



The Hall 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

Postal address:	2-32 Murray Street Rockhampton 4700
Phone:	(07) 4924 8222
Fax:	(07) 4922 1211
Email:	principal@thehallss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Lindy-lou Brown Principal

School Overview

The Hall State School is a school of around 300 students located in the suburb of Wandal, Rockhampton, Queensland. It celebrated its centenary in 2010. The school seeks to develop the whole child academically, culturally, socially and physically. The Hall State School has a strong academic program including a gifted education component where students emotionally take control of their own learning in the 'Honours Program'. As an Inclusive Education school, learning support is provided in the classroom for students who require additional assistance with their learning program. The school has a Special Education Program which caters for approximately 30 students with individualised support programs. Literacy and numeracy are core elements of the curriculum. The Language other than English taught to Year 5 and 6 students is Chinese. In 2016, Year 5 students went on camp to North Keppel Island and Year 6 students went to Fairbairn Dam.

The Hall State School is renowned for its environmental programs, winning many awards including 'Reef Guardian', 'Green and Healthy' and recycling awards. In 2010, students from The Hall State School became the Central Queensland Year of Environmental Sustainability Ambassadors and participated in an international conference. The school recycles rubbish and supports the extensive gardening program across the school. It has a strong instrumental music program with a number of bands and orchestras. There are four 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. The school also teaches values and manners through our Positive Behaviour Learning and You Can Do It programs. There is a strong culture of caring, tolerance and support developed by the students. Sport is catered for by all students in Years 5-6 participating in the Rockhampton primary schools' competitions and health and physical education classes.

The physical facilities of the school are outstanding, with modern classrooms that have interactive whiteboards, air-conditioning and network and internet connectivity all set in a garden environment. Staff at the school are experienced and dedicated with good morale. There is a good balance of older and younger teachers. They have a strong focus on and care for students. The Parents' and Citizens' Association is strong and active, as evidenced by the outstanding Environmental Festival in 2016. The school is proud to provide quality public education in a caring environment.

Principal's Forward

Introduction

The Hall State School provides quality public education in a caring environment. We offer a holistic education for students across academic, cultural, sporting and social pursuits. This report provides a snapshot of The Hall State School in 2016. As such, quantitative data provided in this report provides information on only a limited range of opportunities provided for students at our school. This report may be accessed on our website www.thehallss.eq.edu.au or a copy may be obtained from the School Office.

School Progress towards its goals in 2016

Key Priorities for 2016	Progress
Embedded Explicit Instruction in everyday classroom practices	<p>We established whole school explicit practices to ensure all classrooms had explicit instruction embedded into everyday practices.</p> <p>Professional development and feedback were used to improve classroom practices.</p>
Develop a feedback culture to improve teaching and learning	Implementation of feedback to students and peers for improvement in classroom practices and student learning outcomes aligned with curriculum content.
Improvement agenda for Teaching and Learning	We established incremental targets in our improvement agenda for writing to track ongoing improvement. Our Assessment Schedule & Target Overview was strengthened to further articulate the links between internal monitoring data, classroom pedagogy and develop student learning goals. Student records of achievement, progress and support have been digitised to promote easier retrieval and usage.
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 2016. Our teachers are implementing this curriculum through Curriculum into the Classroom materials. These units have a strong focus on the use of ICT"s 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 & 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 development of homework club one afternoon a week.
Improve student attendance and engagement.	Teachers revised essential skills to develop effective classroom learning environments thus improve student engagement. Attendance was monitored more closely to reduce absenteeism.
Develop whole school approach to Positive Behaviour Learning.	We continued to embed a whole school approach to procedures and student expectations to develop a whole school positive learning culture.

Future Outlook

As we move into 2017 priorities for our school include:

- Continuing our School Implementation plan for the Australian Curriculum and refining our adopt-or-adapt approach to the implementation of Curriculum into the Classroom materials.
- 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 and writing.
- 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 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 a Positive Behaviour Learning culture in 2017.

Our School at a Glance

School Profile

The Hall State School is a Band 8 co-educational Primary School providing for 300 students from the Preparatory Year to Year 6. 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 North Street Annex forms part of the school and is used as an education conference centre. The Hall is well served by Child Care centres for “before and after school care”. Camp Australia began their “Out of School Hours Care” program at our school in Term 4.

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.

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	321	152	169	49	85%
2015*	304	142	162	51	89%
2016	297	134	163	42	90%

Student counts are based on the Census (August) enrolment collection.

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://data.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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. These students are mainstreamed into classes with support from the SEP. Approximately 14% of students have an Indigenous background and there are a few students with English as a Second Language.

