

# Harris Fields State School (0359)

## Queensland State School Reporting

### 2012 School Annual Report



Postal address	P O Box 996 Slacks Creek 4127
Phone	(07) 3387 1222
Fax	(07) 3387 1200
Email	the.principal@harrfielss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Vivien Bampton, Principal

## Principal's Foreword

### Introduction

Harris Fields State School is a National Partnerships school and has a four year Strategic Plan with set goals and targets for student improvement in literacy, numeracy, closing the gap in Indigenous education, developing the Arts and sporting opportunities, community partnerships and parent engagement, and building quality teachers.

The staff acknowledges that education, teaching and learning is constantly changing in an increasingly complex and digital world. With this understanding, as a school we offer the latest in differentiated curriculum and pedagogy in literacy, numeracy and information communication technology. The school also focusses on the arts, sport and science.

Harris Fields acknowledges that it has a responsibility to provide a safe social context in which our students are able to develop as future citizens in an ever changing world. Consequently, we continue to provide social support to students and their families through our ever expanding social programs.

This report outlines the target areas of Harris Fields during 2012 and the school's progress towards meeting those targets.

Harris Fields acknowledges that it has a responsibility to provide a safe social context in which our students are able to develop as future citizens in an ever changing world. Consequently, we continued to provide social support to students and their families through our ever expanding social programs.

### School progress towards its goals in 2012

Goals for 2012 as per Annual Implementation Plan:

Ensure that the maths and English curriculum are absolutely aligned with ACARA

#### Improve student outcomes in all areas of curriculum with a focus on:

- Improving the percentage of students above NMS
- Improving the percentage of students in the top two bands

#### Closing the gap with a focus on:

- Attendance
- Improving the percentage of students above NMS
- Improving the percentage of students in the top two bands

#### Improve pedagogical practice and leadership

- Through the provision of quality and relevant professional development



# Queensland State School Reporting

## 2012 School Annual Report



Staff has continued ICT training to improve pedagogy and student engagement with the ICT curriculum. Administration staff continued to up skill to facilitate the move to the OneSchool environment. ICT is used as a teaching tool with staff trained in the use of digital devices.

Harris Fields annually audits its curriculum and is working diligently to fully implement the requirements of the Australian Curriculum. Staff continued ongoing in-service on the Australian Curriculum and are supported in its delivery through the curriculum leadership team at the school.

Our success in literacy and numeracy outcomes is evidenced by our continued rate of improvement compared to the nation in NAPLAN. Internal data shows that the approaches to teaching literacy and numeracy to our students is effective in producing strong results for our students.

Indigenous students at Harris Fields perform well and enjoy similar academic achievement to non-indigenous students. Attendance is slightly below the 93% overall attendance rate but is above 90% and improving annually. The above data may be seen on the MySchool website.

The school values The Arts and employs a visual arts teacher to provide all students with access to art lessons in a variety of media. Music and dance are offered in a range of forms and sport is highly valued. The school has continued to extend its goal of being a performance school. Our visual arts program is producing talented artists in all media and the annual art show is a highlight of our school calendar and a huge success with the community. Our music program has expanded to include digital music and adds another dimension to the learning and production of music at Harris Fields.

Learning and League and The Girls' Academy of Touch continue to be successful and attract sponsors who support the programs. Both programs are integral parts of our sports program and are producing talented sportsmen and women in their respective sports.

Ongoing professional development has been the base for maintaining and improving teacher quality.

Professional development was focussed on:

- Higher Order Thinking Strategies
- Reading Comprehension
- Maths: First Steps in Maths, Natural maths
- Information and Communication technologies
- ACARA implementation – History

### Future outlook

As we move into 2013, Harris Fields is optimistic that its four year National Partnership plan and increased funding and partnerships, will provide improved learning opportunities for students and teachers. We are confident of delivering a focussed curriculum underpinned by quality teaching practices to achieve improved outcomes for our students and community.

Some of the key priorities are:

Harris Fields State School has extended its focus on personalising learning for all students in literacy. In 2013 the school will engage a literacy coach to further strengthen the quality of teaching of reading in years 4 to 7 and also engage an early years' literacy consultant to help embed common practices across Prep to 3.

Higher Order Thinking has been identified by teachers as an area of ongoing professional development throughout 2013. This will support our gifted and talented programs as well as promote quality teaching and learning.

Through the National Partnership Agreement, two teachers will be employed to allow greater personalisation of learning. A numeracy coach will also facilitate teacher development and quality curriculum delivery in maths. Natural Maths and Back to Front Maths will become the basis of maths pedagogical development.

