

Hendra State School

Queensland State School Reporting

2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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Principal's foreword

Introduction

The Hendra State School Annual Report for 2013 outlines the achievements of the school community and charts the school's progress alongside the school's Improvement Agenda.

This report further outlines the aims of the school community as it begins 2014 and examines opportunities to celebrate its 150th Anniversary Celebrations in that year.

School progress towards its goals in 2013

The school underwent a change in leadership from the beginning of 2013 and this saw a continuation of some items of the Improvement Agenda and the incorporation of new areas for improvement as identified by the new leadership team. 2013 also saw the introduction of a new executive on the school's Parents and Citizens' Committee.

The priorities of the school community in 2013 are to:

- Develop a pedagogical framework to underpin the teaching and learning opportunities at Hendra State School.
- Improving Student achievement in Literacy and Numeracy
- Implementation of the Australian Curriculum
- Identify ways to improve student engagement in the school.

In order to achieve these goals the school community met regularly to discuss student data and to discuss learning goals. There was continued progress on identifying student data and a strong analysis of this data demonstrated areas for improvement included Reading, Writing and Number. This emphasis resulted in strong gains in NAPLAN results indicating strong Student Relative Gain data.

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The school also created a Pedagogical Framework that outlines the Teaching and Learning Expectations across the entire school. This document was the focus of many professional development opportunities and continues to evolve.

The school began the introduction The Reading CAFÉ across the entire school focusing on the explicit instruction of reading strategies. In addition the school developed a consistent benchmark/standard of bookwork for both English and Mathematics.

For the first time, students were engaged with History as part of the Australian Curriculum. This led to staff discussions around expectations of student work, and the implementation of this was successful.

In addition, along with the Parents and Citizens' Association, the school looked for a number of innovative ways to further engage the student community. This led to a number of new initiatives for the students at Hendra State School. These include:

- The purchase of \$7 500 of musical instruments to support the introduction of Instrumental Music for Years Four to Seven
- The commencement of the Riding to Success Program, a unique Hendra SS Horse Riding Program
- Greater involvement in sporting participation both a school and district level
- Establishment of Wi-Fi and further improvements across the school's ICTs infrastructure.

Future outlook

The Hendra State School community looks to expand and build upon the success of 2013, into its 150th Year in 2014. The school community will continue to strive for excellence in the social, academic and sporting areas. The school will continue to:

- Endeavour to improve academic results in NAPLAN and to pursue improvements to student data
- Increase the use of ICTs in innovative curriculum practice
- Ensure communication processes remain up to date
- Implement the Riding To Success Horse Riding Program
- Identify suitable venues for school camp for Years Four to Seven
- Improve the effectiveness of The Reading CAFÉ
- Develop and implement a Coaching and Feedback Methodology
- Enact the outcomes of the School's Teaching, Learning and Discipline Audit
- Engage the local community in organising the school's 150th Anniversary Celebration.

It is envisaged that combined with the above strategies and the quality work being undertaken by staff, and with the support of the Hendra SS Community, the school will continue to demonstrate greater outcomes for students. The school community continues to work together and contributes greatly to the success of our students.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	75	39	36	72%
2012	58	33	25	67%
2013	49	28	21	83%

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

Characteristics of the student body:

Hendra State School is a small school based in the Northern Suburbs of Brisbane. With its close proximity to the airport and CBD, many students travel from outside the local catchment area of Hendra. Some students travel as far afield as Morayfield and Logan to attend Hendra State School.

Hendra State School caters for a small number of international students. The school has a small number of students verified with a disability and a small number of indigenous students. The parent body consists of professionals such as lawyers, accountants and office workers. In addition a number of parents are involved in the Horse Racing Industry.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	20	18	17
Year 4 – Year 7 Primary	22	21	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5	1	1	1
Long Suspensions - 6 to 20	0	0	1
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Students at Hendra State School are provided with many opportunities to demonstrate and participate in Extra-Curricular activities and to support the implementation of the National Curriculum. We work to ensure that all students participate, including those in PREP. All of our students, including PREP students undertake Japanese and swimming two terms a year. In addition a number of students participate in the Chaplaincy program and all classes undertake excursions to provide context for various curriculum offerings.

