

# Queensland State School Reporting – 2011

## Hendra State School (0033)



## HENDRA STATE SCHOOL

	Postal address	309 Nudgee Road Hendra 4011
	Phone	(07) 3623 1333
	Fax	(07) 3623 1300
	Email	the.principal@hendrass.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
	Contact Person	Mr Chris Allom - Principal

## Principal's foreword

### Introduction

At Hendra State School we here we aim to provide a quality education in a caring and supportive learning environment.

Our purpose at Hendra State School is to create:-

- A safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens with a disposition to lifelong learning. Students of the Hendra State School community will be able to participate in and shape community, economic, and political life in Queensland and the nation. They will be able to engage confidently with other cultures at home and abroad. (QSE 2010)

Our mission at Hendra State School is to:-

- Empower our students with the knowledge and skills of life long learning and embrace life's challenges as *Active and Informed Citizens for a Sustainable World*.

In order to achieve our goals, we seek to establish co-operative relationships between staff, parents/guardians and pupils. Close liaison with our school will assist the development of a productive partnership through which all children will benefit. We strive to enhance home-school links and welcome the involvement of parents in all facets of school life at Hendra.

Our philosophy of Education at Hendra State School – is based on four key ideas:

- At Hendra State School, we are committed to providing a safe and supportive learning environment, where inclusive and engaging curriculum and effective teaching is paramount;
- At Hendra State School, we believe all members of the Hendra State School community will conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others;
- At Hendra State School, we believe caregivers should show an active interest in their child's schooling and cooperate with the school to achieve the best outcomes for their child. Caregivers are expected to support school staff in maintaining a safe and respectful learning environment for all. We believe that enhanced outcomes are achieved by initiating and maintaining constructive communication and relationships with students and their caregivers; and
- At Hendra State School, students are expected to take responsibility for their learning and behaviour, and actively participate in the educational program provided. Students must demonstrate respect for themselves, other members of the school community and the environment. All students will behave in a manner that respects the rights of others, including the right to learn. Students will cooperate with all members of staff and others in authority.

The 2011 Hendra State School Annual Report articulates our progress towards our strategic goals. This document contains statistical information on the achievement of Hendra State School in a range of significant performance areas. This document outlines our achievements for 2011, as well as the continuing areas of improvement we need to acknowledge, as we strive to provide our students a quality education in a caring and supportive learning environment.

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### School progress towards its goals in 2011

Key strategic directions identified in the 2009 – 2011 Strategic Plan were -

1. Improve educational outcomes for students identified as requiring extra support, both SWD and students with learning disabilities.
2. Improve literacy and numeracy outcomes across all year levels.
3. Further develop skills of analysing, recording and interpreting data.
4. Continue to develop practices, with the introduction of the National Curriculum, that will enable curriculum documents, school and unit plans to be readily accessible to all staff.
5. Continue to develop a whole school science programme in accordance with National Curriculum outcomes.

In July, Mr Chris Allom was appointed as permanent Principal. This appointment saw the start of a review of current school processes and the adjustment of strategic priorities to ensure Hendra State School was providing **a quality education in a caring and supportive learning environment**.

In 2011, Hendra State School achieved the following outcomes

- Review of school purpose, philosophy, beliefs and values of Learning, Student Behaviour and School Community Relationships
  - Establishment of internal monitoring of student learning in reading, spelling and mathematics. Establishment of minimum student achievement expectations
  - Review of Responsible Behaviour Plan for students
  - Establishment of classroom observations utilising Classroom Profiling and Essential Skills in Classroom Management
  - Trial of Australian Curriculum in English, Mathematics and Science in preparation for 2012
  - Review of curriculum documents to ensure alignment to Australian curriculum (C2C) and QCAR Essential Learnings Framework
- 2011 saw the opening of our new Library and the establishment of a computer lab.

### Future outlook

2012 is a quadrennial school review year and an opportunity to formalise the review process that began in 2011. Our Priorities for 2012 are:-

- Maintain an unrelenting focus on improving Reading and Numeracy
- Deliver excellent Curriculum and Teaching to improve student learning outcomes – Australian National Curriculum
- Continue to focus on the achievement of all students - Closing the Gap and Raising the Bar
- Work towards a “High” in each of the domains of the teaching and Learning Audit
- Extend instructional supervision program and implement collegial sharing of classroom practice and feedback processes

At Hendra State School, in the fundamental areas of Reading and Numeracy we will:-

- analyse and discuss whole school, cohort and individual student achievement data,
- set and monitor explicit targets for student achievement (student profile, cohort profile),
- delivering targeted teaching in response to individual learning needs (differentiation and resourcing),
- deliver high quality teaching practices.

