

Homestead State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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This report is produced by the School Principal to meet the school's reporting obligations to the Queensland and Australian Governments

School Overview

Homestead State School is situated seventy-five kilometres west of Charters Towers on the Flinders Highway in North Queensland. Our school is a small school and services a community of approximately 100 people. The school was established in 1893 and continues to offer a range of learning experiences. Homestead State School delivers an integrated curriculum in a multi-age classroom for students in Years Prep through to Year 6. Literacy and Numeracy is the core of our curriculum and is embedded and integrated across all Key Learning Areas. Homestead State School's focus is to develop in our students the attributes of life-long learners. We would like them to: participate as active and informed citizens in society, effectively communicate, productively use information and information systems, and be adequately equipped with skills for life.

Principal's Foreword

Introduction

Homestead State School was opened in 1893 and is located approximately 205 km from Townsville with a population of approximately 100 people. Homestead State School has developed a strong and creative school climate. We have a strong community partnership and highly value our volunteers.

Homestead State School provides a differentiated, needs driven curriculum, to achieve maximum outcomes for every student.

Curriculum development is aligned with the Australian Curriculum in English, Mathematics, Science and History as well as ensuring we align with the QCAR (Queensland Curriculum and Reporting Framework) for other key learning areas.

Homestead State School is the hub of our local community. Parents and community members are actively involved in other special events such as unit culminating activities, ANZAC Day ceremony, Under 8's Day, Presentation evenings and various sporting events.

Homestead State School is committed to the Dalrymple Alliance. The Dalrymple Alliance is a cluster of small schools which believes that there are many advantages to being educated in small rural multi-age schools, as we believe in working to produce the best outcomes for the students.

Homestead State School aims to maximise the quality of our teachers by training all staff to perform key roles. A high percentage of our budget is allocated for staff professional development. Our teachers set high standards for our students, clear criteria and standards to judge and assess students' work.

Homestead State School is a leader in the field of incorporating technology across the curriculum. Currently we are maintaining our one-to-one student computer ratio. This report contains an overview of the school's profile and curriculum offerings. Data relating to teacher qualifications and retention of staff are also included.

Throughout 2016, our students participated in many events including hosting Under 8's Day, cluster sports days and interschool sports days.

School Progress towards its goals in 2016

In 2016 Homestead State School received \$5,700 'Investing for Success' funding. This additional funding was directed at improving student outcomes.

Strategies implemented by this school included:

- Purchase additional teacher aide hours to support teachers in the effective implementation of explicit reading pedagogy
- A systematic approach to early and ongoing intervention
- Implemented professional development for all staff to build capacity in the teaching of writing

Priority	Progress made
Implementation of Australian Curriculum	<ul style="list-style-type: none"> * Staff continued to embed the Australian Curriculum using C2C units in Mathematics, English, Science, Geography and History. * Staff implemented the Australian Curriculum using C2C units in Civics and Citizenship and Economics. * Staff began planning discussions regarding the implementation of Health and Physical Education using C2C units.
Improve outcomes in English, Mathematics and Science	<ul style="list-style-type: none"> * Implemented individual target setting as a whole school strategy and displayed. * Learning walls were implemented across English, Mathematics and Science. * Data walls which highlighted student achievement in reading, sight words and level of achievement in all learning areas. * Developed and implemented a data driven curriculum that promotes a culture of high expectations for all. * Developed and implemented a systematic approach to intervention and support for students with learning difficulties. * Developed and implemented systematic approach to the analysis of data to ensure quality approach to teaching and learning were applied. * Additional teacher aide hours were purchased to support the school reading program.
Increase professional learning and capabilities	<ul style="list-style-type: none"> * All school staff engaged with the Developing Performance Framework process.
Improve Attendance	<ul style="list-style-type: none"> * Implemented culture of high expectations and commitment to education.

Future Outlook

Every Student Succeeding State Schools Strategy 2017-2021

- *Collaborative Empowerment*
- *Successful Learners*
- *Teaching Quality*
- *Principal Leadership and Performance*
- *School Performance*
- *Regional Support*
- *Local Decision Making*

NQR Priorities 2017

- *Build Principal and other Leaders' instructional leadership*
- *Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum*
- *Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.*

Key Priorities 2017

- *That 85% of students achieve a "C" or higher in English, Maths and Science in every year level.*
- *Consolidation of the Australian Curriculum (AC) with completion of Whole School Curriculum Plan*
- *Build staff capacity in teachers and leaders in collaborative inquiry through collective monitoring of student learning and co-plan, co-teach, co-reflect & co-assess cycles*
- *Build staff capacity in the explicit teaching of reading and spelling*

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	12	5	7	3	69%
2015*	10	3	7	3	100%
2016	8	3	5	3	80%

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

The students enrolled at Homestead State School consist of a range of indigenous (33.3%) and non-indigenous (66.6%) families coming from rural and remote locations. Families' main occupations derive from mining and farming sectors. There are no children with English as an Additional Language or Dialect. 80% of parents of students attending the school perform roles on the P & C Committee.

