<5
Full-time Equivalent	18	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	13
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$10787.81.

The major professional development initiatives are as follows:

- Educational leadership
- OneSchool
- Cleaning and school maintenance
- Beginning teaching
- Explicit Teaching
- Information and communication technology
- First Aid
- Reading

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 75% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	85%	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 student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

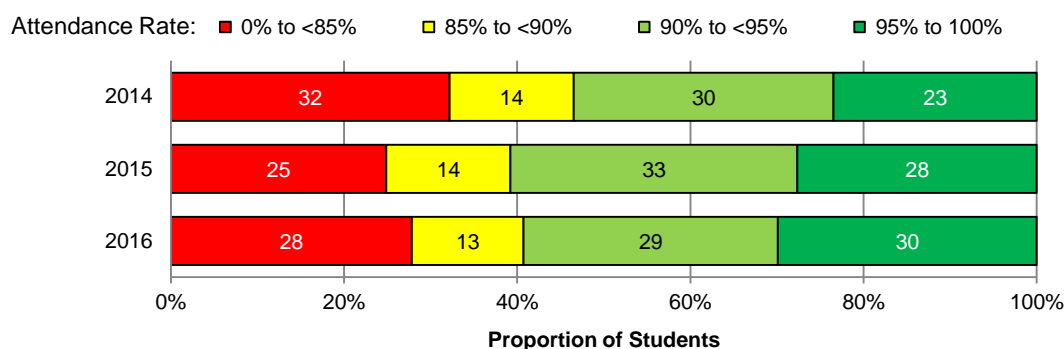
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	91%	92%	92%	80%	83%	78%	91%	91%	88%	76%		
2015	91%	86%	92%	89%	92%	88%	89%	82%	91%	89%	81%		
2016	90%	92%	90%	88%	88%	93%	84%	90%	68%	94%	83%		

*Attendance rates effectively count 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 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 2016, 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 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.

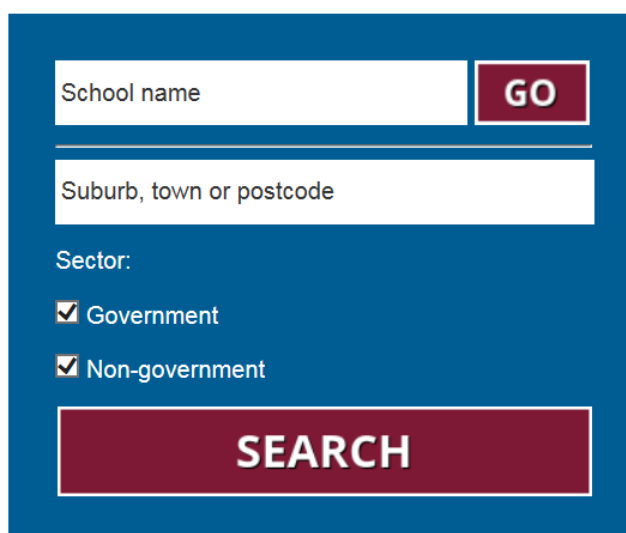
Our Community Education Counsellor also worked directly with families to assist with school attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it states '**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.