



Hatton Vale State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

State Schools Strategy  
Department of Education



Queensland  
Government

## Contact information

<b>Postal address</b>	Hannant Road Hatton Vale 4341
<b>Phone</b>	(07) 5460 4333
<b>Fax</b>	(07) 5460 4300
<b>Email</b>	principal@hattonvaless.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	<b>Mr. Ashley Lawless</b>

### School overview

Hatton Vale State School is a prep-6 school situated 25 minutes' drive west of Ipswich along the Warrego highway. Being the most eastern school of the Darling Downs South West Region it is perfectly placed halfway between Queensland's largest satellite city of Toowoomba and the states capital of Brisbane. With the rapidly growing semi-rural acreage the school population sits at an average of 520 students. In 2017, Hatton Vale State School became an *Independent Public School* allowing for greater empowerment in decision-making and the increased capacity to work in new ways, to maximise student outcomes. Hatton Vale State School has a Diverse Learning Centre that services the smaller schools in the Lockyer Valley Region. At Hatton Vale we value performance, wellbeing, diversity and sustainability in an inclusive educational environment.

This report outlines the focus of 2018, what has been achieved to date, as well as our direction for 2019. Our purpose is to engage our students in an inclusive learning environment which values and promotes educational standards in Numeracy and Literacy, active citizenship, physical activity, the arts, extra-curricular activities, dedicated professional staff, positive behaviour, tolerance and acceptance of diversity, quality resources and facilities.

The strategic directions we continue to implement are: quality teaching and learning with a focus on explicit instruction; student engagement, parent and community participation, staff and student wellbeing; a professional and accountable workforce.

### School progress towards its goals in 2018

#### 2018 Key Priorities

1. **Engaging Curriculum-** *Continue to enact an engaging curriculum. Implement the 'Big 6 in Action' reading program across the whole school. Implement THRASS in all year levels and Phonemic Awareness in the early years. Trial STEM related activities and tasks in the upper years*
2. **Targeted Teaching-** *A year's worth of growth for every student, every year. Continue to invest in professional development opportunities for staff to enhance their capacity aligning with the curriculum needs of our students. Continue lesson observation and feedback aligning with Anita Archer's Explicit Instruction, Daily 5 and CAFÉ.*
3. **Connecting Communities-** *School Attendance, Indigenous Perspectives and School Celebrations. Continue to celebrate community events including End of Year Christmas concert, NAIDOC and extracurricular events. Continue to monitor and communicate school attendance with families through same day notification procedures and services.*

### Future outlook

Hatton Vale State School enjoys a good reputation in the Laidley District community and beyond. In 2019, our work as a school will continue to focus on moving from good to great as a school! To achieve this, we will need the energy and commitment of our entire school community in Raising the BAR at Hatton Vale State School! 2018 was all about establishing a sharp and narrow improvement agenda focused on a whole school reading, developing teacher capacity and community engagement.

In 2019 our school’s improvement agenda again will have a sharp and narrow focus, driven by ‘high expectations’. Raising the BAR at Hatton Vale will see us focus on the FACES – knowing our learners, knowing the data and knowing the next instructional steps to support all students at Hatton Vale becoming successful learners! Our three key priorities will focus on....

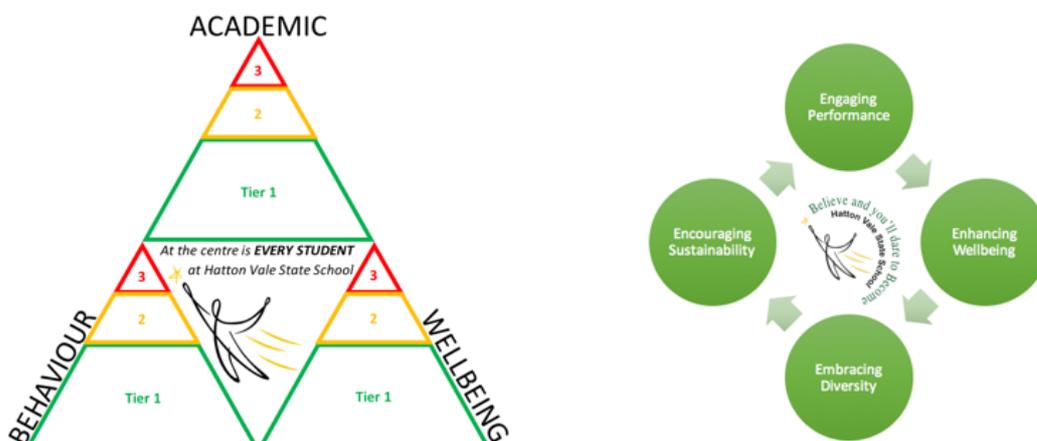
1. **Engaging Curriculum-** National Curriculum, Digital Technologies and Citizenship
2. **Targeted Teaching-** A year’s worth of growth for every student, every year.
3. **Connecting Communities-** School Attendance, Indigenous Perspectives and School Celebrations