In 2012 we will:-

- Establish whole school achievement targets in reading that are regularly published in the new sletter.
- Analyse NAPLAN data sets (2011, 2010, 2009, 2008) and identify trends.
- Develop cohort and individual support/extension programs to target identified areas
- Stop decline in SOS data – parent and staff satisfaction in areas relating to curriculum
- Continue classroom observations focused on ESCM(classroom profiling) and teaching practice

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
75	39	36	72%

### Characteristics of the student body:

Hendra State School is a small school located approximately 7 kilometres from the city and 2 kilometres from Brisbane Airport. Our enrolment lies between 70 and 80 students, catering for students from Prep to Year 7 in co-educational, supportive multi-age settings. Hendra State School was established in 1864, making it the 33rd oldest school in Queensland.

Hendra State School prides itself on its care for the individual. The smallness of our school enables the staff to support the student's needs by tailoring their programmes to meet these needs, to improve learning outcomes and support the students to become life-long learners.

Our very high computer to student ratio 1:2 means that our students have access to a wide range of learning experiences.

Our students display an excellent standard of behaviour and all students comply with our dress code policy.

Our students generally come from a moderate socio-economic background – Hendra State School has an ICSEA score of 979 compared to the Australian average of 1000. At Hendra State School we have 5% of student identifying themselves as Aboriginal/Torres Strait Islander and 10% identifying themselves as having English as a Second Language

A significant number of students who attend Hendra State School do not live in our local area. These students generally travel with their parents to and from work and Hendra State School is the most convenient school for drop off and pick up. Changes in employment often result in these students leaving Hendra State School and this significantly impacts on our enrolment continuity. Another factor in our student continuity is students who live outside our local area changing schools in preparation for high school. A number of students leave Hendra State School in year 5, 6 and 7 to take up positions at private schools in preparation for high school.

A large percentage of students have access to a computer at home and come to school with the necessary equipment including stationary.

### Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	20
Year 4 – Year 10	22
All Classes	20.5

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	1
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

Hendra State School offers a well balanced curriculum across the eight key learning areas. Our focus is very strongly on English and Mathematics.

We also accessed the following in 2010 to assist in our curriculum delivery

- Special Teacher – Literacy and Numeracy
- Advisory Visiting Teacher – Speech and Language, Physical Impairment, ASD
- Specialist teachers - Japanese (LOTE), Physical Education and Music

### Extra curricula activities

- Athletics carnivals
- Swimming lessons
- Swimming carnival
- Sports development sessions
- Readers Cup

### How Information and Communication Technologies are used to assist learning

Computers assist all aspects of student learning at Hendra State School. Students access a variety of software applications and internet based activities to support and enhance their knowledge and understanding of core literacy and numeracy concepts. Hendra aims to provide all students with the technical knowledge and skill to use a variety of software applications to support all areas of their education.

Staff use ICTs to plan, prepare and present learning experiences. Students engage with ICTs on a daily basis across all Key Learning Areas.

In 2010, Hendra was able to establish a computer lab in our BER Library building. Each classroom has access to a mini computer lab. Hendra has over 30 computers and a ratio of 1 computer to every 2 students.

## Social climate

2010 School Opinion Survey Data -

### Staff

- 100% of staff agree or strongly agree that Hendra State school is a safe place in which to work
- 100% of staff agree or strongly agree that there is a good team spirit among the staff at this school
- 100% of staff agree or strongly agree that Hendra State School is a good place in which to work

### Parents

- 90% of parents are satisfied or very satisfied that their child is safe at Hendra State School.
- 75% of parents are satisfied or very satisfied that their child is treated fairly at Hendra State School.
- 75% of parents are satisfied or very satisfied with the behaviour of students at Hendra State School.
- 85% of parents are satisfied or very satisfied with student discipline at Hendra State School.
- 95% of parents are satisfied or very satisfied that their child is happy to go to Hendra State School.

### Students

- 64% of students are satisfied or very satisfied that they are safe at Hendra State School.
- 68% of students are satisfied or very satisfied that they are treated fairly at Hendra State School.
- 52% of students are satisfied or very satisfied with the behaviour of students at Hendra State School.
- 68% of students are satisfied or very satisfied that they are happy to go to Hendra State School.

At Hendra State School we are committed to establishing a school climate where we deliver a – quality education in a caring, supportive learning environment. This is encapsulated in our philosophy and belief statements –

## OUR PHILOSOPHY

Education at Hendra State School – is based on four key ideas:

- At Hendra State School, we are committed to providing a safe and supportive learning environment, where inclusive and engaging curriculum and effective teaching is paramount;
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- At Hendra State School, we believe caregivers should show an active interest in their child's schooling and cooperate with the school to achieve the best outcomes for their child. Caregivers are expected to support school staff in maintaining a safe and respectful learning environment for all. We believe that enhanced outcomes are achieved by initiating and maintaining constructive communication and relationships with students and their caregivers; and
- At Hendra State School, students are expected to take responsibility for their learning and behaviour, and actively participate in the educational program provided. Students must demonstrate respect for themselves, other members of the school community and the environment. All students will behave in a manner that respects the rights of others, including the right to learn. Students will cooperate with all members of staff and others in authority.