The school aims to develop its Arts program, both visual arts and performing arts. We will build more rigor into our programs by engaging external skilled groups to support our current programs. We aim to market the excellent cultural singing and dancing produced by our students. A visual arts teacher will continue to be

# Queensland State School Reporting

## 2012 School Annual Report



employed through the National Partnership plan to extend our already successful Arts program. Drama and human movement will be become part of the Arts program and a digital music program will be developed.

There will be a continued partnership with YFS and Communities for Children to embed the Family Centre into our community. This will include a playgroup, parenting programs, “drop in” for young parents and continued counselling services for students and families.

# 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	485	233	252	86%
2011	500	254	246	92%
2012	526	240	286	89%

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

### Characteristics of the student body:

Harris Fields State School is a low socio-economic National Partnership School and has a high proportion of families living in an urban low socio economic area. The families are culturally, ethnically and financially diverse. There is high unemployment and a significant number of single parent families. Many families speak a language other than English with approximately 50% of our students speaking a language other than English at home.

Harris Fields is a coeducational school catering for students from Prep to year 7. 89% of students were enrolled at the school for the whole year demonstrating a moderately high rate of transience. The main reason for students leaving Harris Fields during 2012 was relocation interstate, or more commonly, outside the local area. The majority of families enrolling at the school during the year is from overseas, mainly New Zealand, interstate or from outside the local area.

Most of our students live within walking distance of the school and come to school on foot or by car.

Harris Fields caters for students with disabilities through a Special Education Program. This program supports students within the mainstream classroom and with the aid of a special education teacher and teacher aides. Students with disabilities have individual programs developed and implemented by the classroom teacher and with the support of special education staff.

The student population is rich with a range of cultural and ethnic backgrounds. Approximately 60% of our students are Pacific Islanders 13% Aboriginal or Torres Strait Islander and 3% are new settlers from Africa. Together with the remainder of our school population we have an exciting and dynamic school.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	24	23
Year 4 – Year 10	27	28	26

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	53	36	26
Long Suspensions - 6 to 20 days	6	11	3
Exclusions	0	2	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

In 2012 we moved one step closer to achieving our vision of becoming a performance school. Our ARTS program offers students the opportunity to be involved in a range of dance, music and drama activities. These culminate in school musical performances within and outside the school. Our multicultural choir continues to be recognised. Visual art also has a strong focus in the school with a specialist art teacher delivering an extensive curriculum and extension programs for our gifted artists.

The school offers a digital music program for those students who show talent in ICT and music.

ICTs are interwoven through all key learning areas and underpin teaching and learning. The school offers specific and focused ICT opportunities for all students and mobile devices are the norm for both teaching and learning. The school operates an ICT club which engages students in a wide range of technology.

Learning and League and the Girls' Academy of Touch have provided opportunities for students to engage and excel in sport at a high level.

### Extra curricula activities

Harris Fields State School offers a variety of extra curricula activities. Some of these are:

- Student Leadership development
- The school concert and musical are highly valued extra curricula activities and engage student, staff in parents in their production. It utilises ICT skills, visual art skills and teamwork from students and staff.
- The school's multicultural choir provides a range of song and dance opportunities for our students. These two events showcased the talent we have and are harnessing in the Arts.
- Instrumental music is offered and is highly valued and expanding.
- ICT club

Maori and Samoan cultural activities are offered to students. Maori dancing and singing proved highly popular with students and Maori parents were willing teachers. Samoan dancing was embraced by many of our Samoan girls and was a great success with the community, particularly our Samoan community.

Deadly Gatherings is a program for Aboriginal and Torres Strait Islander students and families and is led by our Aboriginal staff and an Aboriginal elder.

## Our school at a glance

Sporting programs provide students with the opportunity to be involved in various sports and activities all year round. The school participates in interschool sporting competitions including, rugby league, touch football, soccer and netball. The cross country is also a highly valued sport with excellent student participation and results. Each year students are also involved in an interhouse and interschool athletics carnival. Students from years 5,6,7 are also eligible for representative positions in the Logan and District athletics team and many students from Harris Fields have gone on to compete at a very high level.

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

Information and Communication Technologies are an integral part of learning at Harris Fields. As mobile devices are becoming a part of everyday life in the community, at HFSS we are looking at the integration of mobile devices for teaching and learning.

ICT is used in a variety of ways to assist learning and teaching with students in all year levels having access to the internet, interactive whiteboards, digital still and video cameras, kindles and ipads.

