Principal's foreword

Introduction

The Hatton Vale State School Annual Report is a document reporting on our school’s activities and celebrations for the 2011 school year. This report demonstrates the successes that can be achieved when a school community works together to provide quality education for its students. Key directions for the school in 2011 were:

Raising the bar by improving the learning outcomes for every student, in every classroom, every day.

Implementing the core priorities of Education Queensland’s Improvement Agenda – United in Our Pursuit of Excellence.

Raising awareness of the content and pedagogical knowledge required to successfully implement the National Curriculum in English, Mathematics and Science in 2012.

Building a quality professional learning community of teachers that shares, researches and celebrates best practice in teaching and learning for all students.

Improving community perceptions of the school through modelling and fostering positive parent, student and staff relationships.

School progress towards its goals in 2011

Successes and achievements included:

Academic: Year 7 students won the Cluster Technology Challenge at Laidley State High School

Social: A school-wide Code of School Behaviour with four expectations that are explicitly taught.

Sporting: Students gained various sporting achievements at district, regional and state level.

Music: Successful performances at local shopping centres and regularly on Assembly and at formal ceremonies.

Professional Recognition: Our Prep Teacher, Mrs Norris, was awarded a NEiTA Award for excellence in Prep teaching.

Facilities: The new library and sports hall were completed using BER funding.
Future outlook

Planning and preparing for implementation of ACARA in 2012 using C2C units.

Conducting Quadrennial School Review in 2012 (QSR) and preparing for our Curriculum, Teaching and Learning Audit (2012)

Improving whole school implementation of the teaching of Reading, Writing and Spelling through targeted Professional Development, an explicit Improvement Agenda, School-based Coaching and a focus on Explicit Instruction and quality feedback.

Improving the integration of ICTs in all Learning Areas through employing an eLearning Facilitator and ICT Technical Support and increasing the number of teaching staff with the Digital Pedagogical Licence.

Implementing pedagogical practices that are challenging, inclusive, that engage boys, indigenous students and students with disabilities.

Continue to build positive relationships with the school community by introducing parent liaison officers and promoting successes in the local media and on the school website.

Preparing for the Flying Start Agenda with a focus on key junctures to build school enrolment numbers in the Early Years with the commencement of Playgroup, an Early Childhood Development Program and Kindergarten.
Hatton Vale State School is a co-educational primary school catering for the needs of students from Prep to Year 7. In 2012 the first kindergarten cohort commenced at Hatton Vale.

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>381</td>
<td>180</td>
<td>201</td>
<td>87%</td>
</tr>
</tbody>
</table>

**Characteristics of the student body:**

Our student enrolment is stable at 400 students in a lovely, rural setting at the entrance to the Lockyer Valley in South-East Queensland. The Lockyer Valley is experiencing significant growth as part of the general population growth in South-East Queensland. Hatton Vale is located less than an hour from Brisbane, thirty minutes from Ipswich and forty-five minutes from Toowoomba. The local area offers affordable housing with medical services and a large Woolworths less than five minutes away at Plainland. There are several smaller schools in the local area including Thornton, Lockrose, Forest Hill, Lake Clarendon and Kentville. Hatton Vale is the second largest school in the area after Laidley District State School. We pride ourselves on being large enough to offer a diverse range of activities and experiences, but small enough to know the names of all of our students.

Some of the students at Hatton Vale State School reside in the local area, but many students travel on local buses from Laidley. There is a growth in the number of new families moving to the area along with other families with generations residing and attending the local school. The student population is inclusive and caters to the diverse needs of the students including Aboriginal and Torres Strait Islanders, Children in Care and Students with Disabilities.

**Class sizes – Proportion of school classes achieving class size targets in 2011**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24.1</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.9</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td></td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Our Explicit Improvement Agenda has a strong focus on the explicit teaching of Reading with the support of our Special Education Teacher, Support Teacher Literacy and Numeracy and additional teacher aides.

Throughout 2011, all staff worked collaboratively with Regional Personnel to review, refine and implement a new Code of School Behaviour with a focus on four expectations – Being a Learner, Being Safe, Being Responsible and Being Respectful.

Students in Year 6 participated in the Peer Skills Program in preparation for leadership roles in 2012.

Hatton Vale State School has a very strong sporting program with success at District, Regional and State levels and also is the only school in our cluster that participates in the Metropolitan West Interschool Sports Program in Ipswich.

The school grew its music program with the establishment of a junior and senior choir and school band.

Our gifted and talented students participated in, and won, the Laidley State High School Technology Challenge.

Extra curricula activities

* District and Regional sports representation in a range of sports swimming, athletics, golf, rugby league, soccer, netball and State Representation in golf.
* The Premier’s Reading Challenge and the Ipswich Literature Festival Celebrations during Book Week
* The Royal Agricultural and Gatton Show for displaying of artistic works.
* Transition to Secondary School Program with Laidley SHS and Lockyer District SHS
* Years 6 and 7 Canberra trip

How Information and Communication Technologies are used to assist learning

The ratio of students to computers was improved to 8:1. With the installation of electronic whiteboards in every classroom, embedding ICTs became an integral component of the teaching and learning program. An ICT teacher was employed to support the integration of ICTs in the curriculum and to engage students in travel buddy projects with other countries.