## Beliefs & Values – Student Behaviour

Hendra State School is committed to developing a school culture that promotes and maintains a high standard of student behaviour, where students are encouraged to and expected to **accept responsibility for their own behaviour**. At Hendra State School students will **respect the rights**, property and opinions of themselves and others. Our school culture will inspire all students to become **responsible, respectful, self-motivated** and **cooperative** individuals, who have acquired values supportive of their lifelong wellbeing.

At Hendra State School we believe that:-

- The **social outcomes** of schooling are as important as the academic outcomes in determining future success and happiness;
- Students can be assisted to **accept responsibility for their behaviour** choices through explicit teaching, modelling and encouragement:-
- **Positive teacher-student relationships**, a stimulating and productive classroom environment and an engaging and inclusive curriculum are fundamental in promoting positive behaviour;
- Consistent, **responsible parenting**, which models acceptable social behaviour, is an important influence on student behaviour;
- Managing student behaviour is a **joint responsibility** of students, parents and staff; and
- **There are many factors — personal, interpersonal and environmental — that influence student behaviour as the student interacts with the elements of the school environment.**

*The use of a fair, consistent and responsive approach that encourages students to take responsibility for their behaviour is the most effective way to achieve long-term behaviour changes. A range of factors needs to be considered when choosing responses to student behaviour. These include context, emotional well-being, culture, gender, race, socio-economic situation and impairment, all of which can influence the way in which students act or react to adult responses.*

## Beliefs & Values – Learning

Essential to effective learning is a safe, supportive and disciplined environment that respects the following **rights**.

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

At Hendra State School we believe that:-

- Education is a **life-long** process;
- Effective teaching practices and quality curriculum will result measurable improvement in **student learning outcomes**;
- Students need to be viewed as **unique individuals** and as such our school needs to establish and enhance programs which cater for the **individual needs** of our students and staff, their diverse learning styles, abilities, social and cultural backgrounds;
- Students require opportunities to engage in **quality learning experiences** that foster a love of learning and equip all students with the skills and capacities to become productive members of society; and
- Students have a **natural desire to learn**. This eagerness and curiosity should be fostered by parents and teachers.

## Beliefs & Values – School Community

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

The Code of School Behaviour is based upon shared values and beliefs for the school community. They include the following:

- Honesty;
- Respect for self and others;
- Responsibility and self-discipline;
- Excellence and Self-confidence;
- Professionalism: accountability and high performance;

# Our school at a glance

- Supporting innovation and creativity in safe and supportive environments;
- Diversity and inclusiveness: encouraging all parties to participate in education.

High standards of student behaviour is supported through the following proactive strategies at Hendra State School-

- Training all staff in Essential Skills in Classroom Management

- Establishing expectations
- Giving instructions
- Waiting and scanning
- Cueing with parallel acknowledgment
- Body language encouraging
- Descriptive encouraging
- Selective attending
- Redirecting to the learning
- Giving a choice
- Following through

- Explicit behavioural expectations

- School rules displayed in classrooms and common areas

- Newsletter items highlighting behavioural expectations

- Parade

- Class discussions

- Consistent behaviour management – school wide approach – Responsible Thinking Process

- Classroom Management Plans

- Playground Management Plan

- Positive reinforcement of appropriate behaviours

- Praise and encouragement of positive behaviour choices - Gotchas

- Class and individual behaviour awards

- Principal awards

- Reward and celebration activities

- Lunchtime activities

- Social skilling of students

- You Can Do It Program to develop the skills of persistence, resilience, organisation, confidence and getting along

- Virtues lessons

- High Five problem solving techniques of

1. Speak friendly
2. Ignore
3. Move away
4. Speak firmly
5. Talk to an adult

- HSS social skills program and manners e.g. Raising a hand to speak, Listening to the speaker, Following instructions, Asking for help, Taking turns, Sharing resources, Speaking appropriately - Excuse me, Please, Thank you, Knock and wait

- Structured school environment – designated eating and play areas, line up procedures

- Building supportive and positive relationships based on mutual respect:

- Positive classroom environments

- Effective and inclusive teaching

- Relevant and engaging curriculum that caters for the needs of individual students within a Multi-Age setting

- Promoting school values and culture

- Building strong community relationships to help foster a sense of pride in Hendra State School

- Open communication between staff, students, parents and the community

# Our school at a glance

## Parent, student and teacher satisfaction with the school

2010 saw a decrease in parent satisfaction data. Decreases occurred in survey areas relating to curriculum and teaching, in particular the areas of literacy and numeracy. As a result the some of the key strategic directions for 2012 are –

- Maintain an unrelenting focus on improving Reading and Numeracy
- Deliver excellent Curriculum and Teaching to improve student learning outcomes.