Extra curricula activities

This year saw the introduction of Instrumental Music for the first time at Hendra State School. The school participates in the Instrumental Music Outreach Program, in which students undertake lessons in various musical instruments via video-conference and through hands on teaching. Instruments include Flute, Trumpet, Clarinet and Percussion.

In addition 2013 saw the Introduction of the Hendra State School Riding to Success Program. This program aims to build student confidence and build risk-taking through the implementation of a horse-riding program. The program undertaken in Term Three utilizes the expertise of our parent groups and the Doomben Polo Academy. All students participate and learn to:

- Horse grooming
- Safety around horses
- Independent riding

This program has drawn widespread support within the community, and as a result the school received significant media exposure. More importantly our students benefited greatly from the program with the confidence of some students improving considerably.

Students in Years 4 – 7 also went to camp at the Outdoor Environmental Education Centre at Maroon Dam near Ipswich. Here the focus was on teamwork and leadership.

How Information and Communication Technologies are used to assist learning

There has been a significant investment in Information and Communication Technologies over the year. The school invested heavily in Interactive Data Projectors, establishing wi-fi across the entire school, and in ipads. The staff have also undertaken extensive professional development activities to support the introduction of mobile one to one devices such as ipads to ensure effective use of such devices to enhance learning activities.

Social climate

Hendra State School has a very positive social climate. Visitors to the school will often remark about the community feel of our school. Our school offers a Chplacency Program, voluntary, and also has access to a Guidance Officer. In addition our students undertake numerous extra-curricular activities such as inter-school sporting activities, and participation in music camps is highly encouraged. Our students played their first concert at the Merriwee Aged Care Home. Our positive social climate is acknowledged by students, parents and staff the Opinion Survey data in which both parents and students overwhelming indicate they feel safe at school.

The school continues to implement the Responsible Behaviour Plan to manage incidents within the school community.

Parent, student and staff satisfaction with the school

Data from the parent, student and staff survey indicate a general growth in satisfaction in most areas. There was slight improvement in the percentage of parents who felt this was a good school to 93%. In addition 100% of students felt they are getting a good education at school, and that they feel safe at school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	91%	88%
this is a good school (S2035)	91%	93%
their child likes being at this school* (S2001)	95%	100%
their child feels safe at this school* (S2002)	95%	100%
their child's learning needs are being met at this school* (S2003)	91%	81%
their child is making good progress at this school* (S2004)	95%	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	87%
teachers at this school motivate their child to learn* (S2007)	91%	93%
teachers at this school treat students fairly* (S2008)	95%	93%
they can talk to their child's teachers about their concerns* (S2009)	95%	93%
this school works with them to support their child's learning* (S2010)	91%	87%
this school takes parents' opinions seriously* (S2011)	86%	93%
student behaviour is well managed at this school* (S2012)	91%	93%

Our school at a glance

this school looks for ways to improve* (S2013)	91%	93%
this school is well maintained* (S2014)	90%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	100%
they like being at their school* (S2036)	92%	100%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	96%	89%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	78%
teachers treat students fairly at their school* (S2041)	96%	89%
they can talk to their teachers about their concerns* (S2042)	80%	100%
their school takes students' opinions seriously* (S2043)	78%	89%
student behaviour is well managed at their school* (S2044)	75%	100%
their school looks for ways to improve* (S2045)	96%	100%
their school is well maintained* (S2046)	84%	100%
their school gives them opportunities to do interesting things* (S2047)	96%	100%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Hendra State School actively encourages the involvement of parents in their child's education. Hendra State School is fortunate to have an active P & C Association who are constantly looking for ways to value add to education at Hendra State School. We have a number of parent volunteers who assist in classrooms and excursions and who support the various extra-curricular activities at the school.

