

Hebel State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Hebel State School was established in approximately 1901. It is situated close to the New South Wales border and approximately half way between Dirranbandi to the north and Lightning Ridge to the south. The town services a significant farming population with the school being the centre of a strong community focus.

Hebel State School is a small Prep to Year 6 school in the Balonne Cluster and a member of the Darling Downs South West Region. We currently have 10 students enrolled in one multi-age classroom.

Despite our remote location, students have access to well-resourced classrooms complete with data projectors, an interactive whiteboard and classroom computers, making it easy for students to integrate their computer skills into everyday learning. Thanks to the valuable contributions from the P&C, we have increased these resources by purchasing laptops.

Students also have access to a range of extra-curricular activities such as public speaking competitions, an education enrichment program, swim camp, instrumental music, Arts Council performances and a range of sporting carnivals.

Hebel State School students and staff are responsible, respectful, safe and constantly learning. Practising these four school values, combined with our motto "Only Our Best Will Do", results in a supportive and engaging learning environment conducive to academic achievement and social development.

This 2015 School Annual Report can be accessed as a hard copy from Administration.

School progress towards its goals in 2015

During 2015, Hebel State School implemented a whole school approach to teaching literacy which has resulted in an increase in overall student achievement.

Staff have continued to implement the Australian Curriculum using a whole school approach. They have also engaged in professional development to familiarise themselves with upcoming curriculum advancements.

Hebel State School has continued to see a significant increase in parent and community confidence during 2015. This has been primarily due to transparent communication between parents and staff with a focus on student education, achievement and attendance.

During 2015, Hebel State School administrative staff have continued to review and improve whole school management procedures and organisational structures, resulting in improved accountability, transparency and efficiency. These reviews will continue into 2106 including a further review of current curriculum programs.

Future outlook

The 2016 Annual Improvement Plan identifies a number of key priorities with accompanying action initiatives including:

- Improving reading and literacy.
- Implementation of whole school pedagogical practices
- The use of data to inform teaching practices
- Developing a culture of feedback and coaching
- Development of instructional leadership with a focus on workforce performance
- Sustaining productive partnerships with students, staff, parents, and the community
- Improving school performance with particular focus on our *Investing for Success*.

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	13	6	7		76%
2014	21	11	10		88%
2015	11	4	7		85%

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.

Characteristics of the student body:

Hebel State School students are comprised mainly from rural farming families. In 2015 there were no indigenous enrolments at the school. Due to the ageing population and successive prosperous agricultural seasons, enrolment numbers are in a slow decline.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	3	5	6
Year 4 – Year 7 Primary	7	7	5
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	0	0	0
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

Our curriculum delivery and school operations align with the departmental, district and cluster initiatives which are developed through consultation with learning and social communities and included extensive work around explicit teaching frameworks and strategies. Learning support for students is coordinated through collaboration between classroom teachers, itinerant specialists and support personnel through cluster workforce agreements.

Extra curricula activities

Extra curricula activities are limited due to the distance many children travel to attend school. We offer opportunities for students to participate in school based activities through Arts Council and visiting volunteer groups. Students also participate in an annual swim camp, bike ride, public speaking competitions and a variety of cultural enrichment events. The local communities in both Lightning Ridge and Dirranbandi provide opportunities for a range of activities such as swimming and rugby league.

How Information and Communication Technologies are used to improve learning

Information and Communication Technologies (ICTs) have been a focus at Hebel State School during the past year. Students currently access an interactive whiteboard and the purchase of student laptops enables a 1-1 laptops scheme in the upper years with effective integration of ICTs across all KLA's. The school also purchased additional licences and six I pads to ensure all students have access to online learning.

Social Climate

Hebel State School consistently promotes high expectations for student attendance, achievement and behaviour. Positive behaviour is recognised weekly with certificates awarded to students on assembly. Staff explicitly teach the four school values of respect, responsibility, safety and a commitment to learning, which combined with our motto 'Only Our Best Will Do', ensures students are provided with a safe and engaging learning environment.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school (S2001)	100%	100%	DW
their child feels safe at this school (S2002)	100%	100%	DW
their child's learning needs are being met at this school (S2003)	86%	100%	DW
their child is making good progress at this school (S2004)	83%	100%	DW
teachers at this school expect their child to do his or her best (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	DW
teachers at this school motivate their child to learn (S2007)	100%	100%	DW
teachers at this school treat students fairly (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns (S2009)	100%	100%	DW
this school works with them to support their child's learning (S2010)	100%	100%	DW
this school takes parents' opinions seriously (S2011)	100%	100%	DW
student behaviour is well managed at this school (S2012)	86%	100%	DW

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school looks for ways to improve (S2013)	100%	100%	DW
this school is well maintained (S2014)	86%	100%	DW

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	92%	100%	100%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	92%	100%	100%
teachers treat students fairly at their school (S2041)	100%	100%	100%
they can talk to their teachers about their concerns (S2042)	83%	100%	100%
their school takes students' opinions seriously (S2043)	92%	100%	100%
student behaviour is well managed at their school (S2044)	92%	100%	100%
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)	92%	100%	100%

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

'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

At Hebel State School we actively encourage parental and community involvement by publishing fortnightly newsletters and regularly updating the school website. Parents are invited to participate in local and district events such as Under 8's Week, Sports Days, Learning celebrations, camps, presentation assemblies and speech night. Parents are encouraged to build positive relationships with staff and participate in the process of their child's education.