Hatton Vale State School became an **Independent Public School** in 2017 and onwards. The Independent Public Schools (IPS) initiative will provide our school with greater empowerment in decision-making and the increased capacity to work in new ways, to maximise student outcomes. The initiative recognises that the best decision-making often happens at the local level. By embracing independence, our school community will have greater autonomy in the decisions we make, to deliver the best possible outcomes for our students and school community.

Through IPS our school will benefit from the ability to embrace additional autonomy to enable:

- increased innovation
- stronger partnerships with industry and the community
- further tailoring of local school programs

In 2019, the school will invest equal partnership with academia and behaviour with wellbeing. This is articulated in our philosophical support pyramid. Embedded in our school Pyramid of support is a core set of values that encompass all that is paramount at Hatton Vale State School.



**Purpose**

Preparing students with the ability to be resourceful citizens who will engage in an ever-evolving society.

**Core Values**

- Engaging Performance
- Enhancing Wellbeing
- Embracing Diversity
- Encouraging Sustainability

**Envisioned Future**

We will be the school of choice, a place where students are encouraged to succeed and contribute to society. We aim to be the leader in school academic performance with the use of educational innovations. We endeavour to be the beacon of our community providing successful pathways for students and supporting families.

**Big Hairy Audacious Goal**

To be the leader in educational innovation in the Lockyer District

**Positive Behaviours for Learning- Expectations**

**Be a Learner- Be Responsible- Be Respectful- Be Safe**



This is a very exciting time for our school community in our pursuit of providing the best learning opportunities for our children.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Early Childhood - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	401	441	505
Girls	175	185	220
Boys	226	256	285
Indigenous	24	23	38
Enrolment continuity (Feb. – Nov.)	92%	93%	94%

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

Hatton Vale State School is a Band 8 coeducational school located in the Lockyer Valley. Prep to Year 6 in 2017. We currently have approximately 12% of our school population verified as Students with Disabilities (ASD, II, PI, SLI, HI). The philosophy at Hatton Vale State School is the promotion of inclusive practice with co-teaching of Special Education Teachers with classroom teachers. The school also has Early Childhood Development Program on site for children 0-5 years of age. Less than 8% of our student population are Indigenous. A large percentage of our students travel by bus to school while others walk, ride or are transported by parents. The majority of our students continue their education for secondary schooling at Laidley or Lowood State High School.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	24	24
Year 4 – Year 6	26	25	20
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

In 2016 our school has adopted the National Curriculum for English, Maths, Science, Geography and History, other key learning areas are taught using the Essential Learnings framework – we have implemented school based documents that outline how all Key Learning Areas are taught at our school. Our Curriculum Framework has focus areas of Teaching and Learning, Assessment and Reporting and eLearning.

Attention to each student's achievement is closely monitored with teachers and teacher aides working closely to promote each student's development. Each teacher has a current differentiation overview which is reviewed each term. Our curriculum promotes achievement in all areas of study, emphasising the basics while encouraging all students to develop their potential to gain a balanced education and skills as a lifelong learner.

### Co-curricular activities

Hatton Vale State School is recognised throughout the community for its participation in sport and the arts. Students participate in a range of activities during school and after school including:

- ✓ Choir & instrumental performances eg Eisteddfod, Community Events, Education Week , Choral Fanfare
- ✓ Sporting activities including swimming, athletics and all major sports
- ✓ Book Week
- ✓ Under 8's day
- ✓ Grandparents Day
- ✓ School Camps
- ✓ Student Council meetings every Friday – our student leaders discuss aspects of leadership and give suggestions for school improvement, discuss upcoming events and suggestions gained from the student body.

