Hermit Park State School

ANNUAL REPORT
2017

Queensland State School Reporting

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Department of Education

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School Overview

Hermit Park State School is a dual campus Independent Public School that prides itself on offering a curriculum based upon Sustainability and Age Appropriate Pedagogies. We have a strong sense of tradition and a passion for providing a range of experiences to grow the whole child. Our dedicated Early Years campus has structures, routines and spaces that are carefully constructed to support our Prep and Year 1 students to transition into a school learning environment.

At Hermit Park State School we consider the whole physical space of our school grounds to be a place for learning, not just our classrooms. Sustainability and the environment is one of the key curriculum drivers here at Hermit Park. We incorporate this, in both a theoretical sense and through practical application, into as many aspects of our learning as possible. Sustainability projects are integral to the operation of the school and new projects are trialled and introduced each year.

Hermit Park State School provides a choice of programs to meet the wide range of gifts and talents of our students. These include, but not limited to, a comprehensive Instrumental Music program, State and National winning Optiminds teams, highly competitive interschool sporting teams and student representatives in Regional and State sport. Our school-based extracurricular activities include French extension, STEM, The Arts, and Sustainability.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

This report provides a summary of our achievements and progress in 2017 and our aspirations for 2018. It provides information on school curriculum, staffing, parent involvement, student performance and our safe and supportive learning environment.

School Progress towards its goals in 2017

Our three improvement areas for 2017 included
1. Reading and Writing Improvement
2. Improvement in the Upper Two Bands (NAPLAN)
3. Quality Teaching and Learning

Reading and Writing Improvement	**Reading – at risk case management** • Students identified as requiring intensive support showed improvement • Teacher Aides participated in reading professional development **New Writing program and tracking progress** • All staff in-serviced on first two phases of writing cycle • Writing Professional Learning Community tracked improvement across their classes in student writing **Reading program – consolidating our whole school approach** • Gradual Release reading approach embedded across school **Communication and Partnership** • Newsletter went online • Facebook communication improved with regular teaching and learning celebrations	• Level Of Achievement Data (English) – Goal 85% of students A-C: Achieved 88% • Reading – 85% of students at or above age-appropriate levels in PM Reading : Achieved 86% 97% of parents satisfied this (HPSS) is a good school : 4% Above State average
Improvement in U2B	**Proportional Numeracy project Y3/4/5** • All staff completed training in proportional reasoning	NAPLAN Numeracy • Year 3 – Goal 45% : Achieved 43.3% • Year 5 – Goal 35% : Achieved 22.2%

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Quality Teaching & Learning	**Age Appropriate Pedagogies** • Early Years staff attended professional learning visits to schools in local and other regions • Whole school pedagogical plan reviewed **Expert team/Consistent delivery through** • Staff engaged in formal collaborative teams both within school and between local schools **Know your Data – Assessment Literate Learners** • Successful intensive learning project completed by Year 3 teaching team	• Age-Appropriate Pedagogies –100 % teacher involvement across P-1 : Achieved 100% • Collegial Coaching – 100% of teaching staff engaged in Collegial Coaching : Achieved 100% 100% teachers satisfied with their ability to use assessment to inform teaching : 2% Above State average

Future Outlook

Our improvement areas for 2018 include;

Teachers' Teaching Build expert teacher teams in Pedagogies	
Prep and Year 1 teams participate in Age Appropriate Pedagogies intensive coaching and targeted professional development	100% of Prep and Y1 staff participation
Formalise Age Appropriate Pedagogies planning and documentation expectations	AAP planning documents published and trialled
Develop consistent tracking to inform '1 year of teaching and learning for 1 year of growth' that considers Early Start and uses literacy continuum	Tracking tool/s 85% student show min 1 years growth

Students' Learning Build expert teacher teams in school writing program	
Writing Professional Learning Community drive high yield writing strategies implementation in school	≥86% students Level Of Achievement A-C English/Science
Build capability of whole staff in the writing program through intensive coaching and targeted professional development	≥13% students Level Of Achievement A English

