

# The Hall State School

## Queensland State School Reporting

### 2014 School Annual Report



**The Hall**  
State School  
BY PATIENCE, WE CONQUER

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## Principal's foreword

### 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 2014. 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](http://www.thehallss.eq.edu.au) or a copy may be obtained from the School Office.

### School progress towards its goals in 2014

Key Priorities for 2014	Progress
Embedded Explicit Instruction in everyday classroom practices	We established whole school processes to ensure all classrooms had explicit instruction embedded into the teaching of new content.  Professional development and feedback were used to improve classroom practices.
Develop a feedback culture to improve teaching and learning	Professional development was provided to inform staff of the importance of feedback to students and peers. This professional development is informing the implemented classroom practices to improve student learning outcomes.
Improvement agenda for Teaching and Learning	We established incremental targets in our improvement agenda for reading 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.
	The Australian Curriculum for English, Mathematics, Science, History

Continued implementation of Australian Curriculum (C2C)	and Geography has continued to be implemented across the school in 2014. 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 was provided 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 revised school procedures and student expectations to develop a whole school matrix for a positive learning culture.

### Future outlook

As we move into 2015, priorities for our school include:

- Revision of the school implementation plan for the Australian Curriculum. This includes the refinement of the adopt/adapt approach to the implementation of Curriculum into the Classroom materials.
- 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, writing, spelling, grammar & punctuation, and numeracy.
- Continuing to refine our processes for Explicit Instruction as part of our School Pedagogical Framework.
- The triangulation of data and use of evidence-based decision making models as the data collection processes are reviewed.
- The refinement of school wide differentiation processes both in planning and enactment.
- Further development of a school-wide strategy to close the gap in educational outcomes for Indigenous students including reaching the Engaged Stage of EATSIPS Audit for our school.
- Developing a feedback culture across the whole school to improve student learning outcomes.
- Implement Positive Behaviour Learning in 2015.

## Our school at a glance

### School Profile

The Hall State School is a Band 8 co-educational Primary School providing for 321 students from the Preparatory Year to Year 7. 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".

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

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	363	174	189	90%
2013	374	171	203	88%
2014	321	152	169	85%

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

### Characteristics of the student body:

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 41 Students with a Disability. These students are mainstreamed into classes with support from the SEP. Approximately 15% of students have an indigenous background and there are a few students with English as a Second Language. There has been a strong increase in enrolments over the past twelve months.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	21	21
Year 4 – Year 7 Primary	26	22	26

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
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	2012	2013	2014*
Short Suspensions - 1 to 5 days	27	35	25
Long Suspensions - 6 to 20 days	0	0	1
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

Our distinctive curriculum offerings include:

- Chinese (Mandarin) as our Language Other than English offered in Years Six and Seven
- 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). These students are offered an inclusive education. All SWD participate and learn in mainstream classes with planned support to access the curriculum.
- Specialist groups of students enrol in Online Learning Programs facilitated by Brisbane School of Distance Education
- A Gifted Education Program operates on a philosophy that all students may be gifted and talented in some area. It is an umbrella program that covers instrumental music, choirs, bands, sports excellence, chess, visual arts, and "The Honours" program where high achieving students may choose to extend their learning in areas of interest.

### Extra curricula activities

- A rich extra-curricular program of music is offered. This includes a selection of choirs and instrumental lessons.
- Participation in the Rockhampton Eisteddfod is a key item on our school's annual calendar.
- A very successful strings section and concert band performed throughout the year.
- Primary Sports Competitions on Friday afternoons is a very valuable part of students' learning experiences with many students from Years 5-7 participating across sports including: tennis, softball, AFL, cricket, football and netball.
- Gardening and recycling project work are activities that students at our school can engaged in.
- Students show their performance talent by entering The Hall Idol.
- Students learning LOTE Chinese (Mandarin) can participate in handwriting and verse speaking competitions.
- Support programs have been offered for small groups of children including: SHINE, 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 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
- Ipads have been introduced for implementation of speech programs

In 2014 THSS participated in Project 600, incorporating digital pedagogies in a 15 week Year Five reading program. A staff member was trained to instruct this project through the "i-connect" software to incorporate digital pedagogy in learning. Other online courses were offered to specialist groups of students including: Shape it up (A Mathematics project), Critical Thinking and Oh My Green Zone (Marine Studies).

