

Harris Fields State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

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 2015.

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.

School progress towards its goals in 2015

Our core learning priorities for 2015 were –

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

Other priorities included –

- Developing a Professional Learning Community
- Increasing student attendance
- Increasing parental engagement
- Embedding Aboriginal and Torres Strait Islander Perspectives

During 2015 we had many positive outcomes throughout many dimensions including academic, sporting, visual, performing arts and partnerships with the wider community. There was commitment and effort towards working as a Professional Learning Community. As a Professional Learning Community we focused on learning, collaboration and results in the areas of our priorities.

Our commitment to consistency in strong curriculum delivery and effective pedagogical practices resulted in improved NAPLAN and academic results across all learning areas.

Future outlook

2016 is about remaining consistent with our improvement agenda and continuing to work as a Professional Learning Community. As a core learning priority we have included oral language to our improvement agenda and are working with a literacy consultant, Lee Denton, in ensuring that oral language development is used as a means to writing improvement.

Another priority is supporting wellbeing for students to enable them to more actively engage in learning. We are investing in social and emotional learning. Our aim is to improve social and emotional learning in areas such as self-awareness, self-management, social awareness, relationship skills and social decision-making. We are promoting positive peer relationships and teacher-child relationships.

Embedding the Digital Pedagogies Framework to enhance the teaching of literacy, numeracy and science is another area of focus. This is being supported by the creation of a technology space which is resourced with state of the art equipment to enhance the development of coding and robotics. Opportunities for further developing critical and creative thinking of high achieving students exists through enrichment classes being offered.

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	523	234	289	60	84%
2014	505	238	267	54	88%
2015	460	209	251	58	91%

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 2015, 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:

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. Most students live within walking distance of the school and come to school by walking or being driven by car.

Harris Fields State School caters for students with disabilities through a Special Education Program. This program supports students within the mainstream classroom and with the aid of special education teachers and teacher aides. Students with disabilities have support plans developed. These are implemented by the classroom teacher and supported by the special education teachers and aides.

The student population is rich with a range of cultural and ethnic backgrounds. Students from Harris Fields State School were born in 22 different countries.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	21	24
Year 4 – Year 7 Primary	25	27	26
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	30	46	26
Long Suspensions - 6 to 20 days	3	0	0
Exclusions	0	4	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

Student-centred planning

- We know the whole child
- Differentiated learning pathways for all students
- Co-constructed learning goals and success criteria

High expectations

- Every child, every day has challenging learning goals with co-constructed criteria
- Consistent feedback
- Critical and creative thinking

Alignment of curriculum, pedagogy and assessment

- Pedagogy aligned with curriculum intent , assessment, planned and up front, aligned with teaching
- Moderation practices ensure alignment of assessment tasks to achievement standards

Targeted and scaffolded instruction

- Comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology

Evidence-based decision making

- Teaching and learning informed by student performance data and validated research

- Research based teaching methods, inform teaching and learning
- Agreed feedback practices for staff, parents and students

Safe, supportive, connected and inclusive learning environments

- Consistent, whole-school approaches
- Embracing innovative, ethical and responsible use of digital technologies

Extra curricula activities

Harris Fields State School offered the following extra curricula activities during 2015 –

Sporting

- Interschool Sport – rugby league, touch football, soccer, netball
- Representative Sport
- Sporting Carnivals

The Arts

- Choir
- Instrumental Music
- Concert

Community

- ANZAC day
- NAIDOC celebrations
- NRW acknowledgement
- Under 8s Celebration
- Life Education
- Book Week
- Breakfast Program
- School Banking

How Information and Communication Technologies are used to improve learning

At Harris Fields State School digital technologies are employed to improve and extend student learning, rather than to simply engage them. Differentiated instruction is based on data and day-to-day monitoring of students that indicates the particular learning needs of each student. Purposeful planning for the use of digital technologies is required to: engage students; assist students to achieve the expected learning; and, to allow students to demonstrate what they know, understand and can do.

At Harris Fields State School most classrooms are digitally-rich. This has been achieved by developing the digital pedagogical capabilities of school leaders, teachers and teacher aides. Teachers are familiar with all mobile devices within the school, digital methods of communication and information collection, and participate in professional learning. Professional learning opportunities were provided through staff and sector meetings.