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	21	23	25
Year 4 – Year 7	26	27	27
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 distinctive curriculum offerings include:

- Chinese (Mandarin) as our Language Other than English offered in Years Five and 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 Gifted Education Program operates on a philosophy that students may be gifted and talented in one or more areas. Assessments for giftedness are arranged where there is evidence from the class teacher and parents to support it. Subject and or grade acceleration are considered based on the evidence presented for each individual case as per Department of Education guidelines. Extension opportunities exist through instrumental music, choirs, bands, sports excellence, visual arts, and "The Honours" program where high achieving students may choose to extend their learning in areas of interest.
- A Special Education Program catering for Students with Disabilities (SWD). These students are offered an inclusive education with all of them participating in mainstream classes with support for the curriculum.

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 very valuable part of students' learning experiences with almost all students from Years 5-6 participating across sports including: tennis, softball, cricket, football, rugby league, AFL, oztag and netball.
- Gardening and recycling projects are available for students at our school to engage in.
- A very successful strings concert, combined concert band and The Hall Idol were held.
- Students learning LOTE Chinese (Mandarin) can participate in handwriting and verse speaking competitions.
- Whole school Social Skilling program related to our four expectations of Be a Learner, Be Responsible, Be Respectful and Be Safe.
- Support programs for small groups were: SHINE (wellbeing program), Boys Leadership Program, Friends for Life

How Information and Communication Technologies are used to Assist Learning

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

- An Interactive Whiteboard in every classroom and teaching space.
- 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 hard wired network ensures access across the school.
- Classes have access to digital cameras and scanners as required and all classes have access to laser printing
- I pads have been introduced for implementation of speech programs

Social Climate

Overview

The Hall State School has a Positive Behaviour Learning (PBL) culture, which provides a friendly, supportive and student centred climate. 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. Any student who breaches these beliefs is dealt with through our Responsible Behaviour Plan for Students.

The Hall State School is proactive in encouraging positive behaviour through a Rewards System and our PBL Program. Students from Year 5-6 may apply to become Student Leaders and be involved in the Student Council. The Student Council operated successfully on a Committee system in 2016 with many initiatives including organising discos, fundraising days and reading to early years' students. A whole school social skilling program was implemented with the aim to make The Hall State School a positive learning culture school. Upper classes were offered a "Puberty" and "I am Changing" course. Children are awarded "stamps" for their effort, good manners, and consideration of others. Student of the week awards are given to one student from each class for their improvement or continued good effort. Reward 450 party for students who reach this milestone each semester.

The Guidance Officer supports classroom teachers when Bullying issues are identified. Students who are suspended for bullying behaviour are expected to have a re-entry interview and set goals for their future behaviour. 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 supported a wellbeing program "SHINE" in the school for selected senior students to develop self-esteem and self-care strategies. The School Chaplain has also implemented self-esteem building units to targeted classes and individual students as required.

Parent, Student and Staff Satisfaction

The data below shows significant improvement in satisfaction for most student and staff measures.

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)	94%	96%	92%
this is a good school (S2035)	94%	100%	97%
their child likes being at this school* (S2001)	94%	96%	95%
their child feels safe at this school* (S2002)	94%	100%	95%
their child's learning needs are being met at this school* (S2003)	92%	89%	86%
their child is making good progress at this school* (S2004)	97%	93%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	88%	89%
teachers at this school motivate their child to learn* (S2007)	97%	93%	89%
teachers at this school treat students fairly* (S2008)	89%	93%	81%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	94%	89%	95%
this school works with them to support their child's learning* (S2010)	94%	93%	92%
this school takes parents' opinions seriously* (S2011)	91%	92%	86%
student behaviour is well managed at this school* (S2012)	89%	89%	87%
this school looks for ways to improve* (S2013)	94%	96%	89%
this school is well maintained* (S2014)	89%	89%	89%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	90%	86%	91%
they like being at their school* (S2036)	93%	83%	90%
they feel safe at their school* (S2037)	88%	87%	93%
their teachers motivate them to learn* (S2038)	100%	89%	98%
their teachers expect them to do their best* (S2039)	96%	95%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	90%	94%
teachers treat students fairly at their school* (S2041)	89%	79%	85%
they can talk to their teachers about their concerns* (S2042)	85%	81%	89%
their school takes students' opinions seriously* (S2043)	88%	84%	85%
student behaviour is well managed at their school* (S2044)	71%	77%	81%
their school looks for ways to improve* (S2045)	89%	86%	93%
their school is well maintained* (S2046)	84%	81%	91%
their school gives them opportunities to do interesting things* (S2047)	96%	80%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	93%	97%
they feel that their school is a safe place in which to work (S2070)	97%	97%	100%
they receive useful feedback about their work at their school (S2071)	97%	93%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	94%	89%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	100%	93%	97%
student behaviour is well managed at their school (S2074)	82%	72%	90%
staff are well supported at their school (S2075)	97%	76%	83%
their school takes staff opinions seriously (S2076)	97%	90%	83%
their school looks for ways to improve (S2077)	100%	90%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
their school is well maintained (S2078)	80%	90%	90%
their school gives them opportunities to do interesting things (S2079)	94%	89%	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

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. Parents attend the weekly assemblies and are included in a wide variety of activities at the school.

