

# Finch Hatton State School (1175)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

Finch Hatton State School has a special pride within its school community which is reflected in the teaching and learning practices. We endeavour to provide students with an education that is authentic and relevant to today's society. We promote and implement inclusive practices and cater for individual needs of all students. Within our school we encourage all students to strive to continually improve themselves and learn to become successful, responsible citizens of the future. We see ourselves as an integral part of students' support network as we encourage and work closely with parents and family members to provide students with the most effective and positive environment for them to succeed in.

This report gives an outline of the 2012 school year including social climate, student performance, etc.

A copy of this report is available in reception of the administration office.

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2012

#### • Core Priority – Reading

During 2012 the Finch Hatton State School staff participated in a range of professional development opportunities with a particular focus on reading and writing aligned to the Australian curriculum, hence increasing teacher knowledge and raising the bar for all of our students. Reading every day is our number one key focus, teachers have introduced new reading strategies to students and parents.

#### • Whole-of-school assessment and data collection

Established consistent collection of data with a particular focus on reading data. Future goal to collect data using OneSchool

#### • Productive partnerships with school community stakeholders

Regular P&C meetings, weekly newsletter to keep parents informed, open door policy to parents and caregivers,

#### • Australian Curriculum implementation

Full implementation of English, Maths and Science using C2C curriculum units.

#### • High quality teaching practices

Explicit Teaching strategies have been introduced and will continue into the 2013 school year.

#### Facilities

During 2012 we upgraded our outdoor early learning area in front of the prep/1 classroom. This has allowed for teachers to conduct a variety of learning opportunities in a multi-age setting. The School and P&C collectively funded this project. Together the school and P&C have applied for various grants to upgrade school facilities. The P&C received a community Volunteers grant to upgrade our tuckshop area and train parents in safe food handling procedures.

### Future outlook

- Continue to strive for improvement of student outcomes in Literacy, Numeracy, Science
- Embed Explicit Instruction teaching practice to enhance teaching and learning opportunities for all students.
- embed Information Technology into whole school curriculum, ensuring appropriate use of interactive white boards and new resource centre
- Review and update English and Maths program, School Curriculum Plan and Early and Middle Phase Action Plans for current school needs and in order to comply with the National Curriculum
- Continue our gifted education program
- Continue to provide opportunities for all staff to enhance their certifications and professional development as required by school priorities and individual staff needs.
- Apply for grants to upgrade school resources and equipment.

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	66	32	34	82%
2011	48	28	20	70%
2012	50	26	24	83%

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

Characteristics of the student body:

Majority of our families are local families who have lived in the Pioneer Valley for a long period of time, particularly our farming community. We have seen a beginning trend of a number of transient families within the community in recent years some of these families move to the area for work in the sugar mill or in the mines. We have a fairly even spread of female/male students at present. We cater for students with special needs, a small proportion of our students fit under this category.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	20	19
Year 4 – Year 7	23	22	17

## School Disciplinary Absences

Data withheld due to disciplinary absences being less than 5.

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	<5	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

At Finch Hatton we provide a wide range of learning opportunities, both within our everyday curriculum and also our extra-curricular activities:

- We provide an authentic, integrated and inclusive curriculum across all year levels with a strong focus on literacy and numeracy. Across the whole school we have implemented a routine of literacy and numeracy blocks of learning to maximise the best learning times of the day. Our early year's program has a strong focus on speaking, listening and reading which carries through into the middle and upper years. Teachers plan engaging lessons which promote positive learning experiences.
- As we have a new science classroom we have a refreshed approach to Science teaching and learning in our school.
- The Arts, HPE and LOTE specialists visit our school on a weekly basis to teach these areas of the curriculum.
- Middle Phase Initiative – Nailing Our Future for Years 5-7 focus on literacy and numeracy through woodwork.

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### Extra curricula activities

Students have the opportunity to enter a wide range of local, state and national competitions for many KLA's.

- Students have the opportunity to be a part of our Student Representative Group and Student Leaders program who regularly are involved in fundraising and other events in the community.
- Students have the opportunity to be a Captain or Vice-Captain for school leaders and in our Sporting Teams.
- Students have the opportunity to be involved in sport at local, regional and state level.
- Our Arts teacher runs an art club at lunch times in the first semester of the year and a school choir club in the second semester. This gives students extra opportunities to participate in specialist activities.
- Students in Years 3-7 attend an Annual School Camp.
- Students in the upper school have the opportunity to be involved in the local public speaking competition and many have been successful in reaching the next level of the competition.

The local High School runs a program called Lighthouse which gives students opportunities to enhance their literacy and numeracy levels with a hands on approach. The program requires students to maintain old mower parts and integrates literacy and numeracy. This program is sponsored by a local mine company and gives students another avenue for their future employment.

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### How Information and Communication Technologies are used to assist learning

Each classroom at Finch Hatton School has a space to bring a bank of laptop computers from the library into the room which are all networked to each other and to the internet. The new library has the main bank of desktop machines and houses the schools laptops so that this facility can be used by a whole class. Laptops can be booked out and moved into classrooms as required.

