Homebush State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Contact Information

Postal address:	1181 Homebush Road, Mackay 4740
Phone:	(07) 4959 7286
Fax:	(07) 4959 7159
Email:	principal@homebushss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Megan McNamara

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School Overview

Homebush State School is located within the bounds of Mackay Regional Council. The original school structure was built in 1889 and serves a sugar farming community. More recently there is an ever increasing percentage of parents undertaking shift work for the mines as well as families moving out of Mackay to small acreage. The nearest town is Mackay, which is approximately 25km from the school. The school has an active Parents and Citizens' Association that has contributed enormously to the education of Homebush State School students.

Currently the school operates with three teachers. The current enrolment (2016) of about 55 children are taught in three multiage settings compromising Prep to Year One, Year 2, 3, 4, and and Years 5 and 6. The personnel working at the school include a teaching principal, 2 classroom teachers, a LOTE teacher (part time), four Teacher Aides, an Administrative Officer and a Cleaner/groundsperson.

Principal's Foreword

Introduction

Our school community is working together to provide an environment in which all students access quality learning experiences for rewarding futures. This document outlines our achievements for 2016, as well as the continuing areas of improvement we need to acknowledge. This document is made available to parents on our school website and on request from our school office.

School Progress towards its goals in 2016

AREA	KEY PRIORITIES FOR 2016	PROGRESS TOWARDS COMPLETION
Curriculum implementation and tracking	• Develop a Curriculum that is aligned and has a clear line of sight • Track/monitor curriculum delivery and internal benchmark assessment and data collection • Prioritise curriculum implementation	• Whole school curriculum plan was created and enacted • Benchmarks and internal monitoring were audited, updated • Ongoing
Writing	• Develop consistency in the teaching of writing • Implement a scheduled moderation and assessment framework • Developing a culture of feedback and goal setting in writing • Case manage students at risk of achieving a D or E in English	• Homebush SS writing program completed • Achieved • Continuum of writing levels has been created • Teacher Aide employed to work for two hours each morning with these students
Quality teaching and learning	• Developing critical reasoning and problem solving skills • Consolidating a culture of observation, feedback and coaching • Developing staff capacity in data literacy interpretation	• Ongoing • Ongoing • Ongoing

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Future Outlook

AREA	KEY PRIORITIES FOR 2017	Targets and timelines
Curriculum implementation and tracking	• Develop a Curriculum that is aligned and has a clear line of sight • Collaborate with cluster schools to build a cluster approach to the rollout of Australian Curriculum Subjects and the building of capability and capacity to deliver the curriculum • Prioritise curriculum implementation, embedding and implementation of new subjects	• 100% of staff are using the Whole School Curriculum Plan by the end of term 1
Writing	• Develop consistency in the teaching of writing through a whole school approach • Implement a scheduled moderation and assessment framework for writing • Developing a culture of feedback and goal setting in writing • Implement processes to manage students at risk of falling below a C in English • Case manage students at risk of achieving a D or E in English • Implement a whole school approach to the teaching of spelling	• 100% of students above the NMS for NAPLAN writing and 40% in the top two bands
Quality teaching and learning	• Consolidate a culture of observation, feedback and coaching • Develop staff capability in data analysis • Align the Developing performance Plan process with the school's AIP proprieties	• Staff have SMART goals which link to the Annual Implementation Plan.
Community engagement	• Establish strong and substantial partnerships with parents, new families, early childhood providers and the wider community. • Actively pursue positive communication and marketing opportunities that promote the school and community. • Provide opportunities to inform and skill parents as partners in learning who contribute to student success. • Engage in collaborative and innovative shared learning with cluster schools to source opportunities for student success.	• There is a high performing Parents and Citizens organisation, behavioural expectations are consistently being met and student attendance is being maintained at a high level.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	55	25	30	5	95%
2015*	54	25	29	6	100%
2016	59	32	27	5	82%

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

Our students are primarily from farming backgrounds or live on rural acreages. They travel to Mackay or Sarina for sporting and cultural activities and in some their parents were past students of the school. Our students travel to school by car and bus and, in 2016, only one student lived close enough to walk or ride to school.

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	16	19	20
Year 4 – Year 6	24	19	23

*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.

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Curriculum Delivery

Our Approach to Curriculum Delivery

The school is organised into three classes P-1, 2-3-4 and 5-6 which each have their own separate classrooms. Delivery of the Australian Curriculum is most often achieved through the use of adapted Curriculum into the Classroom (C 2 C) units of works. All of our teachers have experience in the small school setting and are able to teach multi-age classes effectively by differentiating content.
Chinese is studied at school during LOTE lessons.

Co-curricular Activities

Students are offered a rich variety of academic, cultural, sporting, citizenship and social experiences at Homebush State School.

- Interschool sports

- School Camp for Years 4-6

- Student Council meetings and fundraising activities

- Weekly tuckshop

- Participation in the Sporting Schools program

- Tennis Lessons provided by qualified tennis coach

- Swimming Lessons

- Chess Club and competitions

- Gardening club

How Information and Communication Technologies are used to Assist Learning

Homebush SS staff focused on increasing their laptop resources in 2016 with the purchase of 18 new computers and a major upgrade to the school's technology infrastructure. A classroom has been designated as a computer room and each classroom has a small bank of computers as well. Each classroom has an interactive whiteboard to allow teachers to make the most of on line resources.