## Social Climate

The Hall State School has 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 Anti-Bullying Program. Students from Year 5-7 may apply to become Student Leaders and be involved in the Student Council. The Student Council operated successfully on a Committee system in 2014 with many initiatives including organising discos, fundraising days and reading to early years students. An Anti-bullying Program was implemented with the aim to make The Hall State School a "Bully Free" 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. 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.

Student satisfaction with The Hall State School was evidenced in the 2014 School opinion survey as follows:

100% of students indicated that the school encourages them to participate in activities

94.8% of students indicated that the school celebrates student achievements

87.9% of students feel safe at school and 96.4% students felt their teachers care about them

94.4% of parents surveyed indicated that their child was happy at The Hall State School and 94.4% of parents stated that their child felt safe at school. 94.3% of parents indicated that The Hall State School is a good school.

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 with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	88%	100%	94%
this is a good school (S2035)	93%	100%	94%
their child likes being at this school* (S2001)	100%	100%	94%
their child feels safe at this school* (S2002)	94%	100%	94%
their child's learning needs are being met at this school* (S2003)	88%	96%	92%
their child is making good progress at this school* (S2004)	94%	96%	97%
teachers at this school expect their child to do his or her best* (S2005)	88%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	69%	100%	97%
teachers at this school motivate their child to learn* (S2007)	88%	100%	97%
teachers at this school treat students fairly* (S2008)	88%	88%	89%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
they can talk to their child's teachers about their concerns* (S2009)	88%	100%	94%
this school works with them to support their child's learning* (S2010)	88%	100%	94%
this school takes parents' opinions seriously* (S2011)	67%	92%	91%
student behaviour is well managed at this school* (S2012)	69%	88%	89%
this school looks for ways to improve* (S2013)	87%	100%	94%
this school is well maintained* (S2014)	81%	96%	89%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	84%	91%	90%
they like being at their school* (S2036)	79%	91%	93%
they feel safe at their school* (S2037)	84%	86%	88%
their teachers motivate them to learn* (S2038)	87%	98%	100%
their teachers expect them to do their best* (S2039)	94%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	84%	98%	94%
teachers treat students fairly at their school* (S2041)	80%	93%	89%
they can talk to their teachers about their concerns* (S2042)	76%	92%	85%
their school takes students' opinions seriously* (S2043)	77%	90%	88%
student behaviour is well managed at their school* (S2044)	68%	84%	71%
their school looks for ways to improve* (S2045)	93%	92%	89%
their school is well maintained* (S2046)	89%	94%	84%
their school gives them opportunities to do interesting things* (S2047)	91%	93%	96%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	94%
they feel that their school is a safe place in which to work (S2070)		100%	97%
they receive useful feedback about their work at their school (S2071)		94%	97%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		97%	100%
student behaviour is well managed at their school (S2074)		77%	82%
staff are well supported at their school (S2075)		94%	97%
their school takes staff opinions seriously (S2076)		97%	97%
their school looks for ways to improve (S2077)		100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
their school is well maintained (S2078)		97%	80%
their school gives them opportunities to do interesting things (S2079)		97%	94%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

The participation of parents in the school is highly valued by staff and students. A weekly newsletter is sent to all families and is also available on the school website. Parents attend the weekly assemblies and are included in a wide variety of activities at the school.

Parent involvement in the school in 2014, included volunteering as classroom helpers, providing transport for sporting events 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 2014 a new executive was installed which organised a range of activities including Mother's and Father's Day Stalls and sausage sizzles. Fundraising by the P and C went towards supporting the purchase of Reading Eggs and Athletics.

