

Hampden State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Hampden State School is located on the Bruce Highway 30 kilometres north of Mackay and caters for students from Prep to Year Six. Hampden prides itself on offering excellence in teaching in a friendly, well resourced and attractive environment. Hampden's enrolment is approximately 75 – 85 students each year and they generally live within a six kilometre radius of the school, often on small acreage lots. The small township of Kuttabul, three kilometres to the north, is the school's local service centre. Hampden has in place a range of quality programs covering all of the Key Learning Areas. Our teachers liaise closely with two nearby secondary schools and six primary schools which form our professional cluster group, ensuring continuity and review of curriculum materials. Hampden lives up to its motto 'Learning for Life' by providing a wide range of educational and extra curricular experiences for our students to participate in, and benefit from, including an annual camp, choir, community projects and leadership activities. The sense of community is very strong in our district with people coming together at every opportunity to support each other, help out on projects, or to celebrate special events.

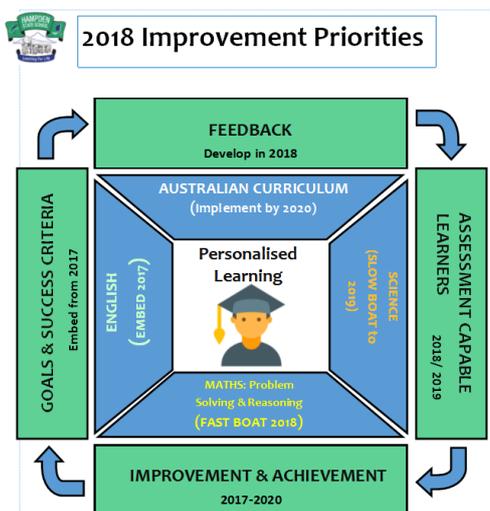
Our School Motto *Learning for Life* is developed through our school vision:

We strive to be a school where staff, students and the community are passionate about learning and quality teaching. Our staff have high expectations of all learners and know what to do for every individual and the ways to best support students. Our teachers regularly review evidence and research of best-practice approaches to ensure we are improving student outcomes. Our teachers collaborate and support each other through the challenges they face and learn from each other's unique experiences and perspectives. We have a deep loyalty to our peers, our students and to the reputation of the school in our community.

Our core values underlying our vision are:

- Good positive relationships amongst all stakeholders
- Every child is capable of improvement
- All children deserve a safe, secure, supportive learning environment
- Every child matters
- Frequent and transparent communication
- Everybody needs to feel valued
- Analysis of data is used to inform priorities, programs and practices
- Have high expectations!! - of EVERYONE
- Pride in yourself and others
- Consistency of practice
- Value coaching, mentoring and feedback

School progress towards its goals in 2018



2018 Priority 1: Teaching Quality

- Implementing strategies identified through the Visible Learning research inquiry
- Building teacher capacity in providing effective and timely feedback to students to progress their learning

2018 Priority 2: Maths

- Developing and implementing a whole school framework for 1. Australian Curriculum Maths and 2. Numeracy
- Researching and building an approach to teaching problem solving and reasoning
- Building the capacity of staff to teach mathematical problem solving and reasoning
- Refining assessment and monitoring policy and approach to improve highly capable students in Australian Curriculum Maths and NAPLAN Numeracy