Social Climate

At Harris Fields State School, we value the care of each member of the school community. We aim to build a resilient, responsible and happy community that is actively engaged with the school, nurturing the on-going development of every student. Teachers must be proactive in building safe and supportive learning communities as well as reactive in responding effectively to situations of concern for students. The National Safe School Framework provides the basis for our policy.

The leadership is commitment to a safe school as demonstrated by its:

- Responsibility for the development and maintenance of a safe, supportive and respectful learning and working environment
- Clear vision for a safe, supportive and respectful school overseen by key staff with specific responsibilities

- Ongoing data collection used to inform decision making and to evaluate the effectiveness of policies, programs and procedures
- Communication of mandatory requirements and legal issues

Our supportive and connected school culture is characterised by:

- Teaching, staff modelling and promotion of explicit pro-social values and expectations for behaviour
- Positive, caring and respectful relationships between all stakeholders
- Parent/carer connectedness to the school
- A focus on staff wellbeing and safety

Our policies and procedures are:

- Collaboratively developed and clearly communicated for stakeholders to follow including:
 - Appropriate use of Technology
 - Development of risk assessments
 - Induction programs for new staff and students

Professional learning is

- Ongoing and based on current research

Positive Behaviour Management is enhanced through:

- Promotion and recognition of positive student behaviour
- Effective risk minimisation in technology, playground supervision and off-campus activities

Engagement, skill development and a safe school curriculum is delivered through:

- Student engagement with learning
- Teaching of skills and understandings for:-
 - Cybersafety
 - Personal safety and protective behaviours
 - Social and emotional skills

A focus on student wellbeing and student ownership is evidenced through:

- Defined structures and strategies for enhancing student wellbeing
- Adoption of strengths-based approaches to student learning and participation

Early intervention and targeted student support

- Effective processes and intervention for students requiring support and skill development

Our school recognises the need to develop partnerships with families and community to:

- Provide consistent messages about safety and wellbeing
- Extend support to students and families as needed

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)	97%	94%	100%
this is a good school (S2035)	100%	88%	100%
their child likes being at this school (S2001)	100%	94%	100%
their child feels safe at this school (S2002)	94%	94%	100%
their child's learning needs are being met at this school (S2003)	100%	89%	33%
their child is making good progress at this school (S2004)	97%	94%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
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)	97%	94%	67%
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)	96%	94%	67%
this school takes parents' opinions seriously (S2011)	97%	94%	100%
student behaviour is well managed at this school (S2012)	87%	82%	67%
this school looks for ways to improve (S2013)	96%	94%	100%
this school is well maintained (S2014)	97%	94%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	98%	97%
they like being at their school (S2036)	94%	98%	97%
they feel safe at their school (S2037)	91%	93%	97%
their teachers motivate them to learn (S2038)	99%	98%	97%
their teachers expect them to do their best (S2039)	98%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	98%	93%	97%
teachers treat students fairly at their school (S2041)	97%	90%	96%
they can talk to their teachers about their concerns (S2042)	84%	86%	90%
their school takes students' opinions seriously (S2043)	95%	91%	90%
student behaviour is well managed at their school (S2044)	85%	84%	80%
their school looks for ways to improve (S2045)	99%	95%	99%
their school is well maintained (S2046)	97%	95%	97%
their school gives them opportunities to do interesting things (S2047)	95%	98%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	90%	97%	95%
they feel that their school is a safe place in which to work (S2070)	95%	97%	95%
they receive useful feedback about their work at their school (S2071)	88%	97%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	70%	59%	85%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	97%
student behaviour is well managed at their school (S2074)	90%	100%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
staff are well supported at their school (S2075)	88%	90%	97%
their school takes staff opinions seriously (S2076)	90%	93%	92%
their school looks for ways to improve (S2077)	100%	100%	97%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	90%	97%	94%

'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

We encourage parent and community engagement and acknowledge the power of strong partnerships.

Parents are welcome to volunteer their time in the classrooms and to participate and assist with the learning. Furthermore, each term all classes welcome the parents to a 'Celebration of Learning'.

