

# The Hall State School

## Queensland State School Reporting

### 2015 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 2015. 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 2015

Key Priorities for 2015	Progress
Embedded Explicit Instruction in everyday classroom practices	We established whole school explicit practices to ensure all classrooms had explicit instruction embedded into everyday practices.  Professional development, analysing data and feedback were used to improve classroom practices.
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 intent.
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 2015. Our teachers are implementing this curriculum through adopting and adapting Curriculum into the Classroom materials. These units have a strong focus on the use of ICT's to promote

	<p>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.</p> <p>In 2015 we participated in a trial program- Inquiry Learning for Indigenous Science Students (Year 5) in partnership with CSIRO. This program has expanded to all of our Year 5/6 classes in 2016.</p>
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 culture.	We implemented a whole school approach to procedures and student expectations to develop a whole school positive learning culture.

### Future outlook

As we move into 2016 priorities for our school include:

- Incorporating the Learning Area of Health and Physical Education into our School Implementation plan for the Australian Curriculum and continue to refine 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.
- Embed a Positive Behaviour Learning culture in 2016.

## 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”.

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 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	374	171	203	49	88%
2014	321	152	169	49	85%
2015	304	142	162	51	89%

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:

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 8% of Students with a Disability. These students are mainstreamed into classes with support from the SEP. Approximately 17% of students have an Indigenous background and there are a few students with English as a Second Language.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	21	20
Year 4 – Year 7 Primary	22	26	27
Year 7 Secondary – 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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	35	25	33
Long Suspensions - 6 to 20 days	0	1	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 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.

## Extra curricula 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, oztag and netball.
- Gardening and recycling projects are available for students at our school to engaged 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 improve 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
- Online learning for short courses and Distance Education student

## 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 5-6 may apply to become Student Leaders and be involved in the Student Council. The Student Council operated successfully on a Committee system in 2015 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. 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.

Student satisfaction with The Hall State School was evidenced in the 2015 School opinion survey as follows:

95% of students indicated that teachers expected them to do their best and 90% of students indicated that teachers give them useful feedback about their work. 87% of students feel safe at school and 100% of parents stated that their child felt safe at school. 96% of parents surveyed indicated that their child was getting a good education at The Hall State School. 100% of parents indicated that The Hall State School is a good school.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	94%	96%
this is a good school (S2035)	100%	94%	100%
their child likes being at this school (S2001)	100%	94%	96%
their child feels safe at this school (S2002)	100%	94%	100%
their child's learning needs are being met at this school (S2003)	96%	92%	89%
their child is making good progress at this school (S2004)	96%	97%	93%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	97%	88%
teachers at this school motivate their child to learn (S2007)	100%	97%	93%
teachers at this school treat students fairly (S2008)	88%	89%	93%
they can talk to their child's teachers about their concerns (S2009)	100%	94%	89%
this school works with them to support their child's learning (S2010)	100%	94%	93%
this school takes parents' opinions seriously (S2011)	92%	91%	92%
student behaviour is well managed at this school (S2012)	88%	89%	89%
this school looks for ways to improve (S2013)	100%	94%	96%
this school is well maintained (S2014)	96%	89%	89%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	90%	86%
they like being at their school (S2036)	91%	93%	83%
they feel safe at their school (S2037)	86%	88%	87%
their teachers motivate them to learn (S2038)	98%	100%	89%
their teachers expect them to do their best (S2039)	98%	96%	95%
their teachers provide them with useful feedback about their school work (S2040)	98%	94%	90%
teachers treat students fairly at their school (S2041)	93%	89%	79%
they can talk to their teachers about their concerns (S2042)	92%	85%	81%
their school takes students' opinions seriously (S2043)	90%	88%	84%
student behaviour is well managed at their school (S2044)	84%	71%	77%
their school looks for ways to improve (S2045)	92%	89%	86%
their school is well maintained (S2046)	94%	84%	81%
their school gives them opportunities to do interesting things (S2047)	93%	96%	80%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	94%	93%
they feel that their school is a safe place in which to work (S2070)	100%	97%	97%
they receive useful feedback about their work at their school (S2071)	94%	97%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	97%	100%	93%
student behaviour is well managed at their school (S2074)	77%	82%	72%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
staff are well supported at their school (S2075)	94%	97%	76%
their school takes staff opinions seriously (S2076)	97%	97%	90%
their school looks for ways to improve (S2077)	100%	100%	90%
their school is well maintained (S2078)	97%	80%	90%
their school gives them opportunities to do interesting things (S2079)	97%	94%	89%

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

Parent involvement in the school in 2015, 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 2015 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 Athletics for every student to access.