Priority	Action	Progress
Teaching Quality <ul style="list-style-type: none"> Strategy: Implementing strategies identified through Visible Learning research inquiry 	<ul style="list-style-type: none"> All staff to participate in the Visible Learning Plus professional development series – Foundation Day and Inside Series workshop 	Completed
	<ul style="list-style-type: none"> Display and explicitly teach students 'What am I learning today? Why am I learning this? How will I know that I learned it?' 	Developing
	<ul style="list-style-type: none"> Embed the use of Goals and Success Criteria in every English and Maths lesson to build teacher clarity around teaching and learning 	Completed
	<ul style="list-style-type: none"> Continue to develop students understanding of being assessment capable learners by explicitly teaching unit metalanguage and use of learning displays 	Developing
<ul style="list-style-type: none"> Strategy: Building teacher capacity in providing effective and timely feedback to students to progress their learning 	<ul style="list-style-type: none"> Front end unit assessment as per pedagogical framework; Formative assessment is on-going throughout units and linked to summative; Deconstruct GTMJ with students before, during, after teaching units 	Completed
	<ul style="list-style-type: none"> Embed 'Student Support' processes to ensure every student is succeeding; Student Support Meetings, Data Meetings, Parent Interviews, Student Progress Charts 	Completed
	<ul style="list-style-type: none"> Principal to provide observation and feedback to teachers on use of Goals, Success Criteria and Feedback as part of professional learning schedule – walkthroughs and formal observations 	Completed
	<ul style="list-style-type: none"> Introduce & develop explicit Feedback Book for teachers/students to provide written feedback in English and Maths. Exit Slips in English & Maths - using data gathered as a teaching strategy 	Not started
	<ul style="list-style-type: none"> Utilise Early Start Materials and Literacy Continuum and English GTMJ to identify individual goals for next steps for learning in literacy & English 	Developing
	<ul style="list-style-type: none"> Develop a whole school consistent approach to record and document different levels of differentiation - Explore OneSchool Class Dashboard 	Developing
Mathematics <ul style="list-style-type: none"> Strategy: Developing & implementing a whole school framework for numeracy 	<ul style="list-style-type: none"> Develop a Maths Numeracy Framework documenting a whole school consistent approach to the teaching of Numeracy including Australian Curriculum: Maths 	Developing
	<ul style="list-style-type: none"> Develop a whole school consistent approach to the teaching of problem solving and reasoning, including developing students' literacy capabilities 	Developing
	<ul style="list-style-type: none"> Continue to embed rotational groups in maths providing students opportunities to work on AC: Maths, Signposts Maths and online Mathletics 	Completed
<ul style="list-style-type: none"> Researching & Building an approach to teaching problem solving & reasoning 	<ul style="list-style-type: none"> An explicit focus on teaching vocabulary associated with mathematical problem solving. 	Developing
	<ul style="list-style-type: none"> Establish a focus on developing a range of surface, deep and transfer learning strategies as part of the pedagogical approach to teaching AC: maths and numeracy 	Developing
	<ul style="list-style-type: none"> Establish differentiated problem solving 'challenge' groups and implement a systematic approach to weekly focus on problem solving, reasoning and justification (a focus on deep and transfer learning) 	Not started
	<ul style="list-style-type: none"> Develop 'mini' problem solving competitions for students to participate in individually and in teams; Year 5/6 U2B identified students attend the McDonald's Maths competition. 	Developing
<ul style="list-style-type: none"> Building the capacity of staff to teach mathematical problem solving & reasoning 	<ul style="list-style-type: none"> Provide professional development opportunities for staff to further knowledge/understanding of the Australian Curriculum: Maths – Problem solving and reasoning, including alignment with 2018 ADP Plans 	Completed
	<ul style="list-style-type: none"> Teaching staff to attend termly planning days, collaborating with HOC and Paul Sumpter (PEAAC) to develop understanding around AC: Maths (problem solving and reasoning) 	Completed
	<ul style="list-style-type: none"> Principal to conduct fortnightly classroom walk-throughs with a focus on gathering evidence and providing feedback around key actions identified in the AIP to improve problem solving and reasoning 	Completed
	<ul style="list-style-type: none"> Review C2C assessment tasks and Australian Curriculum, exploring ways to create more opportunities for students to solve problems matched to units 	Developing

Future outlook

2019 Improvement Priority— Australian Curriculum: STEA **Maths**



VISION

Hampden students will have the capacity and opportunity to solve real world problems using the mathematics of the Australian Curriculum in innovative and engaging ways. They will work collaboratively to use their understanding and fluency in mathematics to create solutions to real life problems. Students will be encouraged to work across curriculum subjects and utilise literacy skills to communicate and present their solutions to the school community.

IMPROVEMENT TARGETS

- 90% of students achieve a C or better in mathematics; 20% of students achieve an A in mathematics
- 100% of Y3 and Y5 students achieve National Minimum Standards (NMS) in NAPLAN Numeracy
- 42% of Y3 and 35% of Y5 students achieve Upper Two Bands (U2B) in NAPLAN Numeracy
- All students regularly engage in multiple cross curricular real-life mathematics problem solving investigations
- All staff engage in maths curriculum planning days and professional development sessions

STRATEGIES FOR IMPROVEMENT

1. Building teacher capacity in teaching the four proficiencies and three strands of mathematics
2. Developing mathematics curriculum KNOW & DO unit planning documents covering the strands of mathematics
3. Providing problem based real life investigations for students to demonstrate the proficiencies of mathematics

