Principal’s foreword

Introduction

Finch Hatton State School has a special pride within its school community which is reflected in the teaching and learning practices. We endeavour to provide students with an education that is authentic and relevant to today’s society. We promote and implement inclusive practices and cater for individual needs of all students. Within our school we encourage all students to strive to continually improve themselves and learn to become successful, responsible citizens of the future. We see ourselves as an integral part of students’ support network as we encourage and work closely with parents and family members to provide students with the most effective and positive environment for them to succeed in.

This report gives an outline of the 2011 school year including social climate, student performance, etc.

A copy of this report is available in reception of the administration office.

School progress towards its goals in 2011

During 2011 the Finch Hatton State School staff participated in a large variety of professional development opportunities, hence increasing teacher knowledge and raising the bar for all of our students. We have had a strong focus on reading and spelling with impressive student improvement. This continues to be a very strong focus in 2012. During 2011 we successfully secured two permanent teachers and a permanent teaching principal giving the school new direction and stability. We were successful in receiving a grant to run active after school sport two days a week in 2012. Additionally we successfully received a grant to fund a school chaplain one day a week in 2012.

Future outlook

- Continue to implement the Small School Science Program/Australian Curriculum based (all units completed at the same time as other small schools in Pioneer Valley allowing for cluster science days to have a familiar theme and culminating activities. Continue to build up science resource in our newly renovated science classroom.
- Continue to strive for improvement of student outcomes in Literacy, Numeracy, Science and Middle Phase (Nailing Our Future project)
- Continue to embed Information Technology into whole school curriculum, ensuring appropriate use of interactive white boards and new resource centre
- Professional Development – Literacy (reading and Spelling), Numeracy, Science, data analysis for all staff.
- Continue to provide opportunities for all staff to participate in quality professional development.
- Apply for grants to upgrade tennis court facilities and for a covered shade/walkway for children who are waiting for the bus in the afternoons.
- Apply for grants to enhance our recycling program.
- Apply for Sun smart grants to enhance student sun safe practices.
- Continue to offer active after school sport program two days a week.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>28</td>
<td>20</td>
<td>70%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Majority of our families are local families who have lived in the Pioneer Valley for a long period of time, particularly our farming community. We have seen a beginning trend of a number of transient families within the community in recent years some of these families move to the area for work in the sugar mill or in the mines. We have a fairly even spread of female/male students at present. We cater for students with special needs, a small proportion of our students fit under this category.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>19.5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>22</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>20.3</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

At Finch Hatton we provide a wide range of learning opportunities, both within our everyday curriculum and also our extra-curricular activities:

Curriculum

- We provide an authentic, integrated and inclusive curriculum across all year levels with a strong focus on literacy and numeracy. Across the whole school we have implemented a routine of literacy and numeracy blocks of learning to maximise the best learning times of the day. Our early year’s program has a strong focus on speaking, listening and reading which carries through into the middle and upper years. Teachers plan engaging lessons which promote positive learning experiences.
- As we have a new science classroom we have a refreshed approach to Science teaching and learning in our school.
- The Arts, HPE and LOTE specialists visit our school on a weekly basis to teach these areas of the curriculum.
- Middle Phase Initiative – Nailing Our Future for Years 5-7 focus on literacy and numeracy through woodwork.

Students have access to computers in their classroom on a daily basis. Teachers implement technology into the curriculum. We also have three iPods and a stereo system in each classroom and a listening post for audio stories in the new library.

Extra curricula activities

Students have the opportunity to enter a wide range of local, state and national competitions for many KLAs.

- Students have the opportunity to be a part of our Student Representative Group and Student Leaders program who regularly are involved in fundraising and other events in the community.
- Students have the opportunity to be a Captain or Vice-Captain for school leaders and in our Sporting Teams.
- Students have the opportunity to be involved in sport at local, regional and state level.
- Our Arts teacher runs an art club at lunch times in the first semester of the year and a school choir club in the second semester. This gives students extra opportunities to participate in specialist activities.
- Students in Years 3-7 attend an Annual School Camp.
- Students in Year 6/7 attend the small schools Sydney/Canberra camp every two years.
- Students in the upper school have the opportunity to be involved in the local public speaking competition and many have been successful in reaching the next level of the competition.
- The local High School runs a program called Lighthouse which gives students opportunities to enhance their literacy and numeracy levels with a hands on approach. The program requires students to maintain old mower parts and integrates literacy and numeracy. This program is sponsored by a local mine company and gives students another avenue for their future employment.