Parent involvement in the school in 2016, 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. In 2016 a new executive was installed which organised a range of activities including The Environmental Festival, Mother's and Father's Day Stalls and sausage sizzles. Fundraising by the P and C went towards supporting the purchase of Sports buses, Reading Eggs and Mathletics for every student to access.

Parents of students on a Personalised Learning Plan, Individual Curriculum Plan or Individual Behaviour Management Plan have participated in a supported managed process to collaboratively develop these plans, which support their child's learning.

Respectful relationships programs

As a Positive Learning Behaviour school our social skilling program develops our four expectations: Be Safe, Be Responsible, Be Respectful and Be a Learner, which are also life expectations. Everything that happens in the school is connected to these expectations. Students also complete the Daniel Morcombe 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. They are taught to recognise, react and report when they, or others, are unsafe. Students also participated in the Life Education Program.

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	25	33	39
Long Suspensions – 6 to 20 days	1	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

The Hall State School has continued to make a serious effort to reduce its environmental footprint in 2016. 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	162,895	17,998
2014-2015	160,843	194
2015-2016	162,713	10325

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

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	27	19	<5
Full-time Equivalents	24	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	1
Graduate Diploma etc.**	4
Bachelor degree	23
Diploma	3
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 \$35624.82

The major professional development initiatives are as follows:

- Indigenous Learning Styles
- Australian Curriculum Implementation
- Curriculum into the Classroom implementation
- Reading 2 Learn
- First Aid
- Data analysis to inform decision making about student learning
- School's officer Conference
- Explicit Instruction
- Positive Behaviour Learning
- Improving Student Writing
- Wellbeing and Resilience
- Women in Leadership
- Austswim Training Course

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%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	84%	84%

*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%.

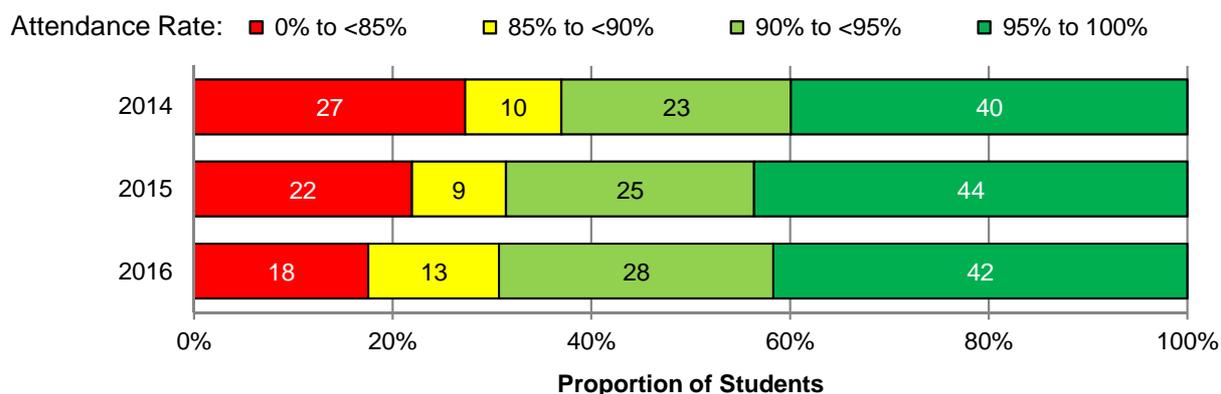
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	91%	91%	91%	91%	90%	93%	85%					
2015	91%	90%	91%	91%	90%	88%	92%						
2016	91%	90%	91%	91%	92%	92%	92%						

*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.

Rolls are marked twice each day (9:30am and 2:00pm). When a student is absent (unexplained) for 3 or more days, the class teacher follows up. When a student is absent (unexplained) for 5 or more days, the Principal follows up by contacting the family and then sending the respective absence letters if needed. Our Indigenous Support teacher aide also contacts families with 3 or more absent days to provide information in assisting them to get their children to school as required - Every Day Counts.

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

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 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.