Students' Learning Build expert teacher teams in assessment literate learners (ALL)	
Assessment Literate Learner Professional Learning Community explore and shape high yield strategies through collaborative inquiry and co-learning Formalise consistent high yield ALL strategies for whole school for 2019	Pedagogy framework updated and strategies trialled

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	645	318	327	45	96%
2016	685	331	354	45	94%
2017	682	326	356	51	95%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
Hermit Park State School is an inclusive school, catering for students from a range of backgrounds. This includes approximately 8% Indigenous students and 4% students with disabilities. Families from Hermit Park State School include those where both parents work, one parent works and also single parent families. We are an enrolment managed school.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	24
Year 4 – Year 6	28	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery
Our school has developed a comprehensive whole school P-6 Curriculum, Assessment and Reporting plan. The plan is based upon the Australian Curriculum for all core subjects, and clearly outlines unit topics and expected assessment for each grade.
Other unique aspects include -
A. Productive Pedagogies – a strong focus on quality learning in the Early Years and providing a range of experiences to each child.
B. Gifted and Talented – speciality individual curriculums plan for identified gifted students and opportunities for talented students to participate in extension programs such as Optiminds, French and STEM.
C. Environmental Based Learning– emphasis on Sustainability as an underpinning capability in units.
D. Contextualised Learning – real world learning opportunities such as regularly published work in the Townsville Bulletin.
E. Technology Enabled Learning - access to ICT's to enhance learning across the curriculum.

Co-curricular Activities
A. Instrumental Music including Band, Ensemble, and Choir.
B. Interschool Sport – Hermit Park competes in the district competition in the sports of Netball, Rugby League, Football, AFL, Basketball, Athletics and Swimming.

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C. Student Council – All students in Year 6 are invited to participate in the council. The council advises the school about student issues as well as organises activities such as a disco.
D. Book Week – students dress up in their favourite book character for a Book Week Parade.
E. Under 8's Day– Students participate in 36 stations including Slime, Collage and Biscuit Icing.
F. Easter Bonnet Parade – in the lead up to Easter, students create an Easter Bonnet to be part of the parade held each year.
G. Community Events – our school is represented in many events including the district ANZAC march, and displaying work in the local Art Gallery.
H. Field Trips and Camps – students camp at Paluma and participate in many field trips including Charters Towers, The Strand and Reef HQ.

How Information and Communication Technologies are used to Assist Learning
Hermit Park State School staff are committed to integrating information and communication technologies into the classroom using quality practices to achieve success.
- Each classroom has a data projector
- Classes have access to a range of digital devices for learning including Tablets, Laptops, Netbooks, Document Cameras, Beebots, Raspberry Pi's, iPads, AlphaSmart tablets.
- Every room, library space and our Hall is equipped with integrated sound, data projectors and Interactive Whiteboard.
- School is wireless networked with NBN access

Social Climate

Overview

Hermit Park State School has very high expectations around behaviour and a strong sense of values. The social climate is worked upon every day and is based upon the three rules which are Be Safe, Be Responsible and Be Respectful. These rules are underpinned by the Six Pillars of Character which include Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Each of these values encourages students to self-monitor their own behaviour and take pride in themselves. This creates a peaceful place in which to learn and teach. Data consistently indicates that 100% of students reported that they feel safe at this school and are getting a good education at this school.
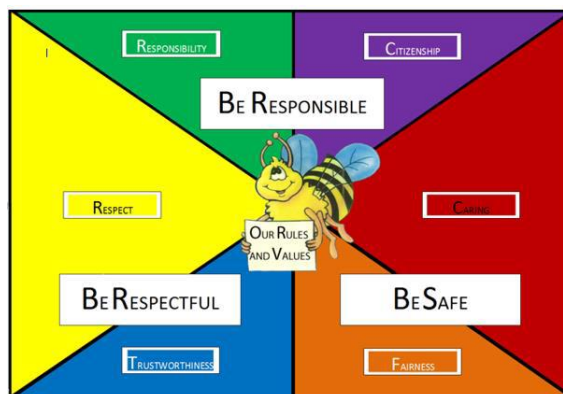
Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	99%	98%	98%
this is a good school (S2035)	99%	98%	97%
their child likes being at this school* (S2001)	97%	98%	98%
their child feels safe at this school* (S2002)	100%	98%	98%
their child's learning needs are being met at this school* (S2003)	96%	94%	97%
their child is making good progress at this school* (S2004)	96%	96%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	98%	95%
teachers at this school motivate their child to learn* (S2007)	97%	98%	98%
teachers at this school treat students fairly* (S2008)	99%	98%	97%
they can talk to their child's teachers about their concerns* (S2009)	97%	98%	98%
this school works with them to support their child's learning* (S2010)	96%	96%	95%
this school takes parents' opinions seriously* (S2011)	94%	95%	95%
student behaviour is well managed at this school* (S2012)	97%	98%	95%
this school looks for ways to improve* (S2013)	99%	98%	98%
this school is well maintained* (S2014)	97%	100%	100%

