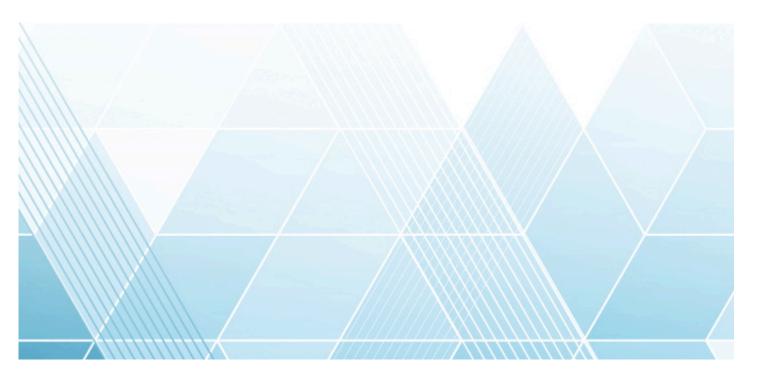


Herberton State School

School annual report

Queensland state school reporting

2024



Department of Education



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School context	
Coeducational or single sex	Coeducational
Independent Public School	Yes
Year levels offered in 2024	Prep Year – Year 10
Webpages	 Additional information about Queensland state schools is located on the: <u>My School</u> website <u>Queensland Government data</u> website Queensland Government <u>schools directory</u> website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

	F	ebruary			August	
Year Level	2022	2023	2024	2022	2023	2024
Prep Year	7	12	7	7	12	7
Year 1	15	7	12	19	9	12
Year 2	11	18	8	13	20	8
Year 3	14	14	22	18	15	21
Year 4	20	20	20	19	21	17
Year 5	17	21	19	19	22	20
Year 6	17	20	23	17	21	25
Year 7	8	11	22	11	12	27
Year 8	5	13	12	11	11	11
Year 9	7	14	11	8	14	6
Year 10	8	10	10	7	8	11
Total	129	160	166	149	165	165

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2022	2023	2024
Prep – Year 3	22	24	20
Year 4 – Year 6	23	25	25
Year 7 – Year 10	10	11	14

Notes

1. Classes are measured against targets of 28 students per teacher in Years 4 to 10 and 25 students per teacher in Prep to Year 3 and Years 11 to 12. Where composite classes exist across cohorts (e.g. Year 3/4) the lower target is used.

Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the <u>School Opinion Survey webpage</u>.

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2022	2023	2024
This is a good school.	95.8%	88.5%	96.2%
My child likes being at this school. ²	96.0%	88.9%	88.5%
My child feels safe at this school. ²	88.0%	88.9%	92.3%
My child's learning needs are being met at this school. ²	96.0%	88.0%	76.9%
My child is making good progress at this school. ²	96.0%	83.3%	84.0%
Teachers at this school expect my child to do their best. ²	100.0%	96.0%	100.0%
Teachers at this school provide my child with useful feedback about their schoolwork. ²	96.0%	95.5%	88.0%
Teachers at this school motivate my child to learn. ²	96.0%	96.3%	88.5%
Teachers at this school treat students fairly. ²	100.0%	92.6%	92.3%
I can talk to my child's teachers about my concerns. ²	100.0%	100.0%	96.2%
This school works with me to support my child's learning. ²	92.0%	92.9%	92.3%
This school takes parents' opinions seriously. ²	87.5%	89.3%	80.0%
Student behaviour is well managed at this school. ²	84.0%	85.2%	84.6%
This school looks for ways to improve. ²	95.8%	83.3%	91.7%
This school is well maintained. ²	100.0%	100.0%	96.2%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. Nationally agreed parents/caregiver items.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2022	2023	2024
I like being at my school. ²	94.4%	91.4%	62.5%
I feel safe at my school. ²	89.2%	91.7%	87.5%
My teachers motivate me to learn. ²	100.0%	100.0%	95.8%
My teachers expect me to do my best. ²	100.0%	100.0%	100.0%
My teachers provide me with useful feedback about my schoolwork. ²	97.3%	94.4%	87.5%
Teachers at my school treat students fairly. ²	97.2%	100.0%	79.2%
I can talk to my teachers about my concerns. ²	86.1%	88.2%	79.2%
My school takes students' opinions seriously. ²	97.1%	85.7%	78.3%
Student behaviour is well managed at my school. ²	94.4%	85.7%	87.0%
My school looks for ways to improve. ²	100.0%	100.0%	95.0%
My school is well maintained. ²	94.4%	100.0%	100.0%
My school gives me opportunities to do interesting things. ²	97.3%	100.0%	91.7%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. Nationally agreed student items.

Table 5: Staff Survey

100.0% 100.0% 100.0%	100.0% 100.0% 100.0%	100.0% 100.0%
100.0%		
	100.0%	
100.00/		91.7%
100.0%	100.0%	100.0%
100.0%	100.0%	100.0%
100.0%	100.0%	95.7%
100.0%	95.7%	91.7%
96.0%	100.0%	95.8%
100.0%	100.0%	95.8%
100.0%	100.0%	100.0%
100.0%	100.0%	95.8%
100.0%	100.0%	100.0%
-	100.0% 100.0% 96.0% 100.0% 100.0% 100.0%	100.0% 100.0% 100.0% 95.7% 96.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. Nationally agreed staff items.

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: <u>Managing Student Absences and Enforcing Enrolment and Attendance at State Schools</u>; and <u>Roll Marking in State Schools</u>, which outline processes for managing and recording student attendance and absenteeism.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2022	2023	2024
Short suspension	0	0	6
Long suspension	0	0	1
Exclusion	0	0	1
Cancellation	0	0	0
Total	0	0	8

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations. 2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.

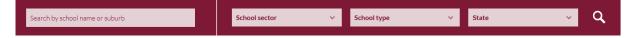
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the <u>My School</u> website.

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.



3. Click on View School Profile to access the school's profile.



4. Click on *Finances* and select the appropriate year to view school financial information.



Teacher standards and qualifications

The Teacher registration eligibility requirements: Policy (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

https://www.qct.edu.au/registration/qualifications

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
Description	2022	2023	2024	2022	2023	2024	2022	2023	2024
Headcount	17	15	17	14	15	14	<5	<5	<5
FTE	15	13	15	10	12	12	<5	<5	<5

Notes

1. Teaching staff includes school leaders.

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages.

Table 8: Overall student attendance at this school

Description	2022	2023	2024
Overall attendance rate for students at this school	83%	81%	82%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.

2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2022	2023	2024
Prep Year	83%	85%	76%
Year 1	82%	77%	85%
Year 2	83%	81%	86%
Year 3	81%	87%	82%
Year 4	88%	82%	86%
Year 5	86%	84%	84%
Year 6	87%	82%	86%
Year 7	90%	88%	82%
Year 8	75%	88%	83%
Year 9	73%	61%	57%
Year 10	76%	79%	75%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.

2. Full-time students only.

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 <u>My School</u> 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.

Search by school name or suburb	School sector V	School type	~	State	~	q

3. Click on View School Profile of the appropriate school to access the school's profile.



4. Click on NAPLAN and select a year to view school NAPLAN information.

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

- If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
 The National Assessment Program Literacy and Numeracy (<u>NAPLAN</u>) is an annual assessment for students in Years 3, 5, 7 and 9.