



The Hall State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

The Hall State School is a Band 8 co-educational Primary School providing for approximately 300 students from the Preparatory Year to Year Six. It is located on the south side of Rockhampton, serving the suburbs of Wandal, The Range and Inner City Rockhampton as well as students from Alton Downs and North Rockhampton. The Hall State School was established in 1910 as The Hall Girls' and Infants' State School on land given to the Education Department by the Hall Family (Mt Morgan Mine). In 1987, it was combined with the Boys' Leichhardt Ward State School, and established as The Hall State School. Conference on North (Corner of West and North Streets) forms part of the school and is used as an education conference centre. The Hall State School is well served by Child Care centres for before and after school care. Camp Australia continued to grow their Out of School Hours Care program at our school during 2018. The Hall State School celebrated its centenary in 2010.

The school seeks to develop confident, capable and caring citizens. We strive to foster literate students in a safe and positive school environment. Literacy and numeracy are core elements of the curriculum, with a clear focus on reading development at the front and centre of our agenda. The Golbal Language that is taught in the school is Chinese. The school is renowned for its environmental programs, winning many awards including 'Reef Guardian', 'Green and Healthy' and recycling awards. The school has no bins and no litter and has a strong culture of environmental-awareness. The 'garden precinct' forms the centre of the school where gardens produce items for our school tuckshop. The school has a strong instrumental music program with a number of bands and orchestras. There are also a number of choirs, which regularly win prizes in eisteddfods. The school attempts to be a bully-free school by being proactive in raising awareness about bullying and developing anti-bullying and bully-proof strategies for students. There is a strong culture of caring, sharing, tolerance and support. The school's Positive Behaviour for Learning framework embeds the clear values of respect, responsibility, safety and being the best learners that the students are capable of being. Sporting opportunities are offered to students in Years Five and Six, participating in the Rockhampton Primary School Interschool Sport program. All other learners participate in regular Health and Physical Education classes. Staff at the school are experienced and dedicated with good morale. There is a good balance of early careers and experienced teaching staff. The Parents' and Citizens' Association is strong and active, with a number of fundraising events held each year. The school is proud to provide quality public education in a caring, nurturing and supportive environment.

School progress towards its goals in 2018

Key Priorities in 2018	Progress
Continued implementation of Australian Curriculum (C2C)	The Australian Curriculum for English, Mathematics, Science, History and Geography has continued to be implemented across the school in 2018. Our teachers are implementing this curriculum through adapting Curriculum into the Classroom materials. These units include the use of ICTs to promote learning. A whole-school approach to differentiating teaching for student learning has also been implemented across learning areas to cater for the full range of students.
Close the Gap in Attendance and Achievement	Professional development on Indigenous learners for teachers. Our Indigenous Support Teacher Aide has worked closely with staff and students to improve attendance and achievement for our indigenous students. This has included the ongoing initiative of homework club, one afternoon a week.
Improve student attendance and engagement	Teachers revised Essential Skills for Classroom Management to develop effective classroom learning environments, thus improving student engagement. Attendance was monitored more closely to reduce absenteeism.
Develop whole-school approach to Positive Behaviour for Learning (PBL)	We continued to embed a whole school approach to procedures and student expectations to develop a whole school positive learning culture.
Develop a whole-school Phonics and Phonemic Awareness pedagogy	We developed a whole-school approach to teaching Phonics and Phonemic Awareness strategies across the school from Prep to Year Six.

Future outlook

As we move into 2019, priorities for our school include:

- To embed the implementation of a school based moderation process in English- writing tasks to promote consistency of teacher judgment and discussion on building rigour into assessment tasks.
- Strengthening our whole-school approach to the teaching of reading, connected to the Australian Curriculum.
- Continue to refine Explicit Instruction - our signature pedagogy in our School Pedagogical Framework.
- Continuing to refine our data collection processes including the triangulation of data and evidence-based decision making models.
- Embedding and documenting Inclusive Education in every classroom.
- Further developing a school-wide strategy to close the gap in educational outcomes for Indigenous students.
- Developing a feedback culture across the whole school to improve student learning outcomes.
- Further develop and embed a Positive Behaviour for Learning culture skills in 2019.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	297	317	322
Girls	134	156	169
Boys	163	161	153
Indigenous	42	38	41
Enrolment continuity (Feb. – Nov.)	90%	92%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our students come from a variety of backgrounds, mainly urban and with an increasing number of lower socio-economic backgrounds. They unite as a student body to develop a school culture of tolerance, respect and care for each other. We have a Special Education Program (SEP) at the school in which there are 9% of Students with a Disability. Our school culture is one of inclusion. Students with diverse learning needs are supported in class by staff from our Enrichment Centre. Approximately 15% of students have an Indigenous background and there are a few students with English as a Second Language.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	25	23	24	The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	27	28	25	

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings include:

- Chinese (Mandarin) as our Global Language is offered from Preparatory Year to Year Six
- Environmental education is an integral part of student learning with our Recycling, 'Reef Guardian', Green and Healthy Schools programs as well as gardening and waste reduction programs.
- A Special Education Program catering for Students with Disabilities (SWD) and other students with diverse learning needs. These students are offered an inclusive education with all of them participating in mainstream classes with additional support in order to access the curriculum.
- Reading is a priority and students are given additional support in accessing reading as part of the Australian Curriculum. An Effective Teaching and Learning Coach is employed to offer additional reading support for students and staff.
- Extension opportunities exist through instrumental music, choirs, bands, sporting excellence, Visual Arts, etc.