### How information and communication technologies are used to assist learning

All students have access to computers in their classrooms.

- ✓ Interactive White Boards and data projectors
- ✓ Hubs of computers in each teaching block.
- ✓ I-Pads available from the Resource Centre for access across the school
- ✓ Information Communication Technologies for Learning are an integral part of each integrated unit of study.
- ✓ Specific computer skills are taught and developed within each classroom.
- ✓ Communities of learners are connected to a diverse range of ICTs. Our school's effective ICT infrastructure supports these communities to develop and implement innovative approaches and best practices.

## Social climate

### Overview

Hatton Vale State School endeavours to meet the academic, social and behavioural needs of each child. The school places emphasis on children being responsible and accountable for their behaviour and learning in a supported environment. Our expectations are high but also consider the needs and the background of the child and we aim to provide continuous support for children and families as they strive to meet these expectations. Our school environment leads to a supportive atmosphere for learning through engagement with a wider community of professional support networks to meet the needs of our children. We encourage parents to contact the school if they feel that the needs of their child are not being met.

## 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)	76%	75%	91%
• this is a good school (S2035)	92%	84%	91%
• their child likes being at this school* (S2001)	96%	90%	98%
• their child feels safe at this school* (S2002)	92%	85%	91%
• their child's learning needs are being met at this school* (S2003)	72%	75%	89%
• their child is making good progress at this school* (S2004)	72%	75%	93%
• teachers at this school expect their child to do his or her best* (S2005)	92%	84%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	68%	84%	86%
• teachers at this school motivate their child to learn* (S2007)	88%	79%	91%
• teachers at this school treat students fairly* (S2008)	80%	70%	86%
• they can talk to their child's teachers about their concerns* (S2009)	92%	76%	91%
• this school works with them to support their child's learning* (S2010)	76%	74%	86%
• this school takes parents' opinions seriously* (S2011)	80%	70%	78%
• student behaviour is well managed at this school* (S2012)	80%	70%	81%
• this school looks for ways to improve* (S2013)	92%	90%	93%
• this school is well maintained* (S2014)	92%	100%	98%

\* 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)	97%	96%	94%
• they like being at their school* (S2036)	94%	91%	92%
• they feel safe at their school* (S2037)	91%	92%	95%
• their teachers motivate them to learn* (S2038)	99%	95%	97%
• their teachers expect them to do their best* (S2039)	100%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	96%	95%
• teachers treat students fairly at their school* (S2041)	92%	91%	82%
• they can talk to their teachers about their concerns* (S2042)	90%	96%	90%
• their school takes students' opinions seriously* (S2043)	91%	89%	87%
• student behaviour is well managed at their school* (S2044)	82%	81%	84%
• their school looks for ways to improve* (S2045)	95%	96%	94%
• their school is well maintained* (S2046)	90%	96%	93%
• their school gives them opportunities to do interesting things* (S2047)	98%	98%	95%

Percentage of students who agree# that:	2016	2017	2018
---	------	------	------

\* 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%	96%	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)	89%	92%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	88%	90%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	98%	96%	98%
• student behaviour is well managed at their school (S2074)	97%	96%	96%
• staff are well supported at their school (S2075)	98%	96%	96%
• their school takes staff opinions seriously (S2076)	95%	84%	91%
• their school looks for ways to improve (S2077)	98%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	92%	84%	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

- ✓ Meet the teacher sessions are held at the beginning of the year to establish close home and school links
- ✓ Our school's open-door policy promotes access to class teachers as well as school administration.
- ✓ Community members are encouraged to volunteer in classrooms and fundraising activities. Parents are involved in P & C activities, decision making processes and reviews.
- ✓ Fortnightly newsletter
- ✓ School website and face book page
- ✓ Teachers send home criteria sheets for students in relation to their assessment
- ✓ Parents invited to assist with excursions, camps, school activities
- ✓ Parents included as part of the stakeholder process for Individual Education Plans, Behaviour Plans, Health Plans and Risk Assessment as necessary
- ✓ Parents invited to weekly parades

## Respectful relationships education programs

The *Respectful relationships education program* — an initiative of the Queensland Government — is part of a broader multi-departmental commitment to ending domestic and family violence. By implementing the Respectful relationships education program, Hatton Vale State School will give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. The Prep to Year 6 programs including the **'You Can Do It!'** are aligned to the Australian Curriculum: Health and Physical Education and will be delivered through this learning area. Specialised resources for schools and teachers are used which include program guidelines, teaching overviews and resources for each year level.