With the preparation for the implementation of the National Curriculum in 2012, all teachers worked towards their ICT Certificate. The P&C donated funds to support the purchase of computers and printers for the new library. New colour printers were installed in teaching blocks to enable teachers to develop quality resources for the classroom.
Our school at a glance

Social climate

In 2011, the school had a renewed focus on setting high expectations for behaviour to enable all students to learn in a safe, supported school environment. Previous school data indicated that parents were not satisfied with the behaviour of students at school or that students were treated fairly. Parents also felt their children were not safe at school. This was a major concern for our school community. We implemented our four school expectations and a new process for recognition of positive behaviour and consequences for inappropriate behaviours. The former included weekly awards at Assembly, whole school Rewards Day, phone calls to parents. The latter includes an eight-step process that is consistent across the school from Prep to Year 7. Inappropriate behaviours such as disrespect, being unsafe, verbally or physically assaulting other students are not tolerated and will lead to withdrawal to buddy class, referral to reflection room or suspension. Restorative justice principles underline our strategies for dealing with students who make poor choices. Staff are supported by the Deputy Principal and Principal for any major incidents. We pride ourselves on supporting our staff and students and communicating openly and honestly with parents and carers. Some students are on daily behaviour tracking sheets to monitor behaviour and to keep parents informed on daily behaviour choices.

Our focus is on explicitly teaching students our behaviour expectations and strategies such as high-5, through daily behaviour lessons, modelling expectations and in-class rewards’ systems. All teaching and non-teaching staff recognise the important role they play in modelling, teaching and rewarding high expectations for every student, every day. All staff received professional development in the Essential Skills for Classroom Management and many teachers worked alongside Regional Behaviour Advisory Visiting Teachers to improve their classroom management strategies. Further support is provided by our Guidance Officer, Special Education Teachers and Support Teacher Literacy and Numeracy along with the school chaplain to assist students in getting back on track.

In 2011, we introduced the peer skills training program for students in Year 6 in preparation for leadership roles in 2012. Students below are developing a range of strategies Two facilitators trained and supported by Lifeline Community Care will provide the training over two days. The purpose of the training is to develop personal strengths within the participants such as self-understanding and the fostering of positive supportive relationships, as well as cultivate greater competence in problem solving, conflict resolution, goal setting and goal achievement. Topics covered in the program include:

- Values and attitudes
- Listening and responding
- Problem solving
- Identifying individual strengths and self care
- Exploring helping services in the local community.
Our school at a glance

Parent, student and teacher satisfaction with the school

Students in the school are very happy with the way computers are used for learning and access to computers in the school. They are also happy with the variety of activities and what they are learning in the school. However, students are dissatisfied with the behaviour of students in the school and with the way they are treated at the school. Similarly, students are also dissatisfied with the school grounds.

Parents are most satisfied with the curriculum and parent-staff relationships. Parents are least satisfied with the school climate and resources despite a large proportion of the school budget being spent on Literacy, in particular, Reading resources in 2011.

Staff satisfaction is above the state and like school mean in satisfaction with school facilities, in particular, the maintenance of school facilities. Hatton Vale staff are on a par with state and like schools in their relationships with other staff; access to quality PD; and managing the different things you have to do in this school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>41%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>53%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>48%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>69%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>50%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

Parent information nights are held every year in every class in the first three weeks of the year. Parent / teacher interviews are conducted twice a year and are designed to keep parents informed on the progress of their child / children. Parents are regularly invited to school to view and celebrate student learning, including every Friday to our weekly assemblies.

Parents are involved in our school programs and assist teachers with activities such as our swimming and sporting programs, classroom reading and mathematics activities, group rotations, excursions, art and other activities. They support students in intensive interschool sporting activities, sports carnivals, school banking, tuckshop and uniform shop and through numerous fundraising endeavours. Several important community events were celebrated including Under 8’s Day, ANZAC Day, Education Week performance and display at Plainland Shopping Centre, Book Week and the Official Opening of the BER sports hall and library.
Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.
Hatton Vale State School attempted to reduce its environmental impact through various programs implemented both as part of the curriculum and at an administrative level. Teachers led curriculum-based activities such as growing vegetable gardens on the school grounds in both the Prep and Special Education Programs. The school also has solar panels installed through the successful Solar Schools Grant Program and has installed water tanks next to every building to recycle water for our wonderful school grounds. Our School’s Officer has considerably enhanced the extensive school grounds by planting native trees and shrubs.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>879</td>
<td>909</td>
</tr>
<tr>
<td>2010</td>
<td>93,950</td>
<td>829</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-99%</td>
<td>10%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>28</td>
<td>16</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25</td>
<td>10</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>23</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $21682.

The major professional development initiatives were as follows:

- Implementation of the whole school English, Mathematics and Science Programs using assessable elements and developing judgement guides in assessment, moderating students, work samples and using standards in student evaluation.
- A consistent approach to the teaching of Reading through Professional Development in the First Steps in Reading and training as a facilitator for the Deputy in the First Steps in Writing.
- The development of a whole school assessment and reporting framework with training for staff in implementing monitoring instruments and data entry on OneSchool.
- Awareness-raising of the Australian curriculum was undertaken in preparation for implementation in 2012 of English, Mathematics and Science.
- Teachers in Years 4 to 7 attended the Science Sparks professional development program and had mentors modelling Science lessons in their own classrooms.
- All teaching staff participated in professional development in using their interactive whiteboards and completed the requirements of the ICT Certificate.

The proportion of the teaching staff involved in professional development activities during 2011 was 80%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff was retained by the school for the entire 2011 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/](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 says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Rate Distribution Chart]

Description of how non-attendance is managed by the school

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
</tr>
</tbody>
</table>
Performance of our students

Non-attendance is managed 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 provided to class teachers weekly and returned to administration for recording One School. Rolls are marked by class teachers daily. Parents are required to sign students in and out through the office when arriving late or leaving school early. Excessive absenteeism is followed up by a member of the leadership team. Weekly printouts are provided to the leadership team who make follow-up phone calls and letters in line with DET policies.

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/](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.

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 performed at or higher than non-Indigenous students in the Years 3 and 5 NAPLAN test in all areas. Indigenous students’ attendance is below that of non-Indigenous students.