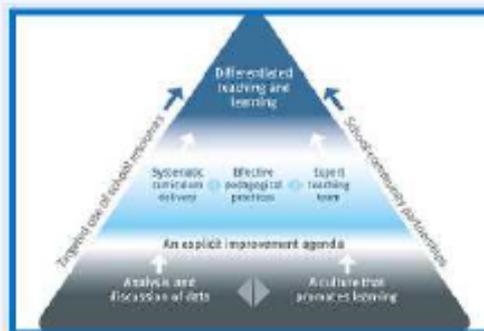
The Four Proficiencies of Mathematics

1. Understanding
2. Fluency
3. Problem solving
4. Reasoning

The Three Strands of Mathematics

1. Number and Algebra
2. Measurement and Geometry
3. Statistics and Probability

FULL STEAM AHEAD in 2019: Mathematics



Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	75	83	76
Girls	33	40	34
Boys	42	43	42
Indigenous	9	13	9
Enrolment continuity (Feb. – Nov.)	91%	95%	99%

Notes:

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

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

Characteristics of the student body

Overview

Hampden's 76 students generally live within a 10 kilometre radius of the school, often on small acreage lots, or from the neighbouring town of Marian. In 2018 enrolments decreased slightly, however enrolments have again increased in 2019. Approximately 55% of the total student population are boys. Indigenous students made up 12% of the overall total of students in the school for 2018. All students speak English as their first language with only a few families having second language backgrounds and history. The vast majority of parents associated with the school are employed in mining related industries, with some self-employed and the remainder working in agricultural fields, primarily the sugar cane industry.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	19	24
Year 4 – Year 6	25	25	28
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- Hampden has in place a range of curriculum programs covering the Australian Curriculum
- Our staff liaise with two nearby secondary schools and six primary schools which form our professional cluster group, ensuring continuity and review of curriculum materials.
- We share a cluster Head of Curriculum with our local primary schools. Our HOC is based at our school 1 day a week through additional school funding to ensure we provide staff and students with access to the best possible curriculum offerings
- Japanese is the L.O.T.E. our students receive instruction in at our school from Prep to Year 6.
- Health and Physical Education are delivered weekly by a visiting specialist
- The Arts are delivered weekly by a visiting specialist teacher
- The school uses a range of assessment tools including NAPLAN, PM Reading Benchmarks, PROBE reading assessments, and a range of C2C assessment tasks linked to the Australian Curriculum

Co-curricular activities

The learning and social experiences of the children in our school community area are supported through a range of activities which make up our annual Calendar of Events.

In 2018 these included:

- School Camp to Kinchant Outdoor Education Centre, including a range of curriculum learning activities
- Student Council Discos held each term to engage community members and raise fund for student activities
- School Captains and Leadership team
- School Choir and Recorder Group
- Keyboard lessons
- Grounds Beautification Projects –Bunnings Gardening Partnership
- Gardening Club
- A variety of additional before, during and after school clubs run by staff and students
- Affiliated Queensland Playgroup help onsite weekly run by employed Teacher Aide
- Pre-Prep Playgroup for students commencing Prep in the following year
- Arts Council Performance each term
- Involvement in cluster day activities, including Under 8's Day
- Cluster cross country, athletics and swimming carnivals
- Coaching clinics in a variety of sports including AFL, Rugby League, Tennis
- Non-Denominational Religious Education program
- Half and full day excursions to support curriculum learning
- Community based projects such as Anzac Day, Remembrance Day.
- Christmas Concert
- Academic/Literacy/Arts Competitions such as, CWA Poster Competition, Children's Book Week Competition and Eisteddfod participation, McDonald's Math Competition

How information and communication technologies are used to assist learning

Integrating the use of ICTs into all subject areas and in all year levels is a high continuing priority at Hampden State School. Each class has access to their own bank of computers. Hampden's on-going commitment to ICTs is also evidenced through its provision of an interactive whiteboard in every teaching space and the acquisition of iPads to assist all students. In 2016 we began upgrading a number of our Interactive Whiteboards to High Definition Digital Touchboards and by 2017 all classrooms had high definition touch screens.

The employment of a part-time technician was maintained in 2018 with further engagement happening in 2019 through the current technician and a parent volunteer who also has IT technical support skills.

At Hampden, students use our considerable ICT resources to explore the processes of inquiry and research across the key learning areas. They select appropriate devices and software to plan, create and refine digital products for specific purposes in a range of Australian Curriculum subjects. Students also select and use ICTs to enhance communication and collaboration in different contexts with identified audiences.

