

Harris Fields State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Harris Fields State School is proud of its partnerships with parents and the wider community. We are equally proud of our reputation in the academic, sporting and visual and performing arts. Our quality educational programs equip students with the knowledge, skills and attributes necessary for the future, and enables them to participate in, and contribute to, the wider community. Our school vision of "to give, to question, to excel, is the base of our school culture which has the expectation that all people are of service to each other, are curious about the world in which we live and are the best they can be in all that they do.

This Annual Report summarises the school's achievement of systemic and local goals. It represents the range of educational opportunities offered to our students throughout the year and provides an insight into the achievements of Harris Fields State School during 2014.

The staff at Harris Fields plans to maintain its commitment towards continual improvement and look forward to even greater success in 2015

School progress.

The staff and students continued its focus on whole school improvement throughout 2014 and produced quality outcomes throughout many dimensions of the school including academic, sporting, visual and performing arts and partnerships with the wider community.

There was a strong focus and much effort devoted to maintaining a quality curriculum delivery with a view to improving the school's NAPLAN results and academic results overall. NAPLAN results again showed positive gains and demonstrated the capabilities the students have to achieve when exposed to consistently effective teaching practices.

The sporting programs at the school are a source of pride for the school community. The Learning and League Excellence program and the Girls' Academy of Touch both produced outstanding players, several of whom went on to district, regional and state representation. These programs had the add on effect of improved attendance and academic performance for a significant number of our students.

The performing arts programs had another very successful year with our choir singing at several corporate events. We entered Waikikirri for the first time and won a place in the regional finals and won the public speaking competition. At the regional final we won the public speaking completion and the award for original story.

The visual arts program again presented an outstanding community art show which displayed the talents of our artists. Our extension art classes cater for students who show a strength in visual arts.

Our social program is based on The Virtues program and underpins the culture of respect espoused by the school.

Staff development continued with further professional development in Natural Maths and Literacy practices.

School progress towards its goals

Harris Fields State School is committed to providing a quality education for all students. We focus on high expectations and we believe that all students can be successful learners. Our improvement agenda and strategies for implementing them ensure that learning and success is met for every student within a safe, supportive, inclusive and disciplined learning environment.

Our core learning priorities in 2015 are:

- ✓ Reading
- ✓ Writing
- ✓ Number
- ✓ Personalised learning through Visible Learning and student feedback
- ✓ Critical and creative thinking

Targets will be set for our students and will be tracked and monitored to assist with the planning for success for every student. These targets will be communicated with the school community through teacher meetings, newsletters and via the website.

Other key priorities are:

Develop a professional learning community
 Student attendance
 Parent engagement
 Embedding Aboriginal and Torres Strait Islander Perspectives

How we will measure our success.

Our success will be measured using a range of tools to measure the targets we set. Both internal and external data sets will be used to track and determine progress. Data will be sourced from:

School based data:

- Building Blocks profile
- TORCH
- PAT M
- One School attendance data

External data:

- NAPLAN

Our school at a glance

- School Opinion Survey

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year – Year7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	526	240	286	89%
2013	523	234	289	84%
2014	505	238	267	88%

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

Characteristics of the student body:

Harris Fields State School is a school with 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 35% of our students speaking a language other than English at home.

Harris Fields is a coeducational school catering for students from Prep to year 6. 88% 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 12% 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		
	2012	2013	2014
Prep – Year 3	23	22	21
Year 4 – Year 7 Primary	26	25	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	26	30	46
Long Suspensions - 6 to 20 days	3	3	0

Exclusions [#]	1	0	4
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Additional to implementing the Australian Curriculum our school also focusses on:

- ✓ Natural Maths – this is the philosophy of teaching mathematics at our school
- ✓ Building Blocks to Literacy underpins our early years literacy program
- ✓ Performing Arts – the school has a well recognised choir that participates in eisteddfods, corporate events and well noted events such as Wakikirri and Creative Generations
- ✓ Digital music program for students talented in music and ICTs
- ✓ Visual Arts - - there are extension classes for talented students. The school holds an annual art show.
- ✓ Learning and League – a program for talented rugby league players with a focus on academic learning and attendance as well as rugby.
- ✓ Girls Academy of Touch - a program for talented touch football players with a focus on academic learning and attendance as well as touch football.
- ✓ Social skills programs run by Youth and Family Service and also by the school Youth Worker

Extra curricula activities

Our school offered the following extracurricular activities in 2014:

Sporting

- ✓ Interschool sports – rugby league, touch football, soccer, netball
- ✓ Visits to sporting teams – Broncos, Indigenous all stars, New Zealand International
- ✓ Representative sport
- ✓ Sporting carnivals

The Arts

- ✓ Choir
- ✓ Wakikirri
- ✓ Instrumental music

Community

- ✓ ANZAC day
- ✓ NAIDOC celebrations
- ✓ Under 8s day
- ✓ Life Education
- ✓ Book Fair
- ✓ Logan council reading program in the early years
- ✓ Breakfast program
- ✓ School banking

How Information and Communication Technologies are used to assist learning

Teachers constantly engage in professional learning to ensure they are up to date with the latest digital technologies and their use in their classroom practice.