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Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	100%	100%	97%
they like being at their school* (S2036)	100%	100%	97%
they feel safe at their school* (S2037)	100%	100%	95%
their teachers motivate them to learn* (S2038)	100%	100%	97%
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%	97%
teachers treat students fairly at their school* (S2041)	100%	100%	90%
they can talk to their teachers about their concerns* (S2042)	100%	88%	83%
their school takes students' opinions seriously* (S2043)	100%	88%	93%
student behaviour is well managed at their school* (S2044)	100%	100%	86%
their school looks for ways to improve* (S2045)	100%	100%	98%
their school is well maintained* (S2046)	100%	96%	99%
their school gives them opportunities to do interesting things* (S2047)	100%	96%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	100%	96%	97%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	100%	96%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	92%
students are encouraged to do their best at their school (S2072)	100%	96%	100%
students are treated fairly at their school (S2073)	100%	96%	100%
student behaviour is well managed at their school (S2074)	100%	96%	85%
staff are well supported at their school (S2075)	100%	96%	91%
their school takes staff opinions seriously (S2076)	100%	96%	97%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	96%	89%	97%
their school gives them opportunities to do interesting things (S2079)	96%	93%	97%

* 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

We believe that Parents are an integral part of their child's education. We involve parents by:
- Holding enrolment interviews to understand each child and meet the student's family.
- Teachers walking the Year 1 and Prep students downstairs at the end of each day to provide a chance for parents to meet their teacher if they require.
- Regularly meeting with the school P and C President to ensure there is a strong connection between the P and C and School.
- Holding Working Bees.
- Bi-annual formal Parent Teacher meetings.
- Regular newsletter and assemblies.
- School Facebook page for up to date school events and celebrations.
- Principal and Deputy Principals are available for informal discussions most days before and after school whilst on playground duty.
-Consulting with parents and students when making adjustments to a student's educational program to support their specific learning needs

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Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. At Hermit Park State School a variety of wellbeing programs are provided across year levels. These include sessions with Life Education Van, Cyber safety student and parent presentation, and participation in key community events/weeks such as Camp Quality Day, Day for Daniel, RUOK Day. The

school is also supported by a Student Services team including a Guidance Officer.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	7	11	26
Long Suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Our initiatives include-
- Water tanks on site as part of the school Water Harvesting Program. Hermit Park currently can store over 200,000 litres of water on site.
- A 30ft Comet Windmill on site that can pump up to 6,000 litres of water per day.
- Constant monitoring and adjustment of sprinkler watering systems which includes shutoff during times of extended rainfall.
- Planting of trees on all afternoon sun dominant walls in order to cool classrooms and reduce air conditioner usage.
- Windows open policy and air conditioners off during terms 2 and 3

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	326,355	20,156
2015-2016	338,936	20,174
2016-2017	351,286	8,453

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.**

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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	47	28	0
Full-time Equivalents	41	17	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	5
Bachelor degree	39
Diploma	12
Certificate	0

*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 2017 were $67,000.