Overall the satisfaction of student, staff and parents remains similar to state results. Our ambition for 2012 is for improved results in all areas and to achieve above state results in the below key statistical areas.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	70%
Percentage of students satisfied that they are getting a good education at school	84%
Percentage of parents/caregivers satisfied with their child's school	85%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	94%

DW – Data withheld

## Involving parents in their child's education

Hendra State School has a strong relationship with parents and the wider community. Through learning support in classes, working bees, excursions, sports days and a variety of school and community based projects, our school fosters these strong links with parents and the wider community.

Parents are encouraged to take a high level of interest in their child's education and are involved in a number of ways including:

- Assisting in classroom activities
- Attending school parades and "good work" assemblies
- Organising functions, supporting fundraising projects
- Attending monthly P&C meetings, social functions, school sports days
- Reading new sletters
- Helping their children with homework
- Displaying support for school policies regarding uniform, behaviour management

## Reducing the school's environmental footprint

## Our school at a glance

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Every attempt is made to reduce Hendra State School's environmental footprint. From ensuring lights, computers and air-conditioners are switched off when not in use to monitoring our water usage to ensure our aging water infrastructure has no leaks.

Environmental footprint indicators, 2010-2011

	Electricity Kw H	Water KL
2011	21,332	283
2010	25,536	297
% change 10 - 11	-16%	-5%

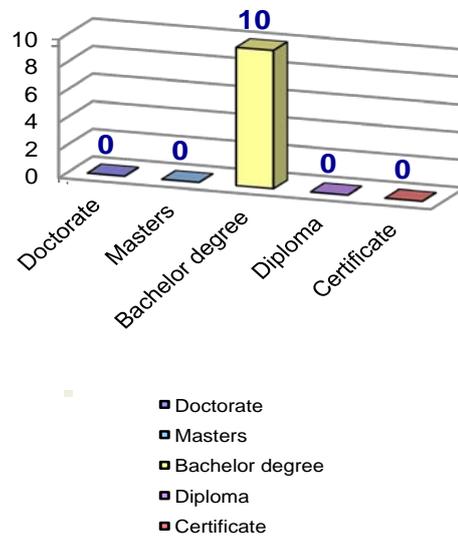
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	10	8	0
Full-time equivalents	5	4	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	10
Diploma	0
Certificate	0



## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$7657.

The major professional development initiatives are as follows:

- Reading Comprehension
- Curriculum Area Risk Assessment, Code of Conduct, Student Protection, Asbestos Management
- WPH&S Network meetings
- Speech/Language Training
- First Aid/CPR Training
- C2C/Australian Curriculum in-service
- OneSchool finance
- OneSchool curriculum planning and assessment
- Classroom Profiling
- Essential Skills in Classroom Management
- Science Spark
- EATSIPS Training
- ASD Training
- QCAT moderation
- Data Analysis

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

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

From the end of the previous school year, 70% of staff was retained by the school for the entire 2011 school year.

### School income broken down by funding source

School income 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**.

## Our staff profile

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

# Performance of our students

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

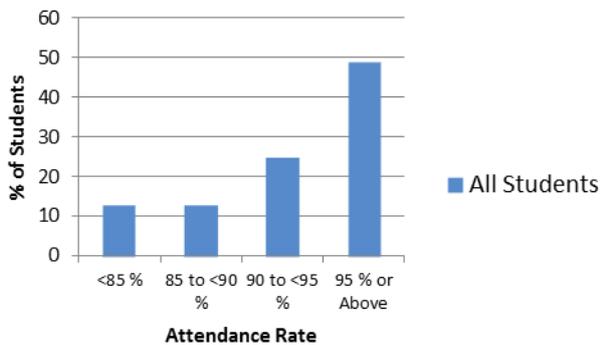
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90%	93%	93%	89%	92%	96%	92%					

### 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 DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Hendra State School, we believe that every day counts. Our school requests that student absences (late arrivals and early departures) must be accompanied with a note or phone call from the parent explaining the absence. A student who is absent from school for more than two consecutive days, and whose absences are unexplained, has their parents contacted by the principal. Class rolls are marked initially at the commencement of the school day, and then immediately following lunch break at 1.30pm.

### 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.

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/>.

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# Performance of our students

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# Performance of our students

## Achievement – Closing the Gap

Hendra State School is proud that there is no gap between the performance of Aboriginal and Torres Strait Islander and non-Indigenous students at Hendra State School. Aboriginal and Torres Strait Islander students at Hendra perform as well as the non-Indigenous students in all areas. The attendance rate of Aboriginal and Torres Strait Islander students exceeds the systemic target as does the retention rate.