The school has moved to laptops, Microsoft tablets and ipads and few desk top computers remain. The portability of these devices make learning more individualised and allows for the planning of the use of devices and space in the classroom to maximise learning opportunities.

In 2014 the school successfully implemented a device class in year five and will continue through year six. This will be reviewed in 2015 to decide if the program will be expanded.

Social Climate

At Harris Fields we provide a safe and supportive environment in which to learn and teach.

We believe that children are responsible for their learning and behaviour. Children are encouraged to make appropriate choices to behave in a way that will allow them and other children to learn, teachers to teach and the school community to be safe.

The school uses the Virtues Program to underpin our expectation of respecting and caring for everyone in our school community.

The school operates a Wellbeing Centre where the youth worker runs social skilling activities and provides pastoral support. Youth and Family Service works from the Centre and runs a range of programs for students and parents. The Club is a social skilling program run weekly by YFS. The school also operates a support room where children who are making poor behaviour choices are supported in addressing their behaviour. The Guidance Officer works with students and families in a range of capacities and links needy families with external support agencies.

In 2014 Harris Fields participated in the adopt a cop program. The adopt a cop was officially recognised at a school assembly.

Harris Fields takes a firm anti bullying stand. Parents and students are encouraged to report all incidents where students may feel unsafe and investigates all reported instances of bullying. Teachers present lessons on bullying and strategies to use to ensure are school is everyone is safe.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	97%	97%	94%
this is a good school (S2035)	93%	100%	88%
their child likes being at this school* (S2001)	93%	100%	94%
their child feels safe at this school* (S2002)	97%	94%	94%
their child's learning needs are being met at this school* (S2003)	97%	100%	89%
their child is making good progress at this school* (S2004)	97%	97%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	100%	100%
teachers at this school motivate their child to learn* (S2007)	97%	100%	100%
teachers at this school treat students fairly* (S2008)	93%	97%	94%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	100%
this school works with them to support their child's learning* (S2010)	93%	96%	94%
this school takes parents' opinions seriously* (S2011)	93%	97%	94%
student behaviour is well managed at this school* (S2012)	83%	87%	82%
this school looks for ways to improve* (S2013)	96%	96%	94%
this school is well maintained* (S2014)	93%	97%	94%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	89%	91%	98%
they like being at their school* (S2036)	96%	94%	98%
they feel safe at their school* (S2037)	90%	91%	93%
their teachers motivate them to learn* (S2038)	95%	99%	98%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	93%
teachers treat students fairly at their school* (S2041)	92%	97%	90%
they can talk to their teachers about their concerns* (S2042)	87%	84%	86%
their school takes students' opinions seriously* (S2043)	87%	95%	91%
student behaviour is well managed at their school* (S2044)	73%	85%	84%
their school looks for ways to improve* (S2045)	96%	99%	95%
their school is well maintained* (S2046)	93%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	95%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		90%	97%
they feel that their school is a safe place in which to work (S2070)		95%	97%
they receive useful feedback about their work at their school (S2071)		88%	97%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	97%
student behaviour is well managed at their school (S2074)		90%	100%
staff are well supported at their school (S2075)		88%	90%
their school takes staff opinions seriously (S2076)		90%	93%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		90%	97%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

We are very proud of our school and promote a team approach where everyone works together in providing quality educational opportunities. We value and respect the differences between all members of the school community and promote strong and productive partnerships between home and school.

The school Parents' and Citizens' Association (P and C) is the main consultative body which provides services and support to the school community including tuckshop, uniform shop, book ordering Mothers' and Fathers' Day stalls. P and C meetings provide a forum for discussion of educational issues as well as dealing with many matters affecting our school. The P and C holds a significant role in decision making about school policy, goal setting, annual plans (including budgeting), social activities, improvements to the grounds and provision of equipment. In this way, the members are included in the provision of quality education for the students. As needs arise, parent membership is invited for special committees set up for specific purposes. The P and C meets the second Wednesday of each month at 2.45pm in our staffroom.

