



Harlin State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	MS 550 Toogoolawah 4313
Phone	(07) 5423 5117
Fax	(07) 5423 5114
Email	principal@harlinss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Mark Pennycuick- Principal



From the Principal

School overview

Harlin State School was established in 1908 and is located in a rural community at the top of the Brisbane Valley. Students are enrolled in all seven year levels from Prep to Year 6. Our multi-age setting allows for emphasis on flexible and cooperative learning opportunities that are engaging and purposeful to our students. We focus on encouraging our students to do their best and to respect each other's individual differences. We provide a range of stimulating, hands-on learning experiences in the classroom, on the sporting field and in an environmental setting, which accommodate the range of learning styles. We provide a safe and supportive learning environment for all our students and we value the belief that all children have the ability and the right to learn. We endeavour to provide all students with self belief and a sound knowledge base that is necessary for a smooth transition to secondary school. Education at Harlin State School is aimed at encouraging and enabling the students to follow their dreams. Community involvement is encouraged and we provide a centre for educational, social, cultural and sporting interaction.

School progress towards its goals in 2018

During 2018 our Explicit Improvement Agenda was focused on having our students achieve at the Upper Two Bands in Reading and Spelling in years 3 and 5. We also are aiming to have 80% of students achieving a C or better in English report card data.

Harlin State School's explicit improvement agenda for 2018 is reading and spelling. Staff worked towards developing a constant approach to the teaching of spelling using the existing THRASS program. Students will be engaged by having their individual spelling needs provided for in small groups. Reading is being further developed by analysing current data and investigating methods to fulfil the student's needs. Reading will continue to be an area of focus into 2019.

Future outlook

The Explicit improvement agenda for Harlin State School for 2019 is centred around every student succeeding with a focus on reading. Individual targets will be identified for individual students based on the data collected. Teachers will participate in professional development in the area of the teaching of reading to sharpen pedagogical practice across the school. Resources will be allocated to enable reading to be the focus. The target is 90% of students reaching the Darling Downs South West regional benchmarks.



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	57	65	58
Girls	26	28	28
Boys	31	37	30
Indigenous		1	
Enrolment continuity (Feb. – Nov.)	95%	97%	84%

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

The student body is made up of students living in the surrounding rural district of Harlin. Many of the family occupations revolve around farming. We have multi-generation students at Harlin creating a strong family and community bond. We also have a students who travel from the nearby towns of Kilcoy and Toogoolawah. The school has three composite classes – P/1, 2/3/4 and 4-6. Our classrooms provide a great opportunity to ensure all students access various levels of curriculum.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	18	18	21
Year 4 – Year 6	20	27	16
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

At Harlin State School, we offer a well-balanced high quality curriculum across the eight key curriculum areas delivered under the Explicit Instruction Model. We are currently implementing the following curriculum areas from the Australian Curriculum:

- English
- Maths
- Science
- HASS
- The Arts
- Technologies
- Health and Physical Education

Harlin State School also has specific school programs for Reading, Spelling and Writing. We also run a student support program for students at-risk of falling behind the grade level learning expectations – particularly in Reading.

Co-curricular activities

Harlin Students participate in a variety of activities with the Brisbane Valley Cluster of small schools which provided students with opportunities to develop sporting, academic and social skills.

- Inter school cross country
- Athletics Carnival
- Swimming Carnival
- Swimming Lessons Term 1 and 4 with trained instructors at Kilcoy and Toogoolawah Aquatic Centres
- Brisbane Valley Team Sport Gala Day
- Rugby League development day
- Under 8s Day
- Benarkin to Linville Bike Ride
- Young Leaders Day – Senior Leaders attend in Brisbane
- Music Count Us In
- Readers Cup – Senior students
- ANZAC Parade supported by Toogoolawah RSL sub branch
- Careers Expo / Junior Secondary Transition Toogoolawah State High school
- School camps
- Auskick

How information and communication technologies are used to assist learning

Our students have access to personal computers, laptops and iPads at Harlin State School. The school utilises a Mathletics subscription which students can access to supplement our daily mathematics program. Each classroom has an interactive whiteboard, which is used regularly for explicit teaching. Teachers also have access to document cameras, digital cameras and video cameras to enhance teaching and learning.