Reducing the school's environmental footprint

Hendra State School makes use of solar panels, and large underground water tanks to reduce the schools environmental footprint. The school ensures key infrastructure and educational tools that require power are turned off by staff, students and the community. Our school community continues to look for ways to reduce its environmental footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	21,332	283
2011-2012	29,084	470
2012-2013	24,548	107

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

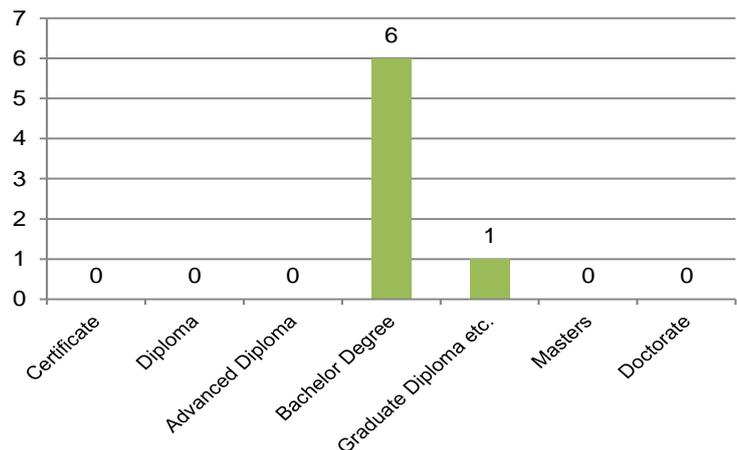
Staff composition, including Indigenous staff

Hendra State School is staffed by qualified professionals. All our teaching staff have attained a minimum of Bachelor's Degree.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	7	6	0
Full-time	3	3	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc.	1
Masters	0
Doctorate	0
Total	7



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$5682.90.

The major professional development initiatives are as follows:

- Improving the teaching of Reading – an Introduction to the Reading CAFÉ
- Improving the standards of writing
- Whole School Data Analysis

Our staff profile

- Asbestos Management in Schools
- Department of Education Purchasing and Procurement Strategy
- Using Ipads in the classroom context
- Jim Knight – the basis of a Pedagogical Framework
- School visits
- Principal's Forum
- First Aid and CPR Training

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2013 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.

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

Our staff profile

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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage)	93%	94%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

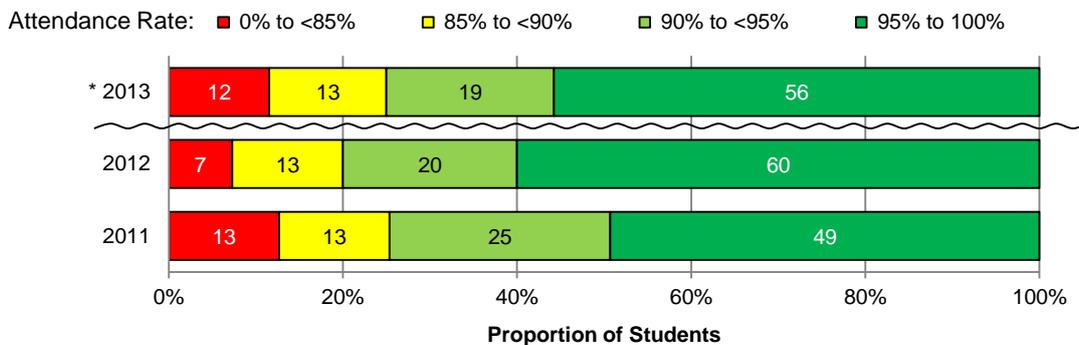
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	90%	93%	93%	89%	92%	96%	92%
2012	94%	95%	91%	94%	95%	92%	97%
2013	93%	90%	96%	90%	95%	94%	96%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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, all classroom rolls are marked twice a day, once in the morning and in the afternoon. All classroom rolls are collected weekly with attendance data collected in One School.

Families with students absent for more than two days are contacted by the school in order to

Performance of our students

determine the cause of absence. This practice is mandatory in our school. It is a requirement that all student absences are accompanied by a note, as early as possible, or to contact the office by email or phone as soon as is possible.

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/>.

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.

The image shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The cohort size pertaining to this section is below minimum reporting standards and this information is withheld to protect student confidentiality.