The library houses a green screen which provides a space for digital video recording and the Arts Media Centre has a digital music studio.

Teachers constantly engage in professional learning to ensure they are up to date with the latest technology and practice.

### **Social climate**

Harris Fields takes a proactive approach to its partnerships with the whole school community. Parents and students are encouraged to take an active part in all aspects of school life. Parent opinion surveys reflect a high satisfaction rate with the school as seen in the table below. The school has a strong Special Needs Committee which oversees the support of students with special support requirements, including all welfare programs.

The school has strong links with Youth and Family Service, Communities for Children and the Salvation Army and together with the school community engagement officer run the school's Family Centre. The Family Centre runs a range of programs to support the needs of families in our community. One of the most popular programs is Magic Moments which is run weekly with the support of Communities for Children. It operates out of the prep area of the school for parents and children who are not yet in prep.

Harris Fields State School values and respects the rich cultural diversity of the school community and attempts to ensure equity of opportunity by challenging the barriers to participation and achievement. The school worked with the range of cultural groups in the wider community to ensure our whole school community embraced and supported the building of a safe environment for all.

Anti-bullying and assertiveness training lessons are taught in the classroom through Social Skilling lessons. The "Buddy Play Program" helped build relationships between students in the early years and senior students. Year 6 and 7 students visit early years' classrooms and assist in using digital cameras, reading or motor skills. Not only does this build positive relationships and networks between older and younger students, it had the added advantage of developing skills in the younger children and leadership skills in the senior students.

The School Opinion Survey reflected the effectiveness of the school programs with students saying that they feel safe at this school and that the school is a good school. HFSS developed a strong and productive partnership with Youth and Family Services (YFS) through the state chaplaincy funding and Communities for Children. In partnership we have developed the Family Centre which provides a range of services to support students and families in a range of roles.

The school runs a YMCA School Breakfast Program four days each week. The program provides a healthy breakfast to all children and is linked with our Reading Before School program which is run by staff, parents and older students. These results are reflected also in parent and staff surveys outlined below.

## Parent, student and staff satisfaction with the school

Parents, students and staff all show a high level of satisfaction with the school. The school has worked hard to build a level of confidence in the school by the whole school community. 2012 saw an increase in the percentage of parents satisfied with the performance of the school. The school opinion survey indicated that parents and students were getting a good education. Feedback from parents cited the support of teachers, the well maintained grounds, improved facilities and internet access as very positive aspects of the school. There continues to be an increase in the number of parents who think their children are getting a good education

Staff morale was 100% with all staff indicating that they were satisfied with morale at the school. Feedback from staff suggested that the strong sense of team that the school is building and staff retention was the basis for this improvement. Continuing improvement in this area remains a key priority for 2013. Teachers feel that little recognition is given to the value being added through studies such as life skills programs which are helping children to develop resilience and the skills needed to cope effectively with situations and circumstances children in more affluent areas do not experience to the same degree.

All staff had access to professional development throughout the year and 93.5 % said they were satisfied with quality and relevance of the professional development experienced.

### 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	96.6%
this is a good school	93.1%
their child likes being at this school*	93.3%
their child feels safe at this school*	96.7%
their child's learning needs are being met at this school*	96.6%
their child is making good progress at this school*	96.7%
teachers at this school expect their child to do his or her best*	96.6%
teachers at this school provide their child with useful feedback about his or her school work*	90.0%
teachers at this school motivate their child to learn*	96.7%
teachers at this school treat students fairly*	93.3%
they can talk to their child's teachers about their concerns*	93.3%
this school works with them to support their child's learning*	93.1%
this school takes parents' opinions seriously*	92.6%
student behaviour is well managed at this school*	82.8%
this school looks for ways to improve*	96.4%

# Our school at a glance

this school is well maintained\* 92.9%

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

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	88.7%
they like being at their school*	95.7%
they feel safe at their school*	90.4%
their teachers motivate them to learn*	94.8%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	95.6%
teachers treat students fairly at their school*	92.1%
they can talk to their teachers about their concerns*	87.1%
their school takes students' opinions seriously*	87.0%
student behaviour is well managed at their school*	73.5%
their school looks for ways to improve*	96.5%
their school is well maintained*	92.9%
their school gives them opportunities to do interesting things*	94.0%

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

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	93.5%
with the individual staff morale items	100.0%

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

# 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.

## Involving parents in their child's education

Harris Fields State School values the parent teacher relationship and acknowledges the positive impact this relationship has on the development of our students.