### Reducing the school's environmental footprint

The Hall State School has made a serious effort to reduce its environmental footprint in 2014. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	221,184	26,501
2012-2013	188,110	7,650
2013-2014	162,895	17,998

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.

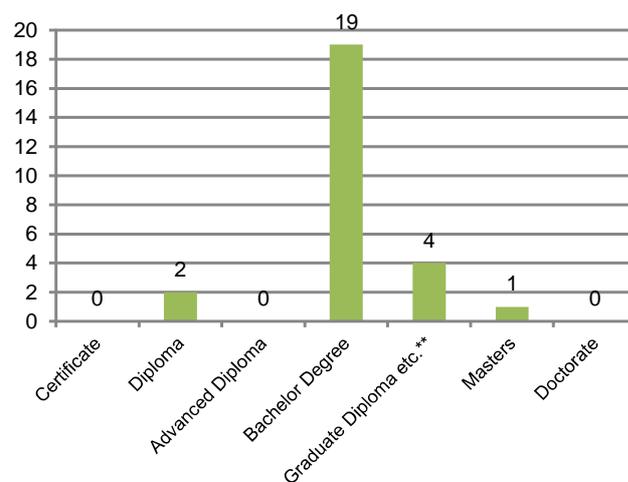
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	26	24	<5
Full-time equivalents	24	15	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	19
Graduate Diploma etc.**	4
Masters	1
Doctorate	0
<b>Total</b>	<b>26</b>



\*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 2014 were \$19498.19

The major professional development initiatives are as follows:

- Australian Curriculum Implementation
- Explicit Instruction
- Positive Behaviour Learning
- Improving Student Writing
- Planning Days for teachers each term
- Linking First Steps in Reading strategies to the classroom
- Indigenous Learning Styles
- Curriculum into the Classroom implementation
- Data analysis to inform decision making about student learning
- First Aid

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	90%	90%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

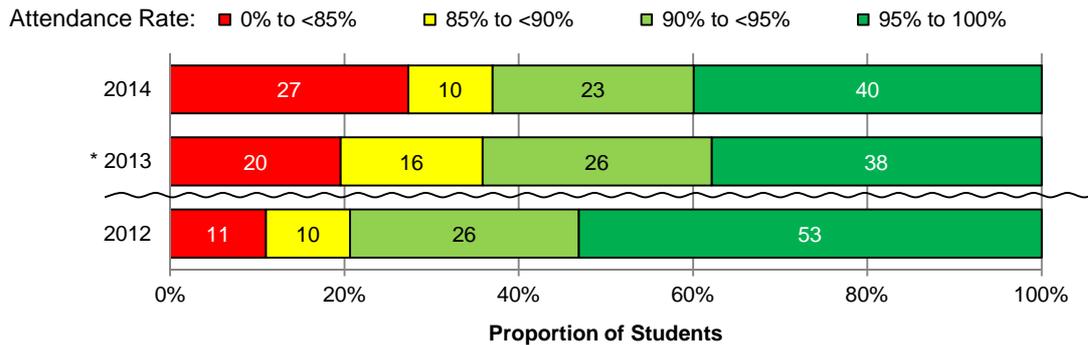
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	95%	94%	94%	92%	93%	93%					
2013	89%	92%	92%	91%	89%	86%	91%					
2014	91%	91%	91%	91%	90%	93%	85%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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.

### 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.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The Hall State School has implemented a variety of strategies through our EATSIPS implementation plan to close the gap between indigenous and non-indigenous attendance, and achievement. Our indigenous support teacher aide has been a key stakeholder along with the rest of the teaching staff to address this agenda.

In 2014, The Hall State School:

- Year 3 Indigenous Students gap is less than the state in Reading, Writing and Numeracy NAPLAN
- Year 5 Indigenous Students gap is 1/3 of the state gap for Reading and Numeracy NAPLAN
- Reduced gap for between indigenous and non-indigenous student gaining a 'C' or better for English to 8.2%; Mathematics to 0.6% and Science to 3.5%
- Reduced the attendance gap by 0.8%