Students access the computers on a daily basis and utilise a variety of software. All computers have access to the Internet, Email, all Microsoft programs and specific software for many Key Learning Areas e.g. Maths, English and Typing Skills. The Lower class has a class log-in and password, while the Middle and Upper class students have their own personal log-ins and passwords for our network and Internet access. Internet and email access is supervised very closely and is encouraged particularly for research purpose.

We have also adaptive technology for students with disabilities, including a larger keyboard and arm support. We have four interactive whiteboards within the school in each of the main teaching and learning areas.

Each classroom is able to access quality and up to date learning opportunities on a daily basis. We also have two data projectors and screens in the library.

Each class teacher has a digital camera which is used in the classrooms for teaching and learning. We also have one ipad and three ipods, one ipod nano and a stereo which can be utilised for a listening post for stories. The ipad and ipods also have a range of educational programs to enhance learning and can also connect to a device to assist with your running style by tracking the sounds of your feet when running. We have a web cam and flip video camera which enables us to engage with students at other schools.

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## Social climate

At Finch Hatton School we use the Responsible Behaviour Plan which is consistent with schools across the state. All staff, parents and students are clearly aware and understand each step in the process. We have an effective system for reporting behaviour across our school. We promote an environment that considers the social and emotional attributes to all individual students. We have whole school rules that are linked to our motto - Strive to Succeed. We implement a Values Program throughout the school to assist students in building self-confidence, resilience and strategies to deal with school life. We are continuing to research a variety of resources to continue building on our current programs. These programs continue being implemented in response to the data collated regarding behaviour in our school.

The school has a chaplain who visits every second Friday; the children enjoy having table tennis competitions with him and various other activities during the school day.

It is expected that members of our school community will conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. We have a no tolerance to bullying approach at Finch Hatton and students and staff are expected to comply with the school rules. In the rare occasion that bullying may occur, the children are encouraged to speak with an adult (teacher, parent, school chaplain) and report the incident. Bullying is taken seriously and all members of the school team are expected to obey the school STRIVE rules.

Safety	- be safe at all times
Teamwork	- be cooperative with others
Responsibility	- act responsibly
Individuality	- respect all as individuals
Value Property	- value school, self and others' property
Effort	- 100% effort 100% of the time

A supportive environment occurs in the presence of fair but firm procedures. The Responsible Behaviour plan for students sets clear expectations of behaviour and is aimed at fostering our core business of teaching and learning without threat to safety or harassment.

The school's Behaviour Management Program focuses on supporting students and teachers in working collaboratively to develop relevant, worthwhile programs to help students before problems manifest themselves.

## Parent, student and staff satisfaction with the school

Overall the satisfaction of parents data indicate that 100% of parents agree that this is a good school, that their child feels safe at this school, teachers provide useful feedback and that teachers expect their child to do their best. Parent statistic data for 2012 was above the state mean in most areas.

Student statistic data indicates that 100% of students agree that this is a safe school, teachers expect them to do their best and that the school looks for ways to improve.

Staff statistic data indicates that 100% of staff agree that staff morale is high, indicating that staff work well as a team and enjoy working together.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	90.5%
this is a good school	100.0%
their child likes being at this school*	95.5%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	95.2%
their child is making good progress at this school*	95.2%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	95.5%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	90.9%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	90.9%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	89.5%
they like being at their school*	84.2%
they feel safe at their school*	100.0%

## Our school at a glance

their teachers motivate them to learn*	89.5%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	89.5%
teachers treat students fairly at their school*	84.2%
they can talk to their teachers about their concerns*	89.5%
their school takes students' opinions seriously*	73.7%
student behaviour is well managed at their school*	84.2%
their school looks for ways to improve*	100.0%
their school is well maintained*	94.7%
their school gives them opportunities to do interesting things*	89.5%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	91.7%
with the individual staff morale items	100.0%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

At Finch Hatton, parents and community members are valued greatly. All are encouraged to come into the school to see our progress and to be a part of special occasions such as culminating days, sports days, multicultural festivals and award ceremonies. We have parent and community helpers come in on a daily basis for a wide range of activities including volunteering for tuckshop, reading, maths, art and athletics.

The parents, students and staff work together and are involved in many community events, including special celebrations such as the very successful School Centenary Celebrations held Easter 2009. Other examples include Pioneer Valley Show, ANZAC Day March and readings, local competitions and ceremonies and the Pioneer Valley River Rock to Mountain Top Festival.

Parents and community members are well informed via our fortnightly newsletter. We have been leaving copies at the local Post Office and Shop for the reading by our community members who do not have students at our school but are part of our wider School Community. This has been very popular and positive comments and extra community assistance and support has been received.