Co-curricular activities

A rich extra-curricular program of music including choirs, instrumental music and bands is offered to students at our school.

- Participation in the Rockhampton Eisteddfod is a key item on our school's annual calendar.
- Primary Sports Competitions on Friday afternoons is a valuable part of students' learning experiences, with almost all students from Years 5 - 6 participating across sports such as Tennis, Softball, Cricket, Soccer, Rugby League, Australian Rules Football (AFL), Oztag and Netball.
- Gardening and recycling project opportunities are available for students at our school to engage in.
- A very successful strings concert, combined concert band and 'The Hall Idol' are held annually.
- Students learning Chinese (Mandarin) as part of the Global Languages curriculum can participate in handwriting and verse speaking competitions.

How information and communication technologies are used to assist learning

Our staff embrace the use of ICTs to enhance learning. This is evidenced in the implementation of the Technologies Curriculum into the classroom units. Other school-based units of work developed incorporate the use of ICTs to varying degrees. To support student learning, students and teachers have access to the following:

- Interactive Whiteboards are installed in every classroom.
- A class set of ActivExpressions are available to record student responses to activities in unison
- An ActiView microscope is also available to loan from the library to assist learning
- A combination of wireless technology and a hardwired network ensures ICT access across the school
- Classes have access to digital cameras and scanners as required and all classes have access to laser printing
- iPads have been introduced for implementation of speech programs

Social climate

Overview

The Hall State School has a Positive Behaviour for Learning (PBL) culture, which provides a friendly, supportive and student centred climate through the use of positive and proactive behaviour strategies. Central to our beliefs is the right of all students to feel safe at school and to be able to come to school and learn. Students who do not

show respect, responsibility or safety towards others are issued with consequences, based on our school Responsible Behaviour Plan for Students.

Students from Year Five may apply to become a Student Leader and be involved in the Student Council. The Student Council operated successfully in 2018 with many initiatives, including organising discos, fundraising days and reading to early years' students. Student of the week awards were given to one student from each class for their improvement or continued good effort. Children were awarded "stamps" for their effort, good manners, and consideration of others.

The Guidance Officer supports classroom teachers when issues are identified. The Guidance Officer has also implemented proactive strategies through the implementation of a friends program in selected classes. Our Chaplain provides a pastoral care program in the school two days a week. She has implemented self-esteem building units, including Lego activities to targeted classes and individual students as required.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	100%	100%
• this is a good school (S2035)	97%	100%	97%
• their child likes being at this school* (S2001)	95%	97%	100%
• their child feels safe at this school* (S2002)	95%	91%	95%
• their child's learning needs are being met at this school* (S2003)	86%	91%	100%
• their child is making good progress at this school* (S2004)	89%	88%	100%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	97%	92%
• teachers at this school motivate their child to learn* (S2007)	89%	94%	100%
• teachers at this school treat students fairly* (S2008)	81%	94%	81%
• they can talk to their child's teachers about their concerns* (S2009)	95%	97%	100%
• this school works with them to support their child's learning* (S2010)	92%	94%	92%
• this school takes parents' opinions seriously* (S2011)	86%	97%	83%
• student behaviour is well managed at this school* (S2012)	87%	82%	76%
• this school looks for ways to improve* (S2013)	89%	97%	100%
• this school is well maintained* (S2014)	89%	91%	95%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	86%	92%
• they like being at their school* (S2036)	90%	85%	91%
• they feel safe at their school* (S2037)	93%	80%	83%
• their teachers motivate them to learn* (S2038)	98%	95%	96%
• their teachers expect them to do their best* (S2039)	99%	96%	97%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	94%	92%	96%
• teachers treat students fairly at their school* (S2041)	85%	84%	84%
• they can talk to their teachers about their concerns* (S2042)	89%	81%	80%
• their school takes students' opinions seriously* (S2043)	85%	77%	72%
• student behaviour is well managed at their school* (S2044)	81%	69%	59%
• their school looks for ways to improve* (S2045)	93%	93%	91%
• their school is well maintained* (S2046)	91%	82%	81%
• their school gives them opportunities to do interesting things* (S2047)	93%	91%	82%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	97%	90%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	90%
• they receive useful feedback about their work at their school (S2071)	97%	85%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	95%	91%
• students are encouraged to do their best at their school (S2072)	100%	97%	95%
• students are treated fairly at their school (S2073)	97%	94%	88%
• student behaviour is well managed at their school (S2074)	90%	78%	61%
• staff are well supported at their school (S2075)	83%	76%	73%
• their school takes staff opinions seriously (S2076)	83%	73%	79%
• their school looks for ways to improve (S2077)	93%	100%	95%
• their school is well maintained (S2078)	90%	94%	85%
• their school gives them opportunities to do interesting things (S2079)	93%	97%	83%

