

Hermit Park State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Hermit Park State School is very proud to offer a unique curriculum to our parents and students based upon ICT and Sustainability as our core curriculum drivers.

During 2015, our students excelled in many pursuits including the Eisteddfod, Interschool Swimming, Interschool Athletics, Newspapers in Education and many academic competitions.

Our school values the input of our community and as a result we held many events throughout the year. These included Under 8's day, Family Fun Day, Bookweek, Tasty Tuesday, Damper Day, many Field Trips, and Big Breakfast morning. These days could not occur without the generous support of our parents.

Finally I would like to thank all of our school community, business supporters, and not for profit partners which support the school throughout the year. These partnerships allow us to provide students and families with a unique education upon Sustainability and ICT.

School progress towards its goals in 2015

The school community established two major goals to achieve during 2015.

A. Reading

- Implemented a whole school reading program.
- Moved from 'Guided' to 'Independent' practice regarding the Teaching of Reading.
- Reviewed internal reading data.
- Implemented assessment and monitoring program.
- Attended district Quality Teaching and Learning program.
- Further developed our school resource reading room.

B. Collegial Coaching

- Continued to develop a collegial coaching program based upon the work of Bruce Joyce.
- Moved from 'Guided' to 'Independent' practice of type A, B, C and D feedback programs.
- Conducted over 100 observations of teaching practice during the year.

Future outlook

During 2016, we will continue our sharp focus upon Reading and Writing. Our two goals for 2016 include-

- 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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	583	280	303	43	95%
2014	623	296	327	48	91%
2015	645	318	327	45	96%

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 2015, 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:

The student body of Hermit Park are a fantastic, caring group of students. Due to Hermit Park operating an enrolment management plan for the last five years, students and families now predominantly reside in the close by suburbs of Hyde Park, Mysterton, Hermit Park and Pimlico. Students after grade six attend either Pimlico or Townsville State High Schools.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	23	22
Year 4 – Year 7 Primary	26	25	23

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	26	10	7
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.

Curriculum delivery

Our approach to curriculum delivery

Our school has developed a comprehensive whole school P-6 Curriculum and Assessment plan. The plan is based upon the Australian Curriculum and clearly outlines unit topics and expected assessment for each grade. Other unique items include -

- A. Gifted Program – many activities are conducted throughout our school including Writing, Optiminds, and Science programs.
- B. Environmental Based Learning Units – all learning units are developed with Sustainability as an underpinning notion.
- C. Townsville Bulletin – Students regularly publish work in the local paper.
- D. Technology Enabled Learning.
- F. Curriculum based upon six values which include Caring, Respect, Fairness, Citizenship, Trustworthiness, and Responsibility.

Extra curricula 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, Basketball, Athletics and Swimming.
- C. Student Council – All students in grades 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. Active Linkages with Local Politicians – our school works closely with our local, state and federal members. Activities include talking to students about democracy and taking part in official duties.
- I. 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 improve learning

ICT is an integral aspect of teaching and learning at Hermit Park. 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'. Other highlights include-

- All classes utilise a range of digital devices for learning including Tablets, Laptops, Netbooks, Document Cameras, Beebots, Robots, and Xbox.
- Every room, library space and our Hall is equipped with integrated sound, data projectors and Interactive Whiteboard.
- Teachers include aspects of Online learning in all learning units.
- School is completely wireless networked due to the generous support of the school P and C.
- School is connected to the NBN.
- School regularly presents to other schools about ICT learning.

Social Climate

The social climate of Hermit Park State School is fantastic which makes the school a peaceful place in which to learn and teach. 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. Data from 2015 indicates 100% of students reported that they feel safe at this school and 99% are getting a good education at this school.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	92%	100%	99%
this is a good school (S2035)	100%	100%	99%
their child likes being at this school (S2001)	100%	100%	97%
their child feels safe at this school (S2002)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child's learning needs are being met at this school (S2003)	100%	100%	96%
their child is making good progress at this school (S2004)	96%	100%	96%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	98%	100%
teachers at this school motivate their child to learn (S2007)	96%	100%	97%
teachers at this school treat students fairly (S2008)	96%	96%	99%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	97%
this school works with them to support their child's learning (S2010)	96%	100%	96%
this school takes parents' opinions seriously (S2011)	92%	100%	94%
student behaviour is well managed at this school (S2012)	96%	98%	97%
this school looks for ways to improve (S2013)	100%	100%	99%
this school is well maintained (S2014)	100%	100%	97%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
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)	98%	100%	100%
their teachers expect them to do their best (S2039)	98%	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%	100%	100%
they can talk to their teachers about their concerns (S2042)	98%	94%	100%
their school takes students' opinions seriously (S2043)	100%	94%	100%
student behaviour is well managed at their school (S2044)	96%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	98%	100%	100%
their school gives them opportunities to do interesting things (S2047)	96%	94%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
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)	95%	100%	100%
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%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
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%	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%	96%
their school gives them opportunities to do interesting things (S2079)	95%	100%	96%

'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 Pre-enrolment interviews with all families to understand and meet the student's parents.
- 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 linkage between the P and C and School.
- Holding Working Bees.
- Parent Teacher meetings
- Regular weekly newsletter.
- Principal operates a public Facebook page for up to date school events found at 'Hermit Park State School'.
- Principal and Deputy Principal are available for informal discussions most days before and after school whilst on playground duty.