In 2018 we continued with Mathletics online to support our mathematics program and ensure students had an opportunity each day to use computers to support their learning. We also continued using PAT testing online for all students in preparation for the impending NAPLAN online testing program which was piloted in 2018 in other schools within the region and may be extended to our school in 2019.

In 2018 we developed an action plan around the implementation of a STEM program, including 1:1 laptop and iPad classrooms, robotics and coding. As part of this strategic development we have upgraded our school wireless capability infrastructure and the number of network points available for access across the school. We will continue to upgrade and replace laptop computers to ensure all students have the opportunity daily to engage with technology.

Social climate

Overview

In 2018 the school continued the implementation of the following as the values used to support our four school rules: *Be Safe, Be Responsible, Be Respectful, Be a Learner*

We are sensible and polite
We follow teachers' directions
We do our best



Behaviour Flow Chart

Step 1: Friendly Reminder



Your behaviour choice is affecting the safety and well-being of others or is disrupting the teaching and learning - You will be politely reminded of which school rule to follow.

Step 2: Verbal Warning



Your behaviour choice continues to be poor - You will be firmly reminded of which school rule to follow and the consequences should you make a further poor choice.

Step 3: Consequence

Minor	Major
<ul style="list-style-type: none">Loss of 5 points from Reward's DayOneSchool minor incident reportParent contact	<ul style="list-style-type: none">Loss of 10 points from Reward's DayOneSchool major incident reportParent ContactDetention



Step 4: Principal Report

All major incidents are reported to the principal

- Morning tea with the Principal for weekly winners as a positive reinforcer
- 'Gotchal' tickets given to students found to be making choices appropriate and in line with the school values
- The use of the High 5 Strategy for conflict resolution and harassment
- Continued implementation of the You Can Do It program to support students with getting along, persistence, resilience, organisation, and confidence
- Training our students in assertiveness, problem solving and social skills. This is achieved through relationship building between teachers and students and through attention to areas of the curriculum.
- Making bullying an open topic, destroying the secretiveness by which it thrives.
- Open lines of communication between students and staff members that encourages students to report instances of harassment, conflict and bullying.
- Communicating and involving parents in our policy.

In 2016/2017 the school, in consultation with its' key stakeholders, updated the Behaviour Management Plan to include a more explicit approach to dealing with minor and major consequences. From the commencement of 2016 all students start each term with 50 points. Minor indiscretions of any of the four school rules may result in the loss of 4 points. Major incidents may result in 10 points being deducted. Examples of minor and major incidents are displayed in classrooms taken from the behaviour policy. The school developed a clear flowchart to support the process of managing inappropriate behaviour. This was displayed in all classrooms, communicated in school newsletters and explicitly taught both on whole school parades and in individual classes. All students who maintain a balance of at least 25 points qualify for Reward's Day activities at the end of term. These processes were reviewed at the commencement of 2018 and agreed to be continued with no modification to the processes.

The school's major focus in behaviour management is on positive reinforcement and Hampden adopts a proactive approach, with staff, students and parents working together to minimise inappropriate behaviours, bullying and harassment in our school.

This is achieved through:

- A range of extrinsic rewards within classroom settings to motivate students to act according to the school rules and values
- Weekly 'Hampden Huge Effort' awards presented of parade.

HIGH 5

What is Hi 5?

It is an effective strategy to develop problem-solving strategies for our students.

A whole school approach that can also support minimisation of bullying.

It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

Values and Hi 5

Values - used to foster better relationships, personal achievement and improved student wellbeing.

Hi 5 - used to build student's social skills and resilience.

Together positive impact and shape School Code of Behaviour.

As a Staff:-

We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.

We want to promote pro-active strategies to prevent incidents becoming bullying.

How to Implement Hi 5:

Hi 5 program takes 4/5 sessions to implement. (1 structured lesson for 4/5 weeks to teach the strategy).

All steps are modelled and taught through role play.

Each class will have a Hi 5 chart showing steps for teaching/modelling problem-solving strategies.

