



Hermit Park 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



## Contact Information

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Webpages: Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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Contact Person: Natalie Taylor - Principal

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## School Overview

Hermit Park State School is a proud Independent Public School. Situated in the suburb of Hyde Park, adjacent to Hermit Park, it is just three kilometers from the Townsville CBD.

Established in 1924, today Hermit Park caters for over 690 students from Prep to Year 6 and is recognised as an innovator in Information Communication Technology (ICT) and for its environmentally sustainable practices.

Our dedicated and experienced teaching staff take pride in presenting the curriculum in an integrated, innovative and inspiring way with a view to helping students achieve their personal best. A dedicated infant campus enables us to tailor the learning environment specifically to meet the needs of our younger students.

We are also supported by a terrific community which enables us to offer a range of fun filled events during the year including Under 8's day, Easter bonnet and Book Week parades, athletics carnivals and Graduation Day.

## Principal's Foreword

### Introduction

This report provides a summary of our achievements and progress in 2016 and our planned aspirations for 2017. It provides information on school curriculum, staffing, parent involvement, student performance and our safe and supportive learning environment.

### School Progress towards its goals in 2016

Our two goals for 2016 included-

- A. Reading – implement the gradual release model in relation to Reading. Move school from Independent to Interdependent practice.
- B. Writing – Develop whole school approach to writing. Collaboratively develop a theoretical underpinning to the teaching of Writing and begin implementing a whole school approach to Writing.

2016 Key Actions	Summary of Progress
Implement a consistent, process-based approach to the teaching of <b>Writing</b>	New Writing program developed based on key research of Michael Halliday (systemic linguistic model) and the work of Beverley Derewianka (approximation of control over genre).

Develop whole school curriculum planning including HPE, LOTE (French) and Implement whole school assessment folios which include summative assessments for all subjects.	Consistent approach to whole school planning across KLA's implemented including dedicated planning time for year teams to align learning with assessment expectations.
Implement Student Services intervention program and document utilising 'Student Plan'.	Student Services team formed and processes embedded to support referrals and case management
Implement Proportional <b>Numeracy</b> pedagogical practices in collaboration with University of Sydney	Staff professional development delivered by Professors Geoff and Annette Hilton.
Implement Investing For Success program which aims to increase <b>reading</b> results across the school.	Investing For Success funds dispersed and significant improvement in P-3 reading data.
Implement Age Appropriate Pedagogies in collaboration with Education Queensland and Griffith University.	Prep and leadership staff participated as lead pilot school in Age Appropriate Pedagogies and presented at Symposium.
Participate with 8 Townsville schools as part of a Professional Learning Community to discuss Pedagogical practice.	Engaged in collegial practices as a part of inter school learning community leading to External Moderation introduction in 2017.

### Future Outlook

In 2017 our explicit improvement agenda includes;

#### Reading and Writing Improvement

- LOA Data (English) – 85% of students A-C
- Reading – 85% of students at or above age-appropriate levels in Reading  
- 85% of students at A-C English term LOA data
- Writing – 80% of students at A-C English written summative task

Key Action: Embedding of new Writing program and continued case management of Reading.

#### Improvement in U2B

- NAPLAN U2B Numeracy: Year 3 – 45% Year 5 – 35% (orange to green)

Key Action: Numeracy Professional Learning Community leading implementation of proportional numeracy in curriculum and classrooms.

#### Quality Teaching & Learning

- Age-Appropriate Pedagogies –100 % teacher involvement across P-1
  - Collegial Coaching – 100% of teaching staff engaged in Collegial Coaching
- Key Action: Expansion of AAP to include Year 1 and continued staff development through collegial coaching.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	623	296	327	48	91%
<b>2015*</b>	645	318	327	45	96%
<b>2016</b>	685	331	354	45	94%

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

Hermit Park State School is an inclusive school, catering for students from a range of backgrounds. This includes approximately 8% Indigenous students and 3.5% 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 and cater for the needs of all students within our catchment zone.

### 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	23	24	23
Year 4 – Year 7	25	28	25
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

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 as a Microsoft Partner school.

### 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.
- 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 – 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 in year 6 and participate in many field trips including Charters Towers, The Strand and Reef HQ.