Social Climate

Overview
Our school provides a safe, supportive and disciplined learning environment. Inclusive practices such as differentiation to meet the needs of diverse learners are at the heart of this small rural school where students are often in a class with their siblings, cousins or neighbours. Homebush State School staff have a zero tolerance to bullying and the processes and strategies can be found in our Responsible Behaviour Plan.

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Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	92%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	83%	100%	92%
this school looks for ways to improve* (S2013)	92%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	93%	100%	88%
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)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	94%	88%
they can talk to their teachers about their concerns* (S2042)	93%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	94%	94%
student behaviour is well managed at their school* (S2044)	100%	100%	81%
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)	100%	100%	100%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	80%
they feel that their school is a safe place in which to work (S2070)	100%	100%	90%
they receive useful feedback about their work at their school (S2071)	100%	100%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
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%	80%
staff are well supported at their school (S2075)	100%	100%	60%
their school takes staff opinions seriously (S2076)	100%	100%	70%
their school looks for ways to improve (S2077)	100%	100%	90%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	90%

* 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

Parents are encouraged to take a high level of interest in their child's education and are involved in a number of ways including:

Assisting in classroom activities.

Attending school parades and behaviour rewards days.

Organising functions and supporting fundraising projects.

Attending monthly P&C meetings, social functions and school sports days.

Reading newsletters

Fortnightly playgroup for pre-school aged children

Helping their children with homework

Attending parent-teacher interviews

Displaying support for school policies regarding uniform, behaviour management.
Consulting with the classroom and learning support teacher about the adjustments made for students with diverse needs

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Each Friday morning our school leaders lead a whole school parade. They reinforce one of our school rules each week and describe the behaviors that students who are demonstrating *Being Safe, Being Respectful* and *Being Responsible* would engage in.

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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	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.

Environmental Footprint

Reducing the school's environmental footprint

At Homebush State School our community is conscious of the environmental impact the school makes. As a result we utilize water tanks and solar panels to reduce our environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	27,645	2
2014-2015	30,040	
2015-2016	28,545	

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

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	6	<5
Full-time Equivalents	4	3	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	3
Diploma	
Certificate	

*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 $6,736.34

The major professional development initiatives are as follows:

- Curriculum Implementation and tracking: Literacy Heaven, National Australian Literacy Educators Association Conference.

- Writing: Jolly Phonics, Jolly Grammar, Prep Reading and Writing.

- Quality teaching and learning: Mandatory updates, Reading stamina, Managing Stress, Regional Principal's Conference,

- School management: Cleaner's Professional Update, Leading Where You are, Understanding and Navigating AIMS.

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%	98%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 77% 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).	95%	95%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	94%	93%

*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 Primary schools was 93%.

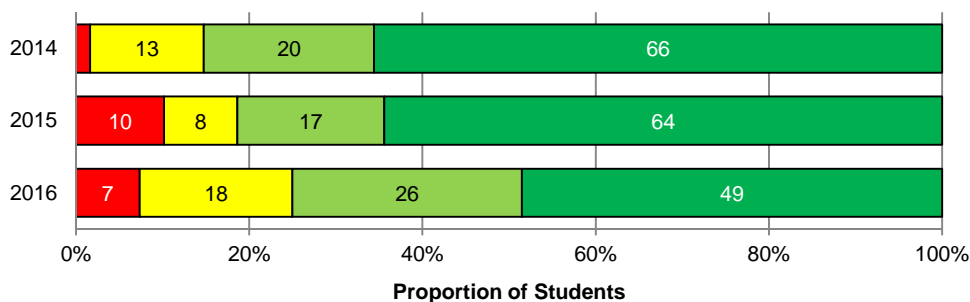| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	95%	94%	91%	97%	98%	97%	99%					
2015	94%	94%	95%	96%	95%	97%	93%						
2016	96%	90%	96%	96%	92%	90%	92%	100%					

*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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014		13	20	66
2015	10	8	17	64
2016	7	18	26	49

Proportion of Students

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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. School absenteeism and student attendance is a complex issue which includes a range of student behaviours including school refusal and truancy. Homebush SS reinforces the Every day counts messages in relation to non-attendance:

- all children should be enrolled at school and attend on every school day

- schools should monitor, communicate and implement strategies to improve regular school attendance

- truanting can place a student in unsafe situations and impact on their future employability and life choices

- attendance at school is the responsibility of everyone in the community.

At Homebush SS manual rolls are marked before 9 am each morning and sent to the office. The administration staff check the school absentee hotline and contacts any parents whose children's absence is unexplained. All unexplained absences are followed up with parents. Electronic roll marking completed at least every three days.

Homebush State School Absentee Hotline

Text or call the absentee hotline to explain the reason for the absence: holiday, illness, natural disaster, representative sport or another reasonable excuse.

0472827915

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

| School name | GO |

| Suburb, town or postcode |

Sector:
☑ Government
☑ Non-government

SEARCH

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 result.

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