



Harlin State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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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.

Principal's Foreword

Introduction

This report contains various pieces of information about the Harlin State School and the work that the principal, staff and community have done to continue to progress our students' achievement.

The report also has general information about the school that is relevant to families and prospective enrolments.

School Progress towards its goals in 2017

Throughout 2017, Harlin State School worked towards having all students meet the National Minimum Standard in Reading, Spelling and Writing in years 3 and 5. When considering our students who attended Harlin for the entire Explicit Improvement Agenda period, these goals were met.

Future Outlook

The School Improvement Agenda will be driven by a focus on Consistency of Practice and Student Engagement in all priority areas.

During 2018 our Explicit Improvement Agenda is largely 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 will develop 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.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	50	26	24		98%
2016	57	26	31		95%
2017	65	28	37	1	97%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 fifth generation students at Harlin creating a strong family and community bond. We also have a large cohort of students who travel from the nearby towns of Kilcoy and Toogoolawah. The school has three composite classes – P/1, 2/3 and 4-6. Our classrooms provide a great opportunity to ensure all students access various levels of curriculum.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	18	18
Year 4 – Year 6		20	27
Year 7 – Year 10			
Year 11 – Year 12			

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 extremely 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	93%	100%
this is a good school (S2035)	83%	93%	100%
their child likes being at this school* (S2001)	100%	86%	100%
their child feels safe at this school* (S2002)	100%	86%	100%
their child's learning needs are being met at this school* (S2003)	100%	93%	100%
their child is making good progress at this school* (S2004)	100%	93%	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)	100%	86%	100%
teachers at this school motivate their child to learn* (S2007)	100%	93%	100%
teachers at this school treat students fairly* (S2008)	86%	93%	80%
they can talk to their child's teachers about their concerns* (S2009)	86%	93%	100%
this school works with them to support their child's learning* (S2010)	100%	93%	100%
this school takes parents' opinions seriously* (S2011)	67%	79%	100%
student behaviour is well managed at this school* (S2012)	71%	79%	60%
this school looks for ways to improve* (S2013)	83%	93%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school is well maintained* (S2014)	86%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	96%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	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%	100%	95%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	92%	100%	95%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	92%	100%	78%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	92%	100%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	89%	100%	100%
they receive useful feedback about their work at their school (S2071)	89%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	89%	100%	100%
student behaviour is well managed at their school (S2074)	89%	100%	100%
staff are well supported at their school (S2075)	78%	100%	100%
their school takes staff opinions seriously (S2076)	89%	100%	100%
their school looks for ways to improve (S2077)	78%	100%	100%
their school is well maintained (S2078)	89%	100%	100%
their school gives them opportunities to do interesting things (S2079)	89%	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

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. We offer parent information sessions once a term, based on the school's focuses. We have a high percentage of parents volunteer 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 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.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	4	0	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

At Harlin State School we have steadily grown in enrolments for a number of years. The addition of a new building, extra air conditioners and the set up of three separate classrooms has shown an increase in power usage; however, the addition of a larger solar system on the new building has reduced the schools' environmental footprint. Unfortunately, one of our sets of solar panels was removed from our school. Due to this, our Electricity consumption jumped drastically in the 2015-17 period. Water at Harlin is sourced from a bore and rainwater tanks. Students and staff are very aware that our water supply is limited and make efforts to ensure that usage is kept to a minimum.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	3,181	
2015-2016	13,723	
2016-2017	22,420	

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

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 <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	5	0
Full-time Equivalents	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	5
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2017 were \$13 020.

The major professional development initiatives are as follows:

THRASS, The Teaching of Writing, Essential Skills for Classroom Management, Mentoring Beginning Teachers.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	94%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 72% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).			94%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

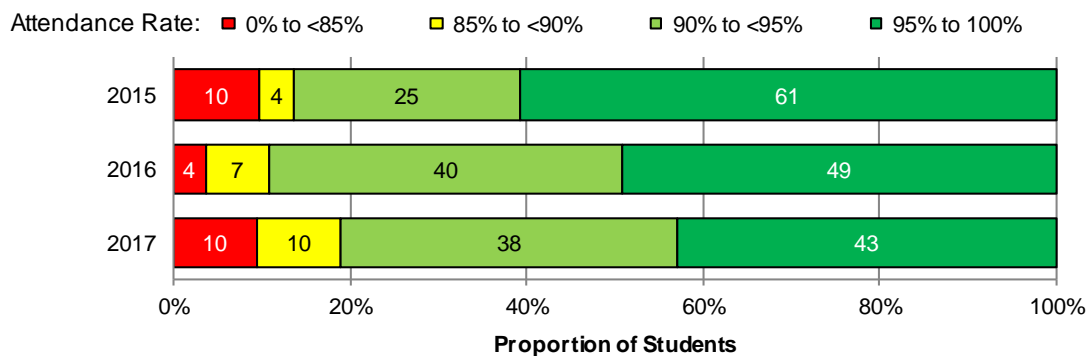
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	93%	96%	98%	96%	97%	92%						
2016	94%	92%	96%	94%	96%	93%	97%						
2017	93%	91%	93%	96%	94%	95%	93%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 where required. 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 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

Thank you for reading our school report. Please contact the school if you require any further information.