### How Information and Communication Technologies are used to Assist Learning

Our school is very proud to be recognised as one of one hundred and fifty schools worldwide recognised in the world as a 'World Microsoft Showcase School'. 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:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	99%	98%
this is a good school (S2035)	100%	99%	98%
their child likes being at this school* (S2001)	100%	97%	98%
their child feels safe at this school* (S2002)	100%	100%	98%
their child's learning needs are being met at this school* (S2003)	100%	96%	94%
their child is making good progress at this school* (S2004)	100%	96%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	100%	98%
teachers at this school motivate their child to learn* (S2007)	100%	97%	98%
teachers at this school treat students fairly* (S2008)	96%	99%	98%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	98%
this school works with them to support their child's learning* (S2010)	100%	96%	96%
this school takes parents' opinions seriously* (S2011)	100%	94%	95%
student behaviour is well managed at this school* (S2012)	98%	97%	98%
this school looks for ways to improve* (S2013)	100%	99%	98%
this school is well maintained* (S2014)	100%	97%	100%

#### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
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%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	94%	100%	88%
their school takes students' opinions seriously* (S2043)	94%	100%	88%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	96%
their school gives them opportunities to do interesting things* (S2047)	94%	100%	96%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	100%	100%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	100%	100%	96%
staff are well supported at their school (S2075)	100%	100%	96%
their school takes staff opinions seriously (S2076)	100%	100%	96%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	100%	96%	89%
their school gives them opportunities to do interesting things (S2079)	100%	96%	93%

\* 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.
- Conducting school parades and classroom open days at the end of a day close to pick up times to provide a convenient time for parents to spend time at school.
- 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.
- School Facebook page for up to date school events and celebrations.
- Principal and Deputy Principal 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

## 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	10	7	11
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

Initiatives include-

- Installation of water tanks as part of the school Water Harvesting Program. Hermit Park currently can store over 200,000 litres of water on site.
- Installation of a 30ft Comet Windmill 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 during the cooler months.
- Turning off lights and air conditioners when the room is not in use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	293,691	27,569
2014-2015	326,355	20,156
2015-2016	338,936	20,174

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	47	28	0
Full-time Equivalent	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.**	9
Bachelor degree	32
Diploma	4
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 \$114,000

The major professional development initiatives are as follows:

- Collegial Coaching
- Proportion reasoning
- Mentoring Beginning teachers
- Teacher release for PD

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%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% 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).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	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 2016 for all Queensland Primary schools was 93%.

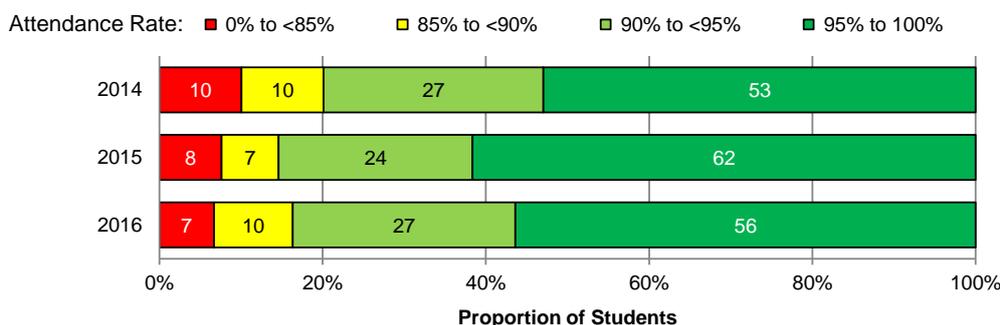
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	93%	94%	95%	91%	93%	92%					
2015	95%	95%	95%	95%	94%	95%	93%						
2016	94%	94%	94%	94%	95%	93%	94%						

\*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 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.

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 2016/2017 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;

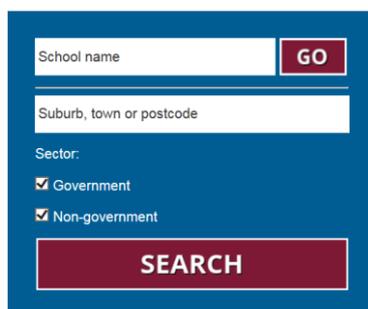
1. Initially the class teacher will contact the student's parents to explain the importance of attendance at school and check if there are any issues the school is unaware of.
2. If absences continue, parents are called by our attendance office.
3. If absences continue, the parent may be sent a letter 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 by issuing Form 4 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.

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