Social climate

Overview

Harlin State School is a small country school that operates within a culture of care, which promotes a family atmosphere. Our school provides a safe, supportive and disciplined learning environment through a range of curriculum and extra curricular activities. Our chaplain has introduced SUPA club for students after school, and regularly runs boys and girls programs (particularly for senior students) and is working with Anglicare to present the 'Friends for Life' program to our students. Harlin State School is a Positive Behaviour for Learning school which requires behaviours and expectations explicitly taught to all students. Parents are consistently happy with the quality of learning at our school. A high percentage of parents and students agree that learning needs are being met at this school. Staff are very happy to be a part of the delivery of quality curriculum at Harlin State School. Our unique setting at Harlin enables our students to work together as a team and gives students the opportunity to learn new skills and experience success in a variety of different areas.



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)	93%	100%	33%
• this is a good school (S2035)	93%	100%	33%
• their child likes being at this school* (S2001)	86%	100%	33%
• their child feels safe at this school* (S2002)	86%	100%	75%
• their child's learning needs are being met at this school* (S2003)	93%	100%	11%
• their child is making good progress at this school* (S2004)	93%	100%	33%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	50%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	33%
• teachers at this school motivate their child to learn* (S2007)	93%	100%	11%
• teachers at this school treat students fairly* (S2008)	93%	80%	33%
• they can talk to their child's teachers about their concerns* (S2009)	93%	100%	33%
• this school works with them to support their child's learning* (S2010)	93%	100%	25%
• this school takes parents' opinions seriously* (S2011)	79%	100%	0%
• student behaviour is well managed at this school* (S2012)	79%	60%	56%
• this school looks for ways to improve* (S2013)	93%	100%	22%
• this school is well maintained* (S2014)	100%	100%	78%

* 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%	86%
• they like being at their school* (S2036)	100%	96%	57%
• they feel safe at their school* (S2037)	100%	100%	79%
• their teachers motivate them to learn* (S2038)	100%	100%	86%
• 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%	95%	86%
• teachers treat students fairly at their school* (S2041)	100%	100%	57%
• they can talk to their teachers about their concerns* (S2042)	100%	95%	38%
• their school takes students' opinions seriously* (S2043)	100%	100%	69%
• student behaviour is well managed at their school* (S2044)	100%	78%	54%
• their school looks for ways to improve* (S2045)	100%	100%	92%
• their school is well maintained* (S2046)	100%	100%	71%



Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	100%	96%	92%

* 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%	69%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	69%
• they receive useful feedback about their work at their school (S2071)	100%	100%	31%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	60%
• students are encouraged to do their best at their school (S2072)	100%	100%	77%
• students are treated fairly at their school (S2073)	100%	100%	77%
• student behaviour is well managed at their school (S2074)	100%	100%	75%
• staff are well supported at their school (S2075)	100%	100%	25%
• their school takes staff opinions seriously (S2076)	100%	100%	31%
• their school looks for ways to improve (S2077)	100%	100%	62%
• their school is well maintained (S2078)	100%	100%	77%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	54%

* 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

Harlin State School encourages parent participation throughout our school to form a strong basis for excellent relationships with parents, grandparents and the wider school community. Harlin State School is a central hub for parents and community members to meet on regular occasions. Our parents are well informed of what our children are focusing on and how they can become a part of student learning at our school. Parents are encouraged to and regularly are involved in volunteering for working bees, excursions, sports days and a variety of functions and community events. At Harlin we encourage parent participation in education through:

- Assisting in classrooms and with our Prep transition program
- Attending Parades
- Providing craft sessions for all classes on a weekly basis
- Keeping our library up to date
- Communication through weekly newsletters
- Weekly updates to school website – Q schools app
- Actively engaging children with homework
- Actively participating and supporting Education Queensland Policies

Harlin State School has a very supportive and active P&C who organise and attend functions to provide for our school.