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

### Reducing the school's environmental footprint

The Hall State School has continued to make a serious effort to reduce its environmental footprint in 2015. 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
2012-2013	188,110	7,650
2013-2014	162,895	17,998
2014-2015	160,843	194

\*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.

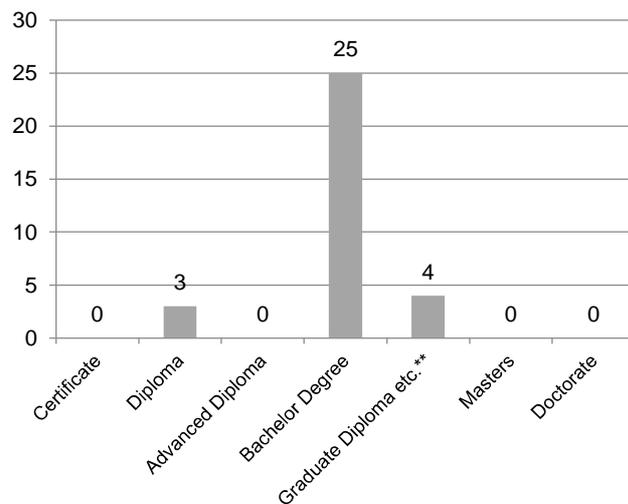
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	24	24	<5
Full-time equivalents	21	17	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	25
Graduate Diploma etc.**	4
Masters	0
Doctorate	0
<b>Total</b>	<b>32</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 2015 were \$17780.12

The major professional development initiatives are as follows:

- Indigenous Learning Styles
- Australian Curriculum Implementation
- Curriculum into the Classroom implementation
- First Aid
- Data analysis to inform decision making about student learning
- School's officer Conference
- Explicit Instruction
- Positive Behaviour Learning
- Improving Student Writing

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.	95%	96%	95%

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

From the end of the previous school year, 96% of staff was retained by the school for the entire 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

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Suburb, town or postcode

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).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	83%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

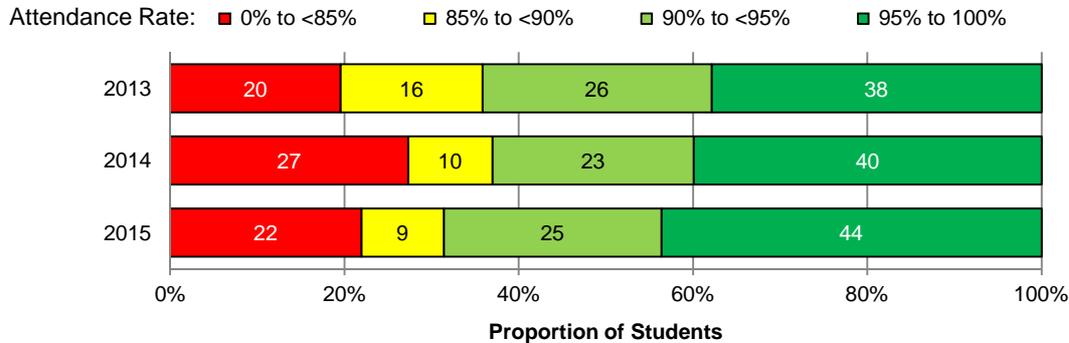
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	89%	92%	92%	91%	89%	86%	91%	N/A	N/A	N/A	N/A	N/A
2014	90%	91%	91%	91%	91%	90%	93%	85%	N/A	N/A	N/A	N/A	N/A
2015	91%	90%	91%	91%	90%	88%	92%	N/A	N/A	N/A	N/A	N/A	N/A

\*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.

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.

In 2015 our Year 5 NAPLAN Upper Two Bands improved at a rate that was 20% higher than the Nation. 27% more students reached National Benchmarks and in the Mean Scale Scores we gained 220.4 more points than the nation gained across the 5 areas for our year 3 & 5 together.

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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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.