The school Parents' and Citizens' Association (P & 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 & C meetings provide a forum for discussion of educational issues as well as dealing with many matters that affect our school. The P & 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 of education for the students. As needs arise, parent membership is invited for special committees set up for specific purposes. The P & C meets every second Wednesday of each month at 2:45pm in the staffroom.

Reporting to parents occurs formally at the end of each semester with students being issued with a written report. Parent interviews are formally offered at the end of term one and term three. Parents may arrange to meet with the leadership team or classroom teach at any time during the year.

Reducing the school's environmental footprint

The school continues to use water from the large water tanks in an attempt to reduce water usage. Unfortunately we had an undetected water leakage which has resulted in the high consumption of water during the 2014 – 2015 period. Light globes are all energy efficient and white goods have been replaced with energy efficient items. There has been a school focus on recycling.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	147,641	309
2013-2014	137,132	4,650
2014-2015	130,018	10,257

*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

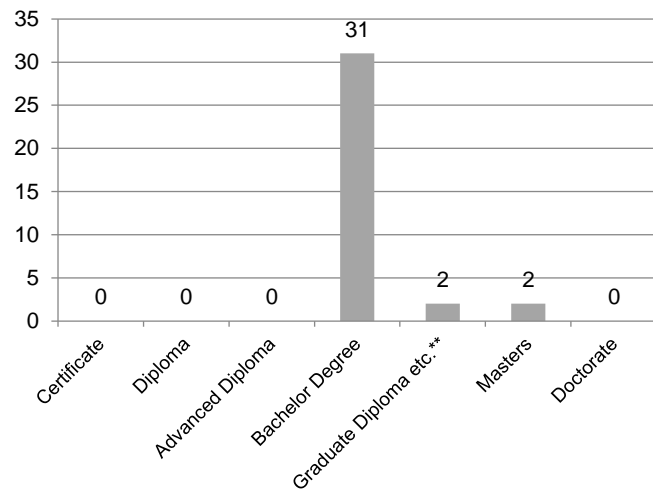
Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
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Headcounts	35	18	<5
Full-time equivalents	31	12	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	31
Graduate Diploma etc.**	2
Masters	2
Doctorate	0
Total	35



*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 \$30 380.

The major professional development initiatives are as follows:

- Literacy with Lee Denton (Literacy Solutions)
- Mentoring of Beginning Teachers
- Professional Standards
- Natural Maths with Ann Baker
- Leadership Development (QELI)
- Building Blocks with Barbara Brann

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.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	88%

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%.

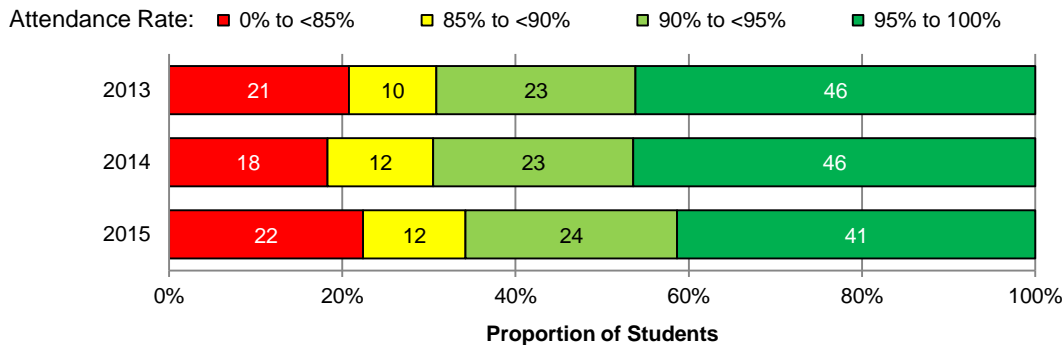
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	91%	90%	90%	90%	93%	92%	93%					
2014	90%	91%	94%	93%	92%	93%	93%	92%					
2015	90%	88%	92%	94%	90%	92%	92%						

*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.

Rolls are marked electronically twice a day by classroom teachers. Attendance data is analysed by the leadership team. Contact is made and support offered when absences are deemed concerning and detrimental to learning outcomes.

The school Guidance Officer supports families who are experiencing difficulty in having children attend 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

Sector:

Government

Non-government

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.