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	5	10	8
Year 4 – Year 7			
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

Homestead State School offers a rigorous curriculum that is based on the Australian Curriculum and the QCAR Essential Learnings. Literacy and Numeracy have a 2 hour block each day and teachers use online learning experiences to cater to the needs of individual students. Learning experiences are delivered in small groups or individual sessions and groupings are reflective of the student's learning needs and styles. A whole school approach towards emotional and social development based on the Bounce Back program has been implemented and focused lessons on a wide range of topics are delivered each week. Students in Years 5 and 6 have to opportunity to learn LOTE (Languages Other Than English) which is Japanese.

Extra curricula activities

- Aborigine For a Day workshop
- Annual Book Fair
- Author visit – Phil Kettle
- ANZAC Day Commemorative Service
- Bounce Back Social Skills Program
- Cupcakes for a Cure fundraising
- Dalrymple Cluster Sporting events: cross country, soccer, athletics and swimming carnivals
- Gardening Club
- Individual and collective participation in local shows and competitions
- Musica Viva performance
- Recycling program
- Remembrance Day Commemorative Service
- Sporting Schools – a program is delivered by qualified coaches for 8 weeks each term.
- Student Council
- Swimming coaching in Terms 1 and 4
- Tennis coaching in Terms 2 and 3
- Co-curricular Activities

How Information and Communication Technologies are used to Assist Learning

- Teachers include elements of online learning to support all subject areas.
- 1-1 ratio of laptops, ipads and digital cameras.
- LOTE is offered via online learning through Distance Education.
- Learning areas are equipped with interactive whiteboards and data projectors.
- Access to online learning platforms including Mathletics, Spelladrome and Reading Eggs.

Social Climate

Overview

Homestead State School has a dedicated and enthusiastic staff who work hard to improve student learning and positive outcomes for all students. The school works in close collaboration with support specialists including the Guidance Officer, Speech Pathologist, and other key educational support staff to enable the best support for our students. We have a supportive and happy atmosphere at our school and students feel safe and enjoy coming to school.

Our school chaplaincy program has continued in 2016 and he visits the school on two days each week, for support, guidance and pastoral care for staff, students and community members. Bullying and unfair treatment of others is not tolerated at Homestead State School. Our Responsible Behaviour Plan for Students is strictly adhered to and students are able to clearly articulate the behavioural expectations of our school. Students express that they feel safe at our school and are happy to attend school each day. Homestead State School is the hub of our community.

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)	67%	100%	100%
this is a good school (S2035)	67%	100%	100%
their child likes being at this school* (S2001)	33%	80%	100%
their child feels safe at this school* (S2002)	67%	80%	100%
their child's learning needs are being met at this school* (S2003)	67%	100%	100%
their child is making good progress at this school* (S2004)	67%	100%	100%
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%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	67%	100%	100%
teachers at this school treat students fairly* (S2008)	33%	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)	67%	100%	100%
this school takes parents' opinions seriously* (S2011)	67%	100%	100%
student behaviour is well managed at this school* (S2012)	67%	80%	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)	DW	DW	100%
they like being at their school* (S2036)	DW	DW	100%
they feel safe at their school* (S2037)	DW	DW	100%
their teachers motivate them to learn* (S2038)	DW	DW	100%
their teachers expect them to do their best* (S2039)	DW	DW	100%
their teachers provide them with useful feedback about their school work* (S2040)	DW	DW	100%
teachers treat students fairly at their school* (S2041)	DW	DW	100%
they can talk to their teachers about their concerns* (S2042)	DW	DW	100%
their school takes students' opinions seriously* (S2043)	DW	DW	100%
student behaviour is well managed at their school* (S2044)	DW	DW	100%
their school looks for ways to improve* (S2045)	DW	DW	100%
their school is well maintained* (S2046)	DW	DW	100%
their school gives them opportunities to do interesting things* (S2047)	DW	DW	100%

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%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	86%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	100%	86%	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%	86%	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

Homestead State School has a proactive and supportive P&C and a wonderful community support. This is clearly evident by the number of parents and community members who regularly attend P&C meetings at the school. The school continues to promote open communication channels with parents and community members via school/home phone calls, email, update flyers and monthly community newsletters.