Do the Hi 5:-
Ignore
Talk Friendly
Talk Firmly
Walk Away
Report

Whole School Inclusive Approaches

Hampden has a Support Provisions Leadership team comprising the principal, Student Support Teacher, Students with Disabilities Teacher, Guidance Officer and Speech Language Therapist which meets monthly to review the learning of all students. The purpose of these meetings is to ensure the learning needs of all students are considered and being met through the delivery of a range of provisions offered by our school. As a team we have a range of processes and procedures for reviewing student data and learning needs, including:

- *OLEY speech language program*
- *Read it Again speech language program*
- *Early Start materials for diagnosing Prep/Year learning goals*
- *Individual speech assessments and programs (Supported by SLP and delivered by trained teacher aide)*
- *Social Emotional support provisions – BRAVE, Secret Agent, Zones of Regulation programs*
- *Individual Curriculum Plans*
- *1:1 Counselling session with GO*
- *Individual 1:1 reading and high frequency word programs*

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	100%	100%
• this is a good school (S2035)	96%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	96%	100%	100%
• their child is making good progress at this school* (S2004)	96%	100%	100%
• 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)	96%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	96%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	96%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	96%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	95%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	97%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	97%	100%
• teachers treat students fairly at their school* (S2041)	100%	94%	96%
• they can talk to their teachers about their concerns* (S2042)	95%	97%	100%
• their school takes students' opinions seriously* (S2043)	100%	94%	96%
• student behaviour is well managed at their school* (S2044)	90%	89%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	95%	97%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

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

* 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

At Hampden, parents have a wide range of opportunities to become involved in the education of their children, and they are actively encouraged to do so.

- Academic: Formal Parent-Teacher interviews are offered twice per year, but informal discussions are encouraged all year round.
- Classroom volunteers: Prep rosters, Activity Day rosters, Reading rosters, Sight-word rosters, Art & Craft Supervisors.
- Committees/Sub-Committees: P & C Association, Tuckshop, School Bus, Behaviour Management, Health & Safety, Grounds care, Fundraising
- Extra-curricular activities: Musical productions coordinators, School Camp volunteers, Excursion Supervisors, swimming tutors, Technology tutors, Sports coaches
- Parent information sessions: Class group/teacher information sessions are made available to parents as appropriate, usually at the beginning of Term 1
- In addition, regular meetings are held with parents of students with disabilities and those students who are assessed to require an Individual Curriculum Plan. Initial meetings are held in Term 1 to establish the plan; a mid-year meeting is held at the beginning of Term 3 to make any modifications and adjustments to the plan, and a final meeting is held in Term 4 (if requested) to review the plan.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

- The use of the High 5 Strategy for conflict resolution and harassment
- Continued implementation of the You Can Do It program to support students with getting along, persistence, resilience, organisation, and confidence
- Training our students in assertiveness, problem solving and social skills. This is achieved through relationship building between teachers and students and through attention to areas of the curriculum.
- Providing individual and small groups specialised support using the BRAVE and Secret Agent programs
- Providing Lie Education sessions to students with a focus on individual health and healthy relationships
- Making bullying an open topic, destroying the secretiveness by which it thrives.
- Open lines of communication between students and staff members that encourages students to report instances of harassment, conflict and bullying.
- Communicating and involving parents in our policy.
- Regularly discussing issues regarding safety, respect and relationship at weekly assemblies

School disciplinary absences

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

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

Note:

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

Environmental footprint

Reducing this school's environmental footprint

During 2018 the School Environmental Management Plan was continued and the component elements were prioritised for continued implementation. During 2018 the school continued to use rain water as the primary source of water for the school.

The addition of a second bank of solar panels during 2011 enabled the school to set targets to reduce its electricity consumption as an ongoing priority from 2012/2013 onwards. These improved targets continued to be met in

2015/2016 due to the continuation of our Environmental Management Plan however in 2017/2018 we increased our overall electricity consumption. An increase in the number of electronic devices being used by students may be a possible reason for this increase in electricity usage. In 2019 we have increased enrolments which means we are operating a fourth fulltime classroom and we envisage our electricity usage to remain similar to 2017-2018 levels.

In 2015 the school introduced a more explicit approach to the recycling of materials by purchasing a range of recycling products, including a worm farm, purchased as part of the school's Cole Landcare Funding Grant. In 2018 we continued to work with the school P&C to maintain the school grounds as well as employing a regular grounds officer to ensure issues related to our environmental impact are actioned in a timely manner. We also furthered our partnership with Bunnings North Mackay to develop sustainable gardening practices.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	31,353	27,605	41,718
Water (kL)			

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

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

The screenshot shows a button labeled 'View School Profile'.