* 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

The participation of parents in the school is highly valued by staff and students. A fortnightly newsletter is sent to all families and is also available on the school website. Regular alerts are sent to inform parents about school issues on a needs basis. The school also has an active Facebook page with regular notices, messages and alerts. Parents attend the weekly assemblies and are included in a wide variety of activities at the school. Parent involvement in the school in 2018, included volunteering as classroom helpers, as well as helping in the School Tuckshop and the School Uniform Shop. The Hall State School has a very active Parents and Citizens Association who often organise fundraising activities/events.

Respectful relationships education programs

The school has developed and implemented a program that focus on appropriate, respectful, equitable and healthy relationships. As a Positive Behaviour for Learning (PBL) school our social skilling program develops our four expectations: Be Safe, Be Responsible, Be Respectful and Be a Learner. Everything that happens in the school is connected to these expectations. Students also engage with lessons from the *Daniel Morcombe* curriculum, which develops knowledge of 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. Students are taught to recognise, react and report when they, or others, are unsafe. Students also participated in the Life Education Program.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	39	57	56
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The Hall State School has continued to make a serious efforts to reduce its environmental footprint in 2018. A watering program across the school has been reviewed with the School's Officer. The school's environmental committee continues to review and responded to reducing our energy usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			
Water (kL)		270	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	30	20	<5
Full-time equivalents	27	14	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	2
Bachelor degree	28
Diploma	3
Certificate	10

*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 2018 were \$12 228

The major professional development initiatives are as follows:

- Australian Curriculum Implementation
- Curriculum into the Classroom implementation
- First Aid
- Data analysis to inform decision making about student learning
- Explicit Instruction
- Positive Behaviour for Learning
- Improving Student Writing
- Collaborative Curriculum Planning
- Phonemic Awareness Training and 'Train the Trainer'

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 82% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	91%
Attendance rate for Indigenous** students at this school	84%	85%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

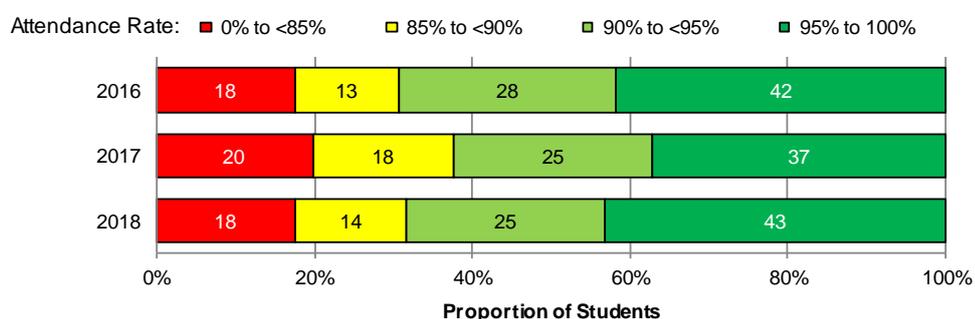
Year level	2016	2017	2018
Prep	91%	91%	89%
Year 1	90%	89%	88%
Year 2	91%	90%	91%
Year 3	91%	90%	92%
Year 4	92%	93%	93%
Year 5	92%	89%	92%
Year 6	92%	91%	92%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

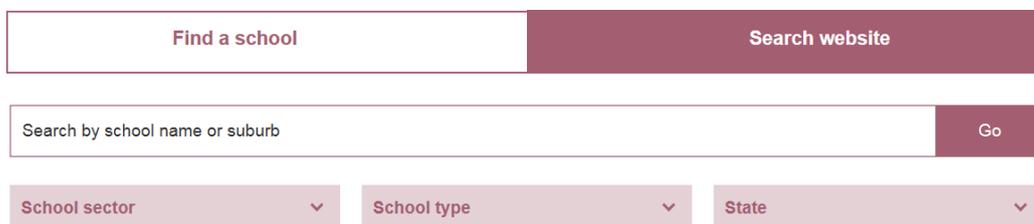
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism. Rolls are marked twice each day (9:00 a.m. and 2:00 p.m.). When a student is absent (unexplained) each day, the administration team will teacher follow up with the parents. If the school does not receive an explanation for an absence, the Principal follows up by contacting the parents. Our Community Education Counsellor (CEC) also contacts families with three or more absent days to provide information in assisting them to get their children to school as required. Every day counts at The Hall State School.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.