Parents are encouraged to visit the school on a scheduled or unscheduled basis. Comprehensive student reports are issued each semester and parent/teacher interviews are scheduled in the middle of each semester or on request from parents or teachers. All parents and community member volunteers continue to be welcomed at Homestead State School and require no encouragement to volunteer. Various events and processes that have provided opportunities for parents and community members to participate at various levels include:

- * Social events such as parent luncheons, unit culminating activities.
- * Assemblies
- * Interschool Sports Days
- * School camps
- * P&C Meetings
- * Sharing of expertise
- * Improvement in school grounds
- * Annual Presentation Evening
- * ANZAC Day and Remembrance Day Services
- * School Vegetable Garden

Respectful relationships programs

Our school has implemented the 'Bounce Back Social Skills Program' with targeted focus lessons linked to the school behaviour expectations and by identifying patterns of student behaviour in the classroom and playground.

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	2	0	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

Homestead State School makes a concerted effort to reduce the usage of electricity within our school. We turn off the lights and air conditioners when not in the classroom. Air conditioners are mainly used in term one and four. The decrease in electricity consumption is based on the effective use of different teaching spaces within the school.

We have bore water and rain water tanks to supply the school with water. We have sprinklers on a timer and taps are connected to a 20 minute shut off valve to ensure water is not wasted. Our school participates in a range of environmental activities and projects including recycling aluminium cans for the community, Clean Up Australia Day, composting, vegetable gardening, worm farming, bokashi fertilizer, mulching and collecting waste. We have introduced a native bee hive into our school environment to help promote ecological stability within our community.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	18,818	0
2014-2015	18,251	
2015-2016	18,053	

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

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 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	2	4	0
Full-time Equivalents	1	1	0

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	2
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 \$10143.43

The major professional development initiatives are as follows:

- * Principal conferences
- * Curriculum Planning Days
- * 7 Steps in Writing Training
- * Phonemic awareness training
- * Speech language and development training

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.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 0% 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).	88%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	96%	95%

*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	DW	DW	89%	DW	92%	76%		88%					
2015	90%		DW	93%	DW	DW							
2016	DW	88%		DW	93%	DW	DW						

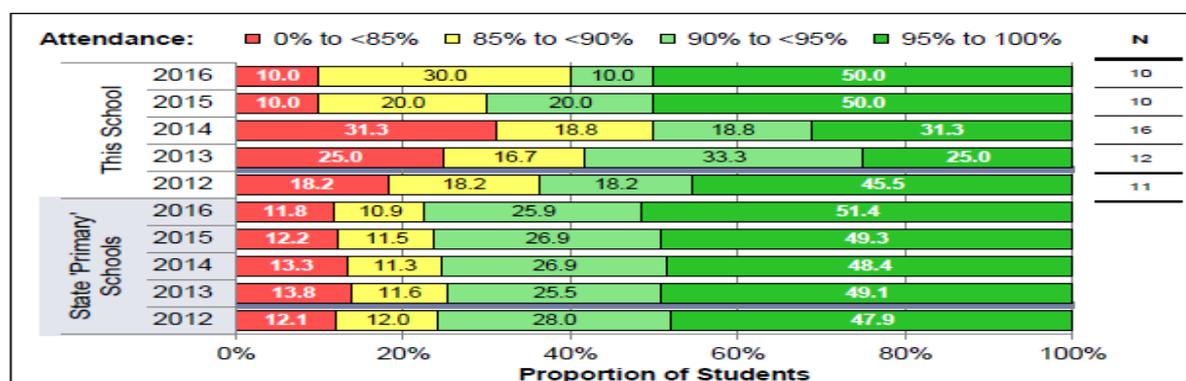
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate Range (Semester 1)



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.

At Homestead State School, rolls are marked in the morning and after second lunch. Parents are required to notify a staff member, before or within two days of the student's absence. Homestead State School follows DET policies in Managing Absences. Homestead State School has implemented a program which runs each term. Students who attend school each week without an absence will be given a star on the attendance chart. Each star represents one activity and at the conclusion of each term, students participate in the number of activities equivalent to their number of stars. Students who do not attend all activities spend focus time with the teacher to develop in areas that they have missed due to their absences.

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

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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.