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

The screenshot shows a navigation menu with the following items: School profile, NAPLAN, Attendance, Finances, VET in schools, Senior secondary, and Schools map. The 'Finances' item is highlighted.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	6	10	<5
Full-time equivalents	4	4	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	6
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$12 236

The major professional development initiatives are as follows:

- Departmental Mandatory Training – Code of Conduct, Student Protection, Workplace Health and Safety
- THRASS Training for all staff to support teaching of reading, spelling and writing – new staff and accredited level training.
- QCAA reading and writing professional development courses
- Early Years training – AEDC Data
- Students with disabilities training for Autism and inclusion
- 2018 Central Queensland Principal's Conference
- School Improvement Unit Peer Review Training
- Visible Learning
- Professional Development collaborative planning days for all teachers – English
- Professional collaborative planning days for all teacher – Maths
- Collegial observations and coaching sessions for all teachers

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 75% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Hampden State School has a continued focus on improving student outcomes across attendance, behavior, health and well-being and academic achievement. In 2018 we continued to set ambitious targets for the improvement of all students.

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	93%	93%
Attendance rate for Indigenous** students at this school	94%	89%	90%

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

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

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

Year level	2016	2017	2018
Prep	90%	88%	92%
Year 1	95%	88%	92%
Year 2	95%	96%	86%
Year 3	96%	94%	97%
Year 4	95%	95%	94%
Year 5	95%	93%	95%
Year 6	96%	94%	95%

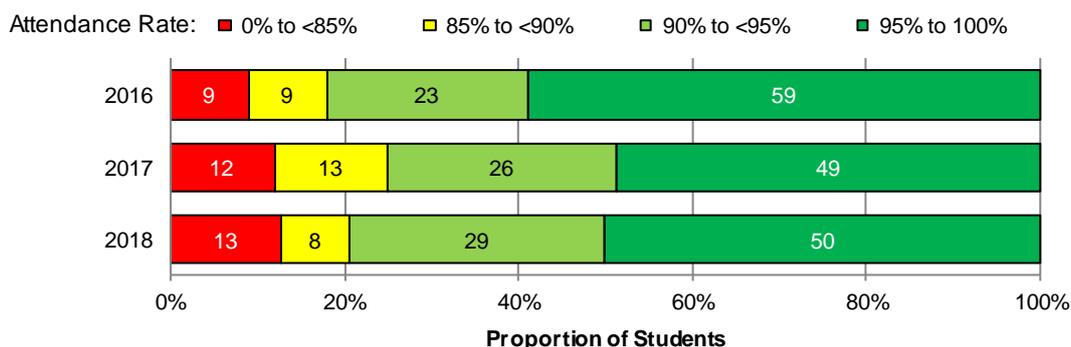
Year level	2016	2017	2018
Year 7	NA	NA	NA
Year 8	NA	NA	NA
Year 9	NA	NA	NA
Year 10	NA	NA	NA
Year 11	NA	NA	NA
Year 12	NA	NA	NA

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked twice a day at 9:10am and 1:40pm. Unexplained absences are monitored by the Principal and administration team through the OneSchool system each day in line with the same day notification policy. Teachers are responsible for following up with families when students are absent to see if a reasonable excuse is available. If they are unable to make contact with families they confirm with the Principal or administration that no notification has been received. Administration staff then contact parents by phone, text message or e-mail for explanations.

The school promotes the Every Day Counts strategy through newsletters, weekly parades and day to day communication with students and parents.

Certificates are issued each semester to students whose attendance rate is higher than 95% and families are notified by personal letter. The class with the highest weekly attendance are celebrated on parade each week and awarded the attendance trophy.

Students whose attendance is below 85% receive regular direct communication from the principal regarding the benefits of regular attendance by students. This includes phone calls and letters posted to families.

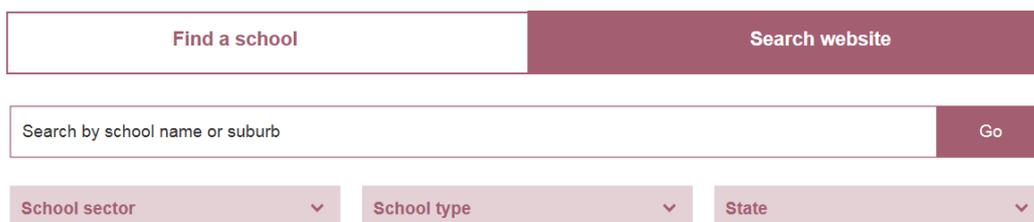
The school sets and promotes a target attendance rate of 95%.

NAPLAN

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

How to access our NAPLAN results

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



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



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

Notes:

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