Reducing the school's environmental footprint

During 2015, Hebel State School made a significant reduction in its use of electricity by actively monitoring the use of air conditioning, reviewing the use of non-essential lighting and by reviewing the hours required for security lighting. Where possible, rain water was used to reduce the School's annual water consumption.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	17,819	1,712
2013-2014	10,016	0
2014-2015	14,039	482

*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.

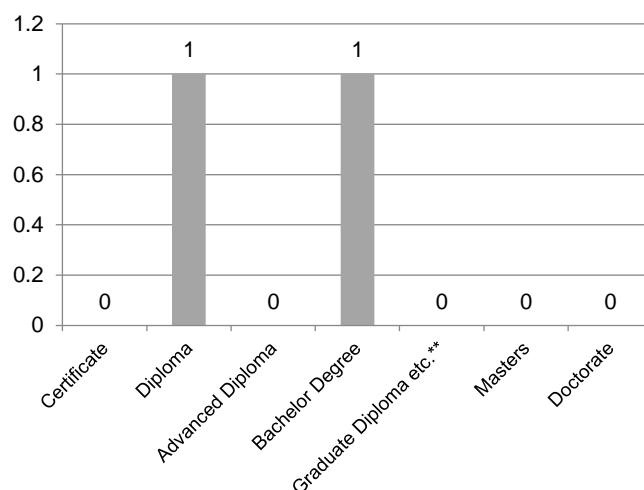
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time equivalents	1	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	2



*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 \$10 567.00

The major professional development initiatives were as follows:

Developing Literacy skills, financial management, classroom and behaviour management, implementation of the Australian Curriculum, Principal capability, explicit teaching, and coaching and feedback.

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.	100%	97%	99%

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 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

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 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
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The overall attendance rate for the students at this school (shown as a percentage). 90% 91% 88%

The attendance rate for Indigenous students at this school (shown as a percentage).

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)

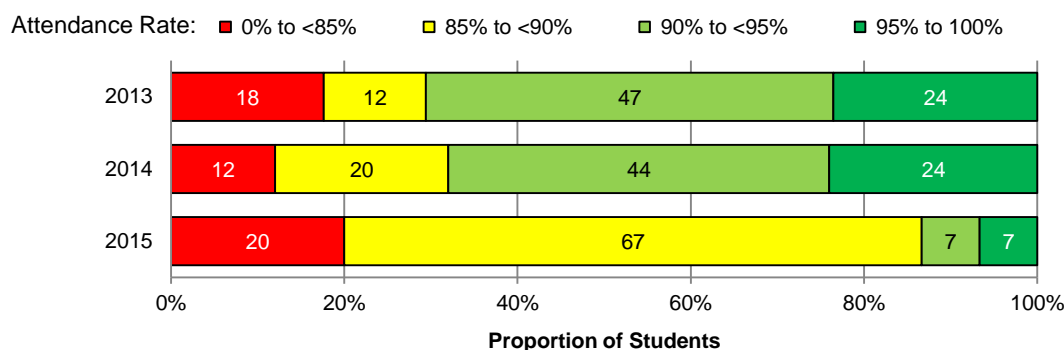
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	84%	DW	DW	94%	92%	97%	82%					
2014	DW	93%	89%	DW	89%	86%	93%	96%					
2015	91%	DW	88%	89%	DW	DW	85%						

*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 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.

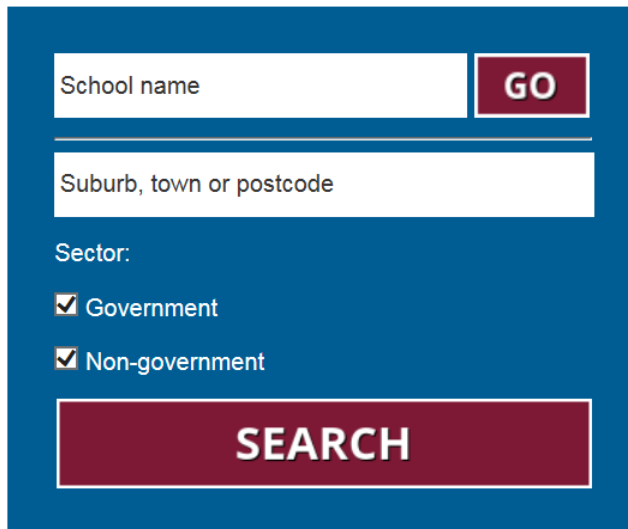
Regular attendance is expected and consistent student attendance is acknowledged. The 'Every Day Counts' initiative is strongly promoted and attendance data is reviewed fortnightly and shared with staff and parents in the newsletter and displayed in the main office. Electronic rolls are marked twice daily and absenteeism is recorded with justification. Unauthorised and consistent non-attendance is followed up via a phone call or note to the parent concerned. If student attendance shows no improvement, reference to DET policies for student absences is made and the process is progressed.

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



The image shows a search form titled "Find a school" on 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 followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "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 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.