The major professional development initiatives are as follows:

- Collegial Coaching
- Planning
- Mentoring Beginning teachers
- Leadership Programs
- Literacy – writing and reading
- Diverse Learners
- First Aid
- Proportional Reasoning
- Age Appropriate Pedagogy

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 89% of staff was retained by the school for the entire 2017.

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Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	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 student attendance rate in 2017 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
2015	95%	95%	95%	95%	94%	95%	93%						
2016	94%	94%	94%	94%	95%	93%	94%						
2017	93%	95%	94%	94%	94%	94%	94%						

*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:
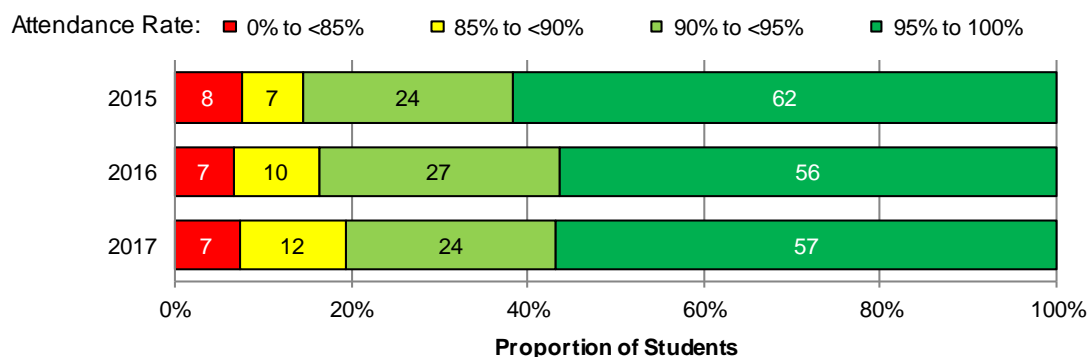
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

During enrolment at Hermit Park State School the importance of attendance and 'making every day count' is made explicit. Regular attendance is encouraged through our safe, supportive environment, engaging teaching and learning, and recognition of high attenders. Our school target for 2017/2018 is a 94% attendance rate.

Roll marking is conducted twice a day. After morning roll marking SMS is sent to a parent by 10am if their student is absent from school without reason. Class rolls and student attendance patterns are also monitored on a weekly basis by the school attendance officer. If a student's attendance is of concern then;
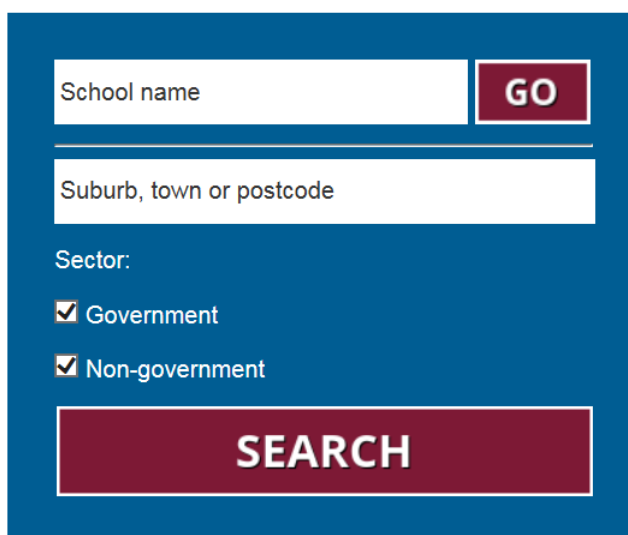
1. Initially the class teacher will contact the student's parents to explain the importance of attendance at school and check if there are any issues the school is unaware of.

2. If absences continue, parents are called by our attendance office.

3. If absences continue, the parent may be sent a letter or be requested to attend an interview with school administration to determine what additional support or options may be required.

4. Finally, if the issue remains unresolved, the school then follows the DET Managing Student Absences and Enforcing Enrolment and Attendance at State Schools policy through Enforcement of Attendance.

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 results.

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