The EATSIPS committee ensures that parents of Aboriginal and Torres Strait Islander students engage in the decision making at the school, especially around closing the gap initiatives. Aunty Heather Castledine and Uncle Barry Watson are important supporters of our Indigenous community at the school.

Our school makes invaluable use of parents and volunteers who have a few spare hours to spend working in a variety of capacities in classrooms or across the general school. Many parents assist with class reading, maths or art. Parents and community members often assist with presentations to students regarding their occupation or particular interests or skills.

Annually, the school conducts an open afternoon for parents to meet new teachers and familiarise themselves with teacher expectations and class routines. Teachers send home a welcome letter in the first week of each term and school newsletters are sent home every second Thursday by email, app or. It is also available by accessing the school website and through subscription to our email list. Classes also send out their own letters for a variety of purposes during the year. Parents and community members are welcome to attend our weekly assemblies every Monday with parents of children receiving awards receiving a personal invitation.

Reporting to parents occurs formally at the end of each semester with students being issued with a written report that is accompanied with a teacher interview. Parent interviews are also offered at the end of term one and term three.

Reducing the school's environmental footprint

The school continues to use water from the large 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. There has been a focus on recycling waste paper with weekly collections of used paper being made.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	154,201	1,812
2012-2013	147,641	309
2013-2014	137,132	4,650

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.

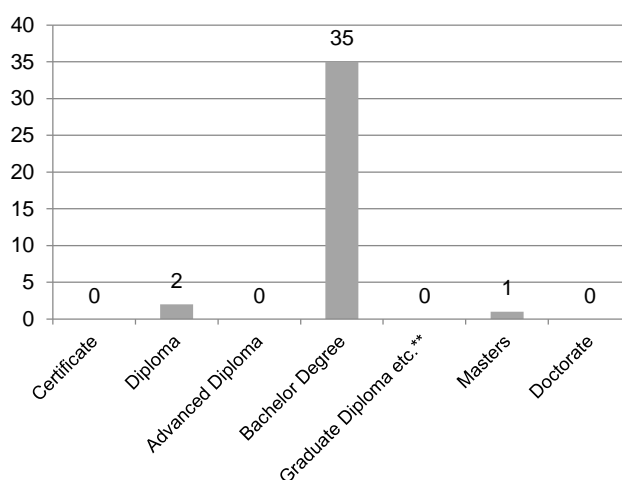
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	38	19	<5
Full-time equivalents	32	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	38



*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 2014 were \$36 650.00

The major professional development initiatives are as follows:

- Natural Maths
- Building Blocks to Literacy
- Literacy strategies
- School leadership and improvement - Steve Francis
- All teachers have been part of the literacy and numeracy coaching program at the school

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	92%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

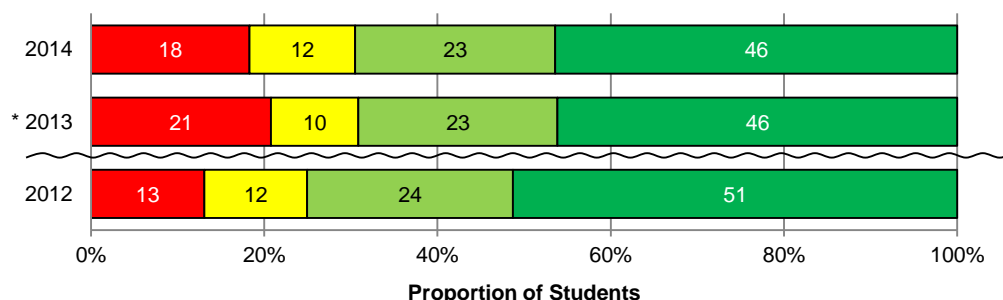
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	94%	93%	92%	91%	93%	94%					
2013	91%	90%	90%	90%	93%	92%	93%					
2014	91%	94%	93%	92%	93%	93%	92%					

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%



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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 Deputy 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. The Guidance Officer helps support parents who have difficulty getting their children to school.

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

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GO

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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

Indigenous students at Harris Fields enjoy academic success alongside their non-indigenous peers. In reading, writing and numeracy in 2014 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 remain at about 88% in 2014. The school has partnered with Indigenous community groups to work with families to improve attendance

The school has developed a strong community link through its EATSIPS policy and has input from Indigenous parents into the closing the Gap strategy.