Reducing the school's environmental footprint

Hermit Park is determined to reduce its environmental footprint. Initiatives include-

- The continued 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 regions cooler months.
- Turning off lights and air conditioners when the room is not in use.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	283,677	37,100
2013-2014	293,691	27,569
2014-2015	326,355	20,156

*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.

Our staff profile

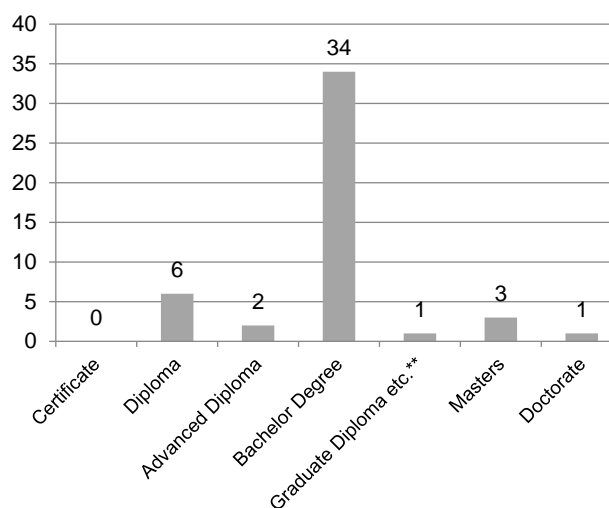
Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
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Headcounts	44	27	0
Full-time equivalents	37	17	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	2
Bachelor Degree	34
Graduate Diploma etc.**	1
Masters	3
Doctorate	1
Total	47



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$39500.

The major professional development initiatives are as follows:

- Implementation of Professional Learning Circles regarding Reading and Writing.
- Collegial Coaching.
- Teaching of Reading.
- Assessment of Reading.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 98% of staff was retained by the school for the entire 2015 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/>.

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

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	88%	89%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

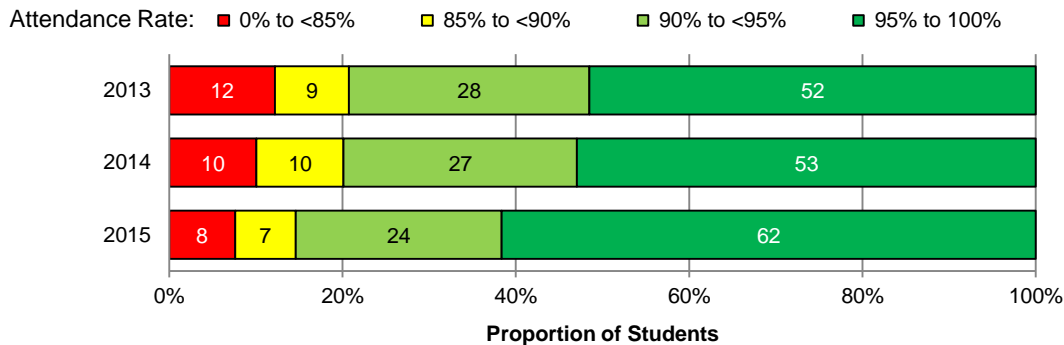
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	94%	94%	94%	92%	93%	92%	92%					
2014	94%	94%	93%	94%	95%	91%	93%	92%					
2015	95%	95%	95%	95%	94%	95%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

- 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.
 - Class rolls are also monitored on a weekly basis by the school office staff.
 - In absences continue, parents are called again and sent a school based letter about the importance of schooling.
 - Chronic absences are monitored by our data officer.
 - Finally, if the issue remains unresolved, the school then follows Education Queensland procedures about extended absence.
- We also employ many positive ways to improve attendance including-
- Hosting of numerous 'fun' days throughout the year based upon curriculum including under 8's days, sports carnivals and field trips.
 - Development of a whole school field trip/ camp program.
 - Issuing of Pats on the Back which provides an entry for students in parade prize draws.

In 2016, the P and C and school have combined to introduce SMS daily absence tracking. This system will result in parents being contacted by 10am each day if a child is away from school with an unexplained absence.

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/>.

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

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Non-government

Where it says '**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.