All teachers have an open door policy and welcome the opportunity for parents to discuss and to actively participate in their child's learning process on a regular basis. Parent teacher interviews can occur at any time and are particularly encouraged around report time for teachers to show work samples and personal achievements of their child. Parents also receive written reports at the end of each semester.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

During 2012 the school was successful in receiving a grant to install more solar panels to help reduce our environmental footprint. The additional system is now operating within the school and therefore reducing our electricity bills. Additionally the children have become more aware of the importance of reducing waste, energy consumption and water wastage. Data below indicates an increase in water, it was discovered that we had a very slight concealed leak underground.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	71,907	522
2010-2011	48,933	412
2011-2012	45,654	637



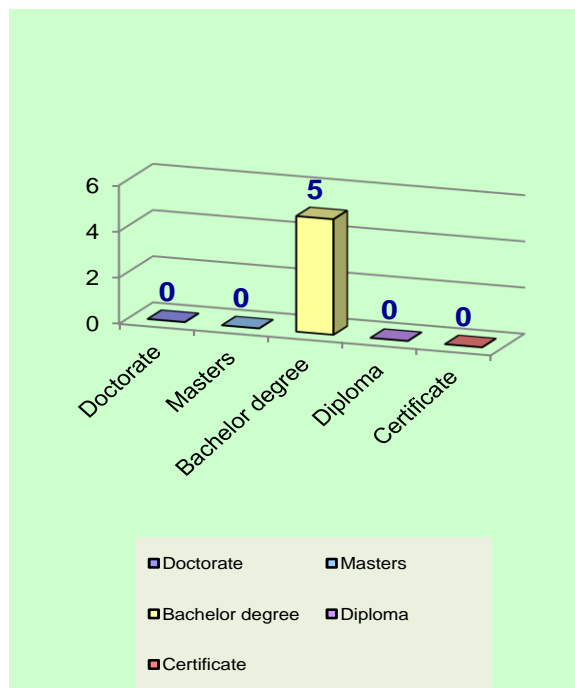
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	5	8	0
Full-time equivalents	3.6	2.8	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	5
Diploma	0
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$7533.68

The major professional development initiatives are as follows:

Implementation of the Australian Curriculum and the ICT use of C2C units. Staff were involved in Explicit Teaching and Learning professional development. Code of Conduct, Student Safety and First Aid Certificates for all staff members.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

## Our staff profile

### Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.2%	97.2%	97.9%

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

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	84%	87%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

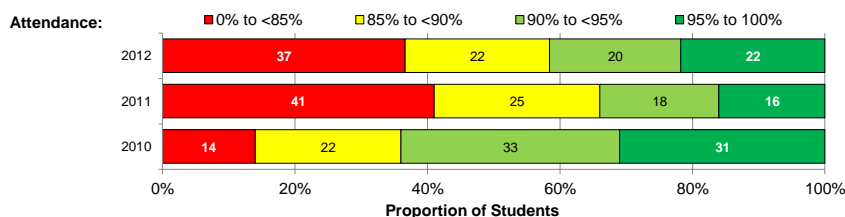
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	86%	91%	93%	93%	96%	91%	94%					
2011	86%	84%	79%	85%	84%	88%	80%					
2012	87%	93%	79%	88%	83%	88%	92%					

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.

Classroom teachers mark the roll twice a day, once first thing in the morning and then after the afternoon tea break, roles are returned to administration and absentees are recorded.

Parents are contacted and encouraged to communicate with the school when a student is absent from school. A decision is made about whether a reason offered to explain an absence is satisfactory. A reason will be considered satisfactory if it identifies the absence as an allowed absence. Allowed absences are absences from school for up to 10 days due to illness and absences from compulsory participation allowed under the requirements of the student's eligible option. Professional judgment is exercised when deciding whether other types of reasons offered to explain an absence are satisfactory and the following are taken into consideration:

- a student's past attendance record;
- the student's particular circumstances; and
- any school policies related to attendance developed in consultation with the school community.

Where a reason given is not satisfactory, the parents of the student are informed, unless it would be inappropriate in the circumstances to do so. Absences for which a satisfactory reason has been provided are considered explained absences, and the student's enrolment in compulsory schooling or compulsory participation is viewed as continuous. An absence for which a satisfactory reason has not been provided is considered as unexplained.

# Performance of our students

## 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/>.

Please note that Year 7 Data is withheld due to a cohort of less than 5 students in 2012.

Collectively, from 2008-12, all (100%) of our Year 7 students have been at or above the National Minimum Standards in Reading.

Across the school we have been able to identify writing as a school strength and reading as an area for further improvement during 2013.

We use the NAPLAN data alongside the internal monitoring data to target teaching and learning for individual students and cohorts of students.

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**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 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

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

During 2012 we had cohorts of indigenous children less than five in all year levels and are therefore not required to report on the gap in reading, writing and numeracy to ensure that individuals cannot be identified. Similarly across the school we had less than 5 indigenous students so are unable to report on attendance.

Indigenous perspectives are taught in all year levels, across all learning areas and at Finch Hatton State School we have embedded Indigenous perspectives into the curriculum across the whole school.