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Principal's foreword

Introduction

2008 was a year of consolidation for Hambledon State School. New buildings were complete – the P-3 precinct was finalized and occupied and temporary buildings removed, Computers For Teachers program was implemented and the upgrades to the school management technology suite completed. A large amount of data analysis and planning occurred in preparation for the move to "Whole School Intervention" in various curriculum areas for 2009. Some teams were re-aligned to support this initiative.

Future outlook

With the emphasis placed upon relevant appropriate curriculum, strong pedagogy supported by technology and strong supportive community relations, we expect that learning outcomes for all students will improve. Our P&C Association has been extremely active in raising funds and organising events. More importantly, this body is extremely supportive of the efforts of school staff to improve school environment and learning outcomes for all. This is a benchmark for all future P&C Associations.

Our school at a glance

School Profile

Total student enrolments for this school: 788

Year Levels Offered: Prep to Year 7

Coeducational

Curriculum offerings

Our distinctive curriculum offerings

This school is noted for significant achievements in environmental education-Winners of numerous awards both at a State and Regional level.

The construction of the Prep – year3 Precinct as a distinctive area within the school with its dedicated Philosophy and time table is a real feature of Hambledon State School.

A very effective Learning Support Program which is very active in all year levels

A Special education unit which caters for students who have a need

An extensive music and instrumental program

A very enthusiastic Physical education staff preparing students for interschool and interregional competitions.

Care team which assesses the individual needs of students referred to it.

Extra curricula activities

A very active group of teachers support children through the Science club. This offers students another avenue of exploratory learning which often supports personal interest as well as in-class support to science learning.

An active chess club exists and competes in interschool tournaments.

A gifted and talented program runs in the school.

Numerous sporting teams compete at an interschool and inter region level. Hambledon SS won the Peninsula rugby league championship over the previous 2 years.

Choirs and bands practise before school and during lunch times

Hambledon Hurricanes is the name of our skipping team. They travel widely in the district to give demonstrations to other schools and public functions such as fetes etc.

How computers are used to assist learning

Hambledon State School has had a significant focus on the use of ICT to assist learning in 2008. Staff spent two of the student free days undertaking a range of professional development activities related to this area. The school has spent a considerable amount of money and effort in preparing itself for Education Queensland's new technology infrastructure. Throughout 2008, Hambledon rolled out the *Managed Operating Environment* and associated upgrades as well as *OneSchool* and preparing for the "Computers for Teachers" Laptop program.

The use of eLearning practices such as Virtual Classrooms (VCRs) for students has increased throughout the year.

Over the year the number of teachers offering the use of Virtual Classrooms increased. The result of this for student learning is that a greater number of students are able to access learning activities related to their class curriculum from home via the internet.

The Parents and Citizens Association has been particularly supportive of the use of technology in classrooms through the donations of Bee-Bot robots. These have been embraced by students as an exciting way to integrate technology into learning. Our Prep classes have begun trialling the use of ITouch devices and applications for curriculum use. We look forward to activating the grant secured for the development of our 21st century Learning Lounge concept.

Social climate

A significant amount of work has been undertaken to improve school climate over the previous 2 years. A review of the school code of behaviour has led to a very workable document which is very student centred and caters for all learners in the school. A vigorous campaign of confronting poor behaviour and bullying has resulted in students feeling safer at school and parents happy to send children to this school. The appointment of a school chaplain, a system for recognition of good behaviour, and a focus upon good classroom teaching has led to a drop in student suspensions and exclusions from Hambledon State School and a change in school climate.

Involving parents in their child's education.

We are fortunate to have a very supportive Parents and Citizens association which is very active in the school-providing resources and operating a healthy array of food from the tuckshop.

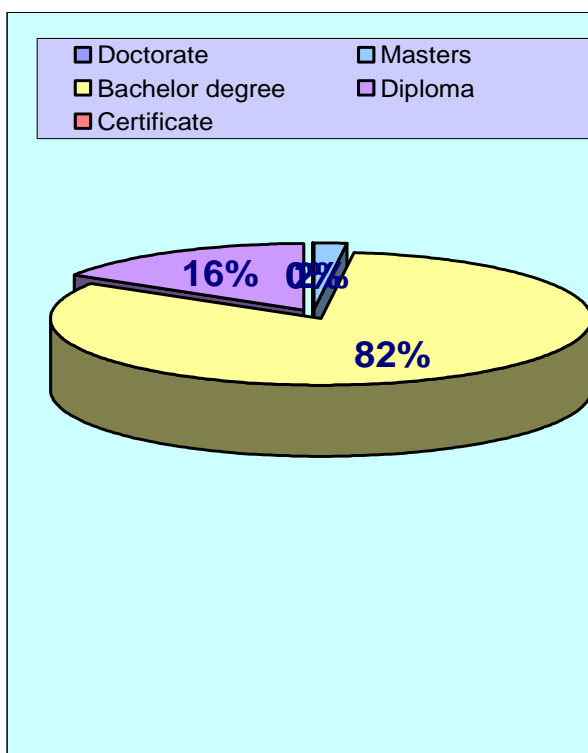
School volunteers are very active in lower school classrooms assisting with reading and numeracy tasks. Parents are encouraged to engage in their child's learning and formal "open classrooms" are organised each term. Working groups are formed regularly to examine issues but these deliberately have a limited life and duration and are very task specific.



Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	82
Diploma	16
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$35227.
- The major professional development initiatives are as follows:
 - SMART Classrooms ICT PD
 - First Aid
 - Year level curriculum planning days
 - QCAR & Essentials
 - Language and Literacy
- The involvement of the teaching staff in professional development activities during 2008 was 88 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96 % in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 94 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 93 %.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	352	425	501
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 89 %	73 %	89 %
Writing	Average score for the school	346	433	495
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 86 %	84 %	81 %
Spelling	Average score for the school	351	438	497
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 87 %	82 %	82 %
Grammar and Punctuation	Average score for the school	337	435	482
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008 80 %	80 %	82 %
Numeracy	Average score for the school	336	422	506
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008 84 %	80 %	97 %

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	65%
Writing	70%
Number	64%

Value added

The number of students in Year 2 requiring extra support has decreased and with the implementation of further support, the advent of the Preparatory Year curriculum and specific strategies targetting ATSI children's early language development, this should decrease further. Careful monitoring of learning outcomes will occur so that specific intervention will be implemented in curriculum areas causing concern.

This applies to Year 3, 5 and 7 as well. A "Whole School Intervention Plan" has been implemented in 2009 and very heavily resourced. Specific curriculum areas have been targetted, teachers inserviced and extra resources purchased. Individual learners and their performance have been identified and carefully monitored by the class teacher and the learning support team. In essence, case management of each learner has been implemented. We expect that whole of school performance in all standardised tests will improve in 2009.

Parent, student and teacher satisfaction with the school

The 2008 School Opinion Survey provides valuable information about the level of parent, student and staff satisfaction in relation to key performance areas. It is positive to note the continuing trend of improvement in staff satisfaction in all areas. In only one area, Support, Resources and Training, has the school mean been flagged as below both the State and Like Schools Benchmarks. This is an area that will need to be further explored and responded to in 2009.

Performance of our students

Parent and student satisfaction however, is a concern with the overall rating for both groups being flagged below both State and Like Schools Benchmarks. More specifically, parents are particularly dissatisfied with Resources and School Climate and students' curriculum, pedagogy and resources.