How Information and Communication Technologies are used to assist learning

Each classroom at Finch Hatton School has a space to bring a bank of laptop computers from the library into the room which are all networked to each other and to the internet. The new library has the main bank of desktop machines and houses the schools laptops so that this facility can be used by a whole class. Laptops can be booked out and moved into classrooms as required.

Students access the computers on a daily basis and utilise a variety of software for educational purposes. All computers have access to the Internet, Email, all Microsoft programs and specific software for many Key Learning Areas e.g. Maths, English and Typing Skills. The Lower class has a class log-in and password, while the Middle and Upper class students have their own personal log-ins and passwords for our network and Internet access. Internet and email access is supervised very closely and is encouraged particularly for research purpose. We have also adaptive technology for students with disabilities, including a larger keyboard and arm support.

We have four interactive whiteboards within the school in each of the main teaching and learning areas. Interactive white boards and computers are used daily in every classroom to deliver students lessons in an interactive and engaging manner. Students have opportunities to engage in lessons which include online programs such as Reading Eggs, Premiers Olympic Challenge, email, blogs and online chats with authors via the learning place.

Each class teacher has a digital camera which is used in the classrooms for teaching and learning. We also have three iPods, one iPod Nano and a stereo which can be utilised for a listening post for stories. The iPods also have a range of educational programs to enhance learning and can also connect to a devise to assist with your running style by tracking the sounds of your feet when running. We have a web cam and flip video camera which enables us to engage with students at other schools.

2011 School Annual Report

Queensland Government
Our school at a glance

Social climate

At Finch Hatton School we use the Responsible Behaviour Plan which is consistent with schools across the state. All staff, parents and students are clearly aware and understand each step in the process. We have an effective system for reporting behaviour across our school. We promote an environment that considers the social and emotional attributes to all individual students. We have whole school rules that are linked to our motto - Strive to Succeed. We have implemented a Values Program throughout the school to assist students in building self-confidence, resilience, bullying and strategies to deal with school life. We are continuing to research a variety of resources to continue building on our current programs. These programs continue being implemented in response to the data collated regarding behaviour in our school.

We have recently been successful in receiving funding to hire a School Chaplain one day a week, we look forward to this program commencing in Semester 2, 2012.

It is expected that members of our school community will conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. We have a no tolerance to bullying approach at Finch Hatton and students and staff are expected to comply with the school rules.

S 
Safety  - be safe at all times

T 
Teamwork  - be cooperative with others

R 
Responsibility  - act responsibly

I 
Individuality  - respect all as individuals

V 
Value Property  - value school, self and others’ property

E 
Effort  -100% effort 100% of the time

A supportive environment occurs in the presence of fair but firm procedures. The Responsible Behaviour plan for students sets clear expectations of behaviour and is aimed at fostering our core business of teaching and learning without threat to safety or harassment. The school’s Behaviour Management Program focuses on supporting students and teachers in working collaboratively to develop relevant, worthwhile programs to help students before problems manifest themselves. Students are encouraged to speak up if they feel bullied by another student by reporting to an adult such as a teacher or teacher’s aide. Parents are informed immediately if their child has bullied another student and conflict is worked out very quickly. Older students are encouraged to support their younger school friends; we have a strong buddy program within the school which supports strong lasting friendships. Our older students participate in a range of leadership activities. We have a student representative group which regularly meets and organises activities for students across the whole school. We foster a friendly family atmosphere at Finch Hatton State School.

Parent, student and teacher satisfaction with the school

We have seen an increase in satisfaction across all areas compared to 2010/2009. Parent and student statistic data for the 2011 school opinion survey was similar to that of the state. Staff results were above state mean.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

At Finch Hatton, parents and community members are valued greatly. All are encouraged to come into the school to see our progress and to be a part of special occasions such as culminating days, sports days, multicultural festivals and award ceremonies. We have parent and community helpers come in on a daily basis for a wide range of activities including volunteering for tuckshop, reading, maths, art and athletics.

The parents, students and staff work together and are involved in many community events, including special celebrations such as the very successful School Centenary Celebrations held Easter 2009. Other examples include Pioneer Valley Show, ANZAC Day March and readings, local competitions and ceremonies and the Pioneer Valley River Rock to Mountain Top Festival.