The Harlin State School P&C are highly motivated and take a valued interest in their child's education and learning environment.



Respectful relationships education programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. We also have access to the Cluster Guidance Officer and DK Behaviour Campus in Toowoomba to support with student wellbeing.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The school has a Positive behavior for learning program that has a focus on developing and maintaining healthy relationships across the school

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	1	2
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

Students and staff at Harlin State School work hard to minimise the schools environmental footprint. Efforts are made to minimise the use of heating and cooling air conditioners and other power hungry appliances. Our kWh usage has dropped considerably in the last year.

Our water supply is limited due to the fact that it is from rain water tanks only, and students and staff make efforts to ensure that usage is kept to a minimum.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	13,723	22,420	9,905
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.



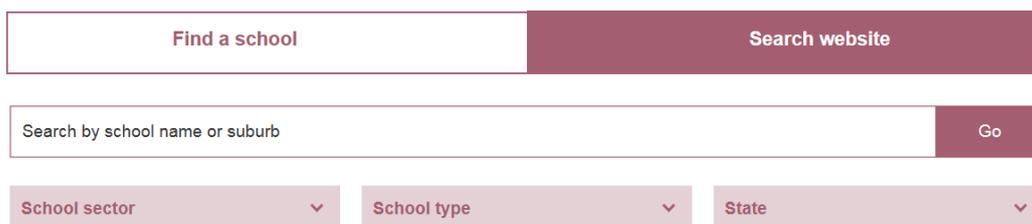
School funding

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.



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



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



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	6	5	0
Full-time equivalents	4	2	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	
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 \$7742

The major professional development initiatives are as follows:

- Putting faces on the data- using data, positive behaviour for learning, age appropriate pedagogies, mandatory training principal networking.

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.	96%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	95%	94%	91%
Attendance rate for Indigenous** students at this school		94%	

* 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	94%	93%	90%
Year 1	92%	91%	89%
Year 2	96%	93%	89%
Year 3	94%	96%	90%
Year 4	96%	94%	92%
Year 5	93%	95%	94%
Year 6	97%	93%	93%

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

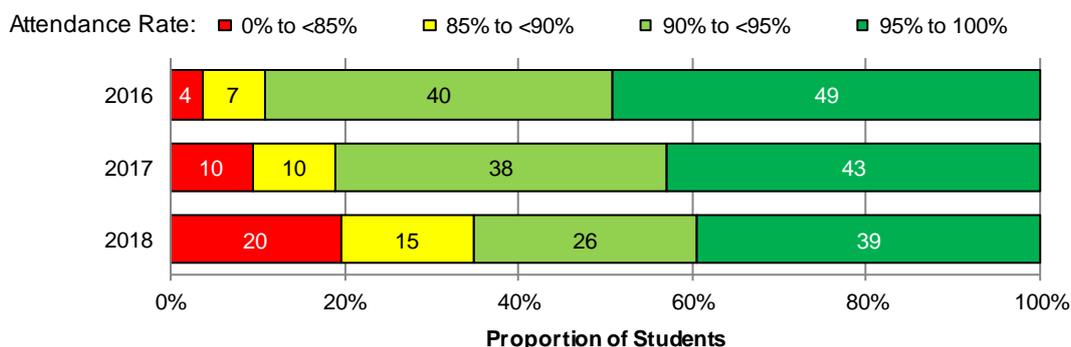
Notes:

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 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.

The school utilises a text messaging system to alert parents about absent students, and this is followed by a phone call when required. Electronic rolls are marked upon arrival to school and after second break.

Students who have poor attendance are not eligible to attend our end of term celebration days.

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.