## 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	15	10	13
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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. All of our classrooms are air-conditioned and have management plans in place for the operation. Staff and students are reminded on a regular basis to save energy by turning off lights and air conditioners when not in use. Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		66,844	
Water (kL)	43	1,797	634

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.

Find a school
Search website

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

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

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

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	35	24	0
Full-time equivalents	33	15	0

\*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.*	2
Bachelor degree	33
Diploma	1
Certificate	11

\*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 **\$30,000.00**

The major professional development initiatives are as follows:

- Reading, Explicit Instruction, Phonemic Awareness, THRASS.

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.	94%	95%	96%

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

From the end of the previous school year, 89% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### 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	93%	92%	92%
Attendance rate for Indigenous** students at this school	87%	88%	89%

\* 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

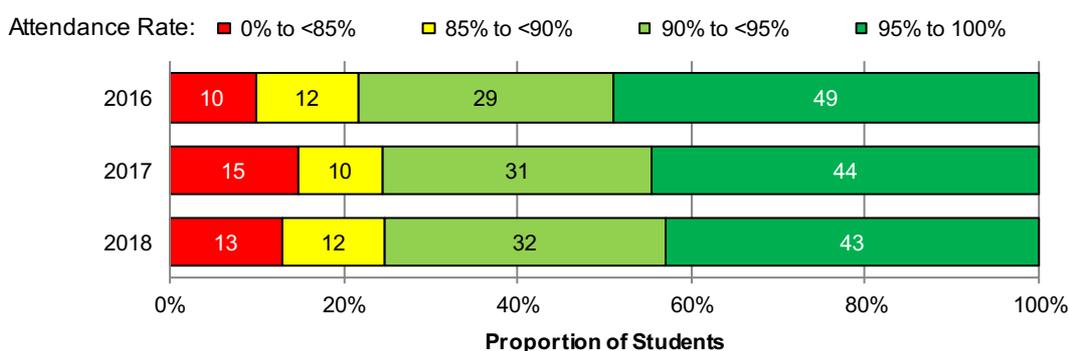
Year level	2016	2017	2018
Prep	93%	93%	92%
Year 1	91%	92%	92%
Year 2	91%	92%	94%
Year 3	95%	90%	90%
Year 4	93%	94%	91%
Year 5	95%	93%	92%
Year 6	92%	94%	91%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

At Hatton Vale SS rolls are marked twice daily. Late students report to the office where the arrival time is noted. If a parent or guardian wishes to take a student from school early, they must sign their child out at the office. If a student is absent parents are asked to contact the school either by a written note with an explanation for the absence or a telephone call.

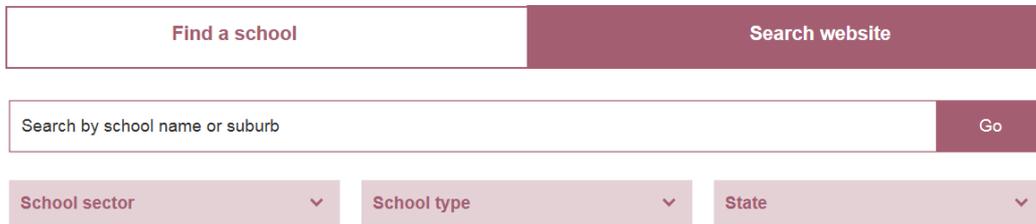
If a student has an unexplained absence of 3 consecutive days then parents/guardians are contacted by the school for an explanation. The school endeavours to work with parents to ensure that 'Every Day Counts' at Hatton Vale SS. An Admin officer checks the absences on a daily basis and telephone calls are made to parents. Regular information is put in the newsletter on the website and on the facebook page about the importance of attending school.

## 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.