Parents and community members are well informed via our fortnightly newsletter. We have been leaving copies at the local Post Office and Shop for the reading by our community members who do not have students at our school but are part of our wider School Community. This has been very popular and positive comments and extra community assistance and support has been received.

All teachers have an open door policy and welcome the opportunity for parents to discuss and to actively participate in their child’s learning process on a regular basis. Parent teacher interviews can occur at any time and are particularly encouraged around report time for teachers to show work samples and personal achievements of their child. Parents also receive written reports at the end of each semester.

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

During 2011 the new solar system on our Resource centre helped to reduce our energy bill. In 2012 we have applied for further funding to add more solar panels to the system. Our students are an integral part of energy and waste conservation and are actively involved in turning off lights/air cons/taps etc. when not required. We have a recycling program within the school, a worm farm and school vegetable garden. The student reps began a can recycling program where community members drop off aluminium cans for recycling. We have a rain water tank which is used on the vegetable garden and students are educated about water saving ideas.

<p>| Environmental footprint indicators, 2010-2011 |</p>
<table>
<thead>
<tr>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>48,933</td>
</tr>
<tr>
<td>2010</td>
<td>71,907</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-32%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>5</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>5</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $8500.

The major professional development initiatives are as follows:

- First Steps Reading Training
- Science sparks project (4-7 teachers)
- Reading Comprehension (reading on the same page)
- Understanding Autism Spectrum Disorders
- QCAT moderation
- Principals' Business Conferences
- One School Finance (AO2)
- SEMP- Sustainable School Planning
- Asbestos Training:
- First Aide (all staff)
- Cleaners – Annual cleaners training
- Code of Conduct and Child Safety
- Whole School Curriculum Plans and focus

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2011 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.

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 web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 84%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

D/W – Data Withheld as cohort of students was less than 5.

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>86</td>
<td>84</td>
<td>D/W</td>
<td>85</td>
<td>84</td>
<td>88</td>
<td>80</td>
</tr>
</tbody>
</table>

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 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.

Classroom teachers mark the roll twice a day, once first thing in the morning and then after the afternoon tea break, roles are returned to administration and absentees are recorded. A note is sent home to parents who have not phoned in an absence and are then asked to explain the absence in writing or by phoning the office. Families are encouraged by the departments ‘every day counts’ motto, to ensure students are attending school every day.

Parents are contacted and encouraged to communicate with the school when a student is absent from school. A decision is made about whether a reason offered to explain an absence is satisfactory. A reason will be considered satisfactory if it identifies the absence as an allowed absence. Allowed absences are absences from school for up to 10 days due to illness and absences from compulsory participation allowed under the requirements of the student's eligible option. Professional judgment is exercised when deciding whether other types of reasons offered to explain an absence are satisfactory and the following are taken into consideration:

- a student's past attendance record;
- the student's particular circumstances; and
- any school policies related to attendance developed in consultation with the school community.

Where a reason given is not satisfactory, the parents of the student are informed, unless it would be inappropriate in the circumstances to do so. Absences for which a satisfactory reason has been provided are considered explained absences, and the student's enrolment in compulsory schooling or compulsory participation is viewed as continuous. An absence for which a satisfactory reason has not been provided is considered as unexplained.
Performance of our students

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.

The data for our 2011 Year 3 students is withheld due to the small cohort. Collectively from 2009 to 2011 all our Year 3 students have been at or above the National Minimum Standards in Reading and Grammar and Punctuation. We have been able to identify grammar and punctuation as a school strength and Reading and Spelling as an area for further improvement during 2012. We use the NAPLAN data alongside the internal monitoring data to track student progress and distance travelled for each individual student in areas of literacy and numeracy.

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/](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.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 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

At Finch Hatton State School we have embedded Indigenous perspectives into the curriculum across the whole school. During 2011 we had cohorts of indigenous children less than five in all year levels and are therefore we are not required to report on the areas of the gap in reading, writing and numeracy to ensure that individuals can not be identified.

As a collective group of students across Prep to Year 7 we are able to comment on attendance. Both Indigenous and Non-Indigenous student attendance in 2011 was the lowest it’s been since 2007. The school adopted strategies which were implemented across the whole school in 2011 to increase student attendance (see above for non-attendance management). Additionally strategies were implemented for indigenous students by working closely with families and support people who visited the school weekly to work with the children, families and the school.