



Finch Hatton State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Finch Hatton State School is a small school located 76 kilometres west of Mackay in the Pioneer Valley. The small school setting gives teachers the opportunity to provide students in Prep to Year 6 with excellent multi-age learning experiences. Our school is part of the Pioneer Valley Cluster Special Needs Unit, which supports us to provide an inclusive school environment for all students. Our curriculum offers authentic learning experiences across all eight key learning areas. We have a strong focus on literacy and numeracy with successful programs running within the school. Visiting specialists deliver our Languages Other Than English, Physical Education and our specialised Arts Program that covers music, media, drama, visual arts and dance. Finch Hatton State School has a special pride within its school community which is reflected in the teaching and learning practices. We endeavour to provide students with an education that is authentic and relevant to today's society. We promote and implement inclusive practices and cater for individual needs of all students. Within our school we encourage all students to strive to continually improve themselves and learn to become successful, responsible citizens of the future. We see ourselves as an integral part of students' support network as we encourage and work closely with parents and family members to provide students with the most effective and positive environment for them to succeed.

This report gives an outline of the 2015 school year including social climate, student performance, etc.

A copy of this report is available in reception of the administration office.

Principal's Forward

Introduction

School Progress towards its goals in 2016

2016 Priorities

Literacy- Writing
Numeracy - Number
Expert Team - Great Teachers Great Results

Things that never Change

Reading every day every night
Every day Counts
Learning every day - every child

In 2016 we continue to ensure that reading, attendance and every child learning every day are embedded within our expectations at Finch Hatton State School. During 2016 we introduced some new priorities in writing, number and expert teaching team. Staff will have opportunities to participate in professional development to enhance the teaching of writing and numeracy. We will continue to embed the Stephanie Alexander Kitchen Garden Program across the whole school. This program has helped student engagement with hands on learning in Literacy and Numeracy and life skills in cooking and gardening.

The Finch Hatton P&C is very active within the school and the community and is a vital and important part of our future success in improvement. The P&C and the school have worked together to produce a school facilities plan for the future development of the school.

Future Outlook

2017 Priorities

Literacy- Writing
Numeracy - Number – quick recall of facts and higher order thinking
Expert Team - Great Teachers Great Results

Things that never Change

Reading every day every night
Every day Counts
Learning every day - every child

Each year we continue to add value to the sharp narrow focus, building upon the priority as a gradual and developmental process.



Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	49	22	27	3	92%
2015*	54	24	30	5	87%
2016	49	23	26	3	81%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Majority of our families are local families who have lived in the Pioneer Valley for a long period of time, particularly our farming community. We have seen a beginning trend of a number of transient families within the community in recent years some of these families move to the area for work in the sugar mill or in the mines. We have a fairly even spread of female/male students at present. We cater for students with special needs, a small proportion of our students fit under this category.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	25	20	18
Year 4 – Year 7		21	16
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

We have developed a Whole School Curriculum Program based on the Australian Curriculum requirements with a two-year curriculum and assessment cycle to cater for Multi-age classrooms. Each classroom caters for a range of student's individual needs and requirements. Our teachers embrace a variety of teaching and learning strategies exploring opportunities for Explicit Instruction and Enquiry Based Learning. The children have opportunities to be involved in a variety of learning styles across our extra-curricular activities including the Stephanie Alexander Kitchen Garden Program.

Co-curricular Activities

At Finch Hatton we provide a wide range of learning opportunities, both within our everyday curriculum and also our extra-curricular activities:

We provide an authentic, integrated and inclusive curriculum across all year levels with a strong focus on literacy and numeracy. Across the whole school we have implemented a routine of literacy and numeracy blocks of learning to maximise the best learning times of the day. Our early year's program has a strong focus on speaking, listening and reading which carries through into the middle and upper years. Teachers plan engaging lessons which promote positive learning experiences.

As we have a new science/art classroom we have a refreshed approach to Science/Art teaching and learning in our school.

The Arts, HPE and LOTE specialists visit our school on a weekly basis to teach these areas of the curriculum.

Middle Phase Initiative – Stephanie Alexander Kitchen Garden Program (Hands on cooking and gardening program to promote and improve literacy and numeracy skills)

Playgroup is held weekly at the school and we love having new families come along to meet our children and staff. The playgroup is run by our prep teacher aide and prep teacher. The junior class also participate in playgroup.

Students have the opportunity to enter a wide range of local, state and national competitions for many KLAs.

Students have the opportunity to be a part of our Student Representative Group and Student Leaders program who regularly are involved in fundraising and other events in the community.

Students have the opportunity to be a Captain or Vice-Captain for school leaders and in our Sporting Teams.

Students have the opportunity to be involved in sport at local, regional and state level.

Our Arts teacher runs an art/music club at lunch times in the first semester of the year and a school choir club in the second semester. This gives students extra opportunities to participate in specialist activities.

Students in Years 5/6 attend a Sydney/Canberra School Camp every two years with other small schools in our area. In 2006 we took our students in year 3-6 on camp to Brisbane, where they engaged in a huge variety of educational programs. Some of these included Art Gallery, Museum (Dinosaur Discovery Tour), Planetarium, Outback Spectacular, Sea World, Australia Zoo, Parliament House and Lego Education Centre.

Students in the upper school have the opportunity to be involved in the local public speaking competition and many have been successful in reaching the next level of the competition.

How Information and Communication Technologies are used to Assist Learning

Students access the computers on a daily basis and utilize a variety of software. All computers have access to the Internet, Email, all Microsoft programs and specific software for many Key Learning Areas e.g. Maths, English and Typing Skills. The Lower class has a class log-in and password, while the Middle and Upper class students have their own personal log-ins and passwords for our network and Internet access. Internet and email access is supervised very closely and is encouraged particularly for research purpose.

We have also adaptive technology for students with disabilities, including a larger keyboard and arm support. We have four interactive whiteboards within the school in each of the main teaching and learning areas. Each classroom is able to access quality and up to date learning opportunities on a daily basis. We also have two data projectors and screens in the library.

Each class teacher has a digital camera which is used in the classrooms for teaching and learning. We also have one ipad and three ipods, one ipod nano and a stereo which can be utilised for a listening post for stories. The ipad and ipods also have a range of educational programs to enhance learning and can also connect to a devise to assist with your running style by tracking the sounds of your feet when running. We have a web cam and flip video camera which enables us to engage with students at other schools.

Social Climate

Social Climate

Overview

At Finch Hatton School we use the Responsible Behaviour Plan which is consistent with schools across the state. All staff, parents and students are clearly aware and understand each step in the process. We have an effective system for reporting behaviour across our school. We promote an environment that considers the social and emotional attributes to all individual students. We have whole school rules that are linked to our motto - Strive to Succeed. We implement a Values Program throughout the school to assist students in building self-confidence, resilience and strategies to deal with school life. We are continuing to research a variety of it is expected that members of our school community will conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. We have a no tolerance to bullying approach at Finch Hatton and students and staff are expected to comply with the school rules. In the rare occasion that bullying may occur, the children are encouraged to speak with an adult (teacher, parent, school chaplain) and report the incident. Bullying is taken seriously and all members of the school team are expected to obey the school STRIVE rules.

Safety - be safe at all times

Teamwork - be cooperative with others

Responsibility - act responsibly

Individuality - respect all as individuals

Value Property - value school, self and others' property

Effort - 100% effort 100% of the time

A supportive environment occurs in the presence of fair but firm procedures. The Responsible Behaviour plan for students sets clear expectations of behaviour and is aimed at fostering our core business of teaching and learning without threat to safety or harassment.

The school's Behaviour Management Program focuses on supporting students and teachers in working collaboratively to develop relevant, worthwhile programs to help students before problems manifest themselves.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	80%
this is a good school (S2035)	100%	100%	80%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	80%
their child is making good progress at this school* (S2004)	100%	100%	60%
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%	60%
teachers at this school motivate their child to learn* (S2007)	100%	100%	80%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	80%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	88%	91%	100%
they like being at their school* (S2036)	100%	83%	94%
they feel safe at their school* (S2037)	100%	83%	100%
their teachers motivate them to learn* (S2038)	100%	92%	94%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	91%	76%
they can talk to their teachers about their concerns* (S2042)	100%	91%	94%
their school takes students' opinions seriously* (S2043)	100%	92%	89%
student behaviour is well managed at their school* (S2044)	88%	92%	89%
their school looks for ways to improve* (S2045)	100%	100%	89%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	83%	83%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	86%
student behaviour is well managed at their school (S2074)	100%	100%	86%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

At Finch Hatton, parents and community members are valued greatly. All are encouraged to come into the school to see our progress and to be a part of special occasions such as culminating days, sports days, multicultural festivals and award ceremonies. We have parent and community helpers come in on a daily basis for a wide range of activities including volunteering for tuckshop, reading, maths, art and athletics.

The parents, students and staff work together and are involved in many community events, including special celebrations such as the very successful School Centenary Celebrations held Easter 2009. Other examples include Pioneer Valley Show, ANZAC Day March and readings, local competitions and ceremonies.

Parents and community members are well informed via our weekly newsletter. We have been leaving copies at the local Post Office and Shop for the reading by our community members who do not have students at our school but are part of our wider School Community. This has been very popular and positive comments and extra community assistance and support has been received.

All teachers have an open door policy and welcome the opportunity for parents to discuss and to actively participate in their child's learning process on a regular basis. Parent teacher interviews can occur at any time and are particularly encouraged around report time for teachers to show work samples and personal achievements of their child. Parents also receive written reports at the end of each semester.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our School ensures that we deliver key messages and support programs to our students to focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

Our school annually hosts the Safety Circus held by Queensland Police Service, this is delivered in a fun and interactive show for the children at Finch Hatton SS and the cluster of Small Schools in our area.

We have a School Chaplain who works two days a week, she organises a breakfast club and fun lunchtime games and support in the classroom as required.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	1	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school has installed solar panels on our main building to help reduce our environmental footprint. We have installed and use the rain water tank for the vegetable garden therefore reducing water consumption. The children are educated and involved in recycle, reduce and reuse strategies within the school context. We are a Reef Guardian School and also participate in the Stephanie Alexander Kitchen Garden Program. These two programs help build awareness for sustainable living and conservation for the future.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	48,521	214
2014-2015	48,235	649
2015-2016	35,597	1,092

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	8	7	<5
Full-time Equivalents	5	3	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	8
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$3,588.

The major professional development initiatives are as follows:

Staff were involved in Stephanie Alexander Kitchen Garden Program Training, Reading and Literacy PD, NAPLAN writing, Budget training, Principal Leadership, Administration training, Special Needs, Beginning Teacher Mentoring Program. Additionally Code of Conduct, Student Safety and First Aid Certificates for all staff members. Cleaners training for the Cleaner and Admin Officer.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	90%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	88%	93%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

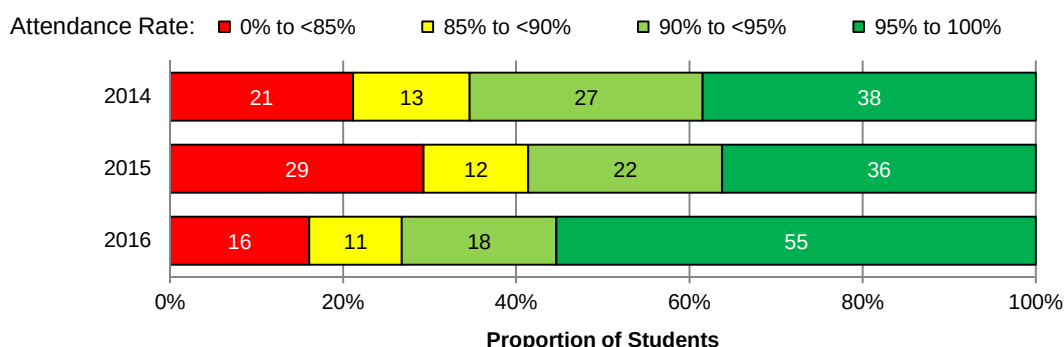
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	95%	93%	93%	95%	79%	92%	88%					
2015	92%	94%	92%	92%	86%	89%	88%						
2016	95%	93%	93%	97%	91%	91%	93%						

*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 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.

Classroom teachers mark the electronic roll twice a day, once first thing in the morning and then after the afternoon tea break. The Administration Officer checks one school for absent students and contacts parents straight away either by phone call or text message.

Parents are contacted and encouraged to communicate with the school when a student is absent from school. A decision is made about whether a reason offered to explain an absence is satisfactory. A reason will be considered satisfactory if it identifies the absence as an allowed absence. Allowed absences are absences from school for up to 10 days due to illness and absences from compulsory participation allowed under the requirements of the student's eligible option. Professional judgment is exercised when deciding whether other types of reasons offered to explain an absence are satisfactory and the following are taken into consideration:

- a student's past attendance record;
- the student's particular circumstances; and
- any school policies related to attendance developed in consultation with the school community.

Where a reason given is not satisfactory, the parents of the student are informed, unless it would be inappropriate in the circumstances to do so. Absences for which a satisfactory reason has been provided are considered explained absences, and the student's enrolment in compulsory schooling or compulsory participation is viewed as continuous. An absence for which a satisfactory reason has not been provided is considered as unexplained.

National

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

Suburb, town or postcode

Sector:

☒ Government

☒ Non-government

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.

As at 3rd February 2017. The above values exclude VISA students.