In 2012 parents were involved in their child's education at a partnership level through:

- Parent forums to encourage parent input and feedback
- Parents and Citizens meetings



## Our school at a glance

- Indigenous parent and community meetings. Through the leadership of an Indigenous teacher the school has built strong links with the wider Indigenous community.
- A fortnightly newsletter
- Open days for parents
- Parents were involved in celebrations of success through:
  - Special days/weeks celebration, students' work displays and open days
  - Reporting afternoons
  - Parent cafés
  - Celebration weeks at the end of each term e.g. harmony week, science week, arts week, literacy and numeracy week, under 8s' week are popular with parents and are well attended.
- NAIDOC week, Reconciliation week and Indigenous games days.
- The Family Centre runs support programs for parents.

### Reducing the school's environmental footprint

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

The school has installed a significant number of water tanks to reduce the use of articulated water for cleaning and gardening. Cleaners and School Facilities Officers have been involved in developing practices to minimise water usage. Light globes are all energy efficient and whitegoods have been replaced by energy efficient items.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	99,761	1,269
2010-2011	158,333	1,935
2011-2012	154,201	1,812

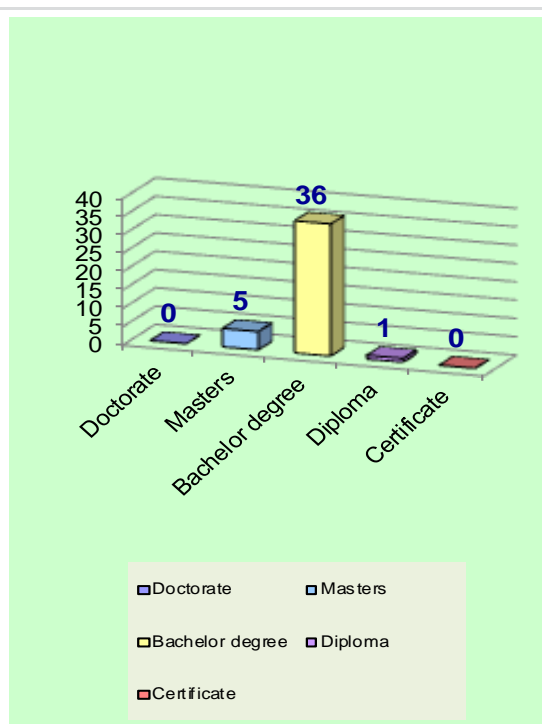
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	41	17	<5
Full-time equivalents	35.7	11.9	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	36
Diploma	1
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$12 200.00. The major professional development initiatives are as follows:

- Natural Maths

- Visible learning

- Literacy

- School leadership and improvement

All teachers have been part of the literacy and numeracy coaching program at the school

## Our staff profile

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

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.6%	96.7%	97%

### Proportion of staff retained from the previous 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/>.

From the end of the previous school year, 92.7% of staff was retained by the school for the entire 2012 school year.

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

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

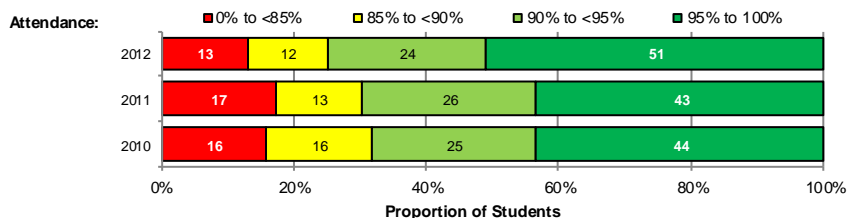
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	90%	93%	91%	92%	94%	93%	91%
2011	89%	92%	93%	91%	94%	93%	92%
2012	91%	94%	93%	92%	91%	93%	94%

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. 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.

Rolls are marked electronically twice a day by classroom teachers. If students are absent for two consecutive days in a week or have a pattern of absences, a series of four letters is sent to the parent or carer requesting a reason. If there is no response to the letter, the Deputy Principal contacts the parents or carers. These letters are sent each week. If this does not result in improved attendance then the principal contacts the parents or carers.

If students are repeatedly late, up to two text messages are sent to the parent or carer. A letter may be sent if there is no parent response. If there is no improvement in punctuality then the Deputy Principal contacts the parent.

## 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/>.

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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

Indigenous students at Harris Fields enjoy academic success alongside their non-indigenous peers. In reading, writing and numeracy in 2012 NAPLAN Indigenous students performed well resulting in a positive gap in most subject strands. Although attendance is slightly lower than that of non-Indigenous